

Memorandum

To: General Faculty

Date: April 15, 2020

Regarding: Faculty Senate Agenda for April 17, 2020 via Google Meet

1. Call to Order

2. Roll Call

3. Minutes

A) The April 3, 2020 meeting minutes were approved electronically on April 6, 2020.

4. Committee Reports

Committee I: Undergraduate Programs Committee (Nick Sterling, Chair)

Action Items: (Addendum I)

A) College of Science and Mathematics

1) Department of Geosciences

a) [Stream Restoration Stand-Alone Certificate](#)

Request: Add

B) College of Social Sciences

1) Department of Psychology

a) [PSYC 4085A - Horizon Seminar 1](#)

Request: Add

b) [PSYC 4085B - Horizon Seminar 2](#)

Request: Add

c) [PSYC 4085C - Horizon Seminar 3](#)

Request: Add

d) [PSYC 4085D - Horizon Seminar 4](#)

Request: Add

e) [PSYC 4085E - Horizon Seminar 5](#)

Request: Add

- f) [PSYC 4085F - Horizon Seminar 6](#)
Request: Add
- g) [PSYC 4085G - Horizon Seminar 7](#)
Request: Add
- 2) Department of Sociology
 - a) [Social and Behavioral Health, B.S.](#)
Request: Modify

Information Item:

- A) College of Education
 - 1) The Department of Communication Sciences and Professional Counseling will change its name to the “Department of Counseling, Higher Education, and Speech Language Pathology” effective Summer 2020.

Committee II: Graduate Programs Committee (Ben Geyer, Chair)

Action Items: (Addendum II)

- A) College of Education
 - 1) Department of Sport Management, Wellness, and Physical Education
 - a) [Physical Education, M.Ed.](#)
Request: Modify
- B) College of Science and Mathematics
 - 1) Department of Biology
 - a) [BIOL 5425 - Fire Ecology](#)
Request: Add
 - b) [BIOL 5427 - Conservation Biology](#)
Request: Add
 - 2) Department of Mathematics
 - a) [MATH 6984 - Computational Mathematics Capstone](#)
Request: Add
 - b) [MATH 6985 - Discrete Mathematics Capstone](#)
Request: Add
 - c) [MATH 6987 - Statistics Certificate Capstone](#)
Request: Add

Information Item:

- A) College of Education
 - 1) The Department of Communication Sciences and Professional Counseling will change its name to the “Department of Counseling, Higher Education, and Speech Language Pathology” effective Summer 2020.

Committee III: Academic Policies Committee (Agnieszka Chwialkowska, Chair)

Action Items:

- A) UWG Academic Catalogs
 - 1) Undergraduate Catalog - Undergraduate Academic Policies
 - a) Transient Student Status ([Addendum III](#))
Request: Modify
 - 2) Undergraduate Catalog – Undergraduate Academic Policies ([Addendum IV](#))
 - a) Glossary: Transferable Course
Request: Add
 - b) Glossary: Transfer GPA
Request: Modify
 - 3) Undergraduate Catalog – Undergraduate Academic Policies
 - a) Transfer Credit Evaluation Policy ([Addendum V](#))
Request: Add
 - 4) Undergraduate Catalog – Undergraduate Academic Policies
 - a) Repeating a Course to Replace a Grade ([Addendum VI](#))
Request: Modify
 - 5) Undergraduate Catalog – Undergraduate Academic Policies
 - a) Graduation with Honors ([Addendum VII](#))
Request: Modify

Information Item:

- A) UWG *Faculty Handbook* 207.04
 - 1) 207.04.C. — Hearing Protocol for Grade Appeals ([Addendum VIII](#))

Committee IV: Faculty Development Committee (Basu Dutt, Chair)

Information Item:

- A) Faculty Research Grants, Mark Faucette

Committee V: Institutional Planning Committee (Felix Tweraser, Chair)

Information Item:

- A) Cale Self will serve as Chair of the Institutional Planning Committee for the 2020-2021 Academic Year.

Committee VI: Intercollegiate Athletics and University Advancement Committee (Scott Gordon, Chair)

Action Items:

- A) A Resolution for Athletics Inclusion ([Addendum IX](#))
- 5. Old Business
- 6. New Business
- 7. Announcements
 - A) Senate Liaison Reports
- 8. Adjournment

Addendum I

Stream Restoration Certificate

2020-2021 Undergraduate New Program Request

General Information

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*

Fall

Desired Effective Year*

2020

Program Information

Program Name* Stream Restoration Certificate

Program Type*

Certificate

Degree Type*

Certificate

Program Description*

The Stream Restoration Certificate will provide skills necessary for graduates to gain a foothold in the interdisciplinary field of Stream Restoration. The certificate, developed in cooperation with professionals in the field, requires key courses in biology, geology and geography. It will typically be undertaken by students majoring in one of the aforementioned disciplines but that is not a requirement.

Program Location*

Carrollton

Status* Active-Visible Inactive-Hidden

How will the proposed program be delivered?*

- Face-to-Face
- Online Only
- Hybrid

Curriculum Information

Select *Program* below, unless creating an *Shared Core*.

A *Shared Core* is a group of courses shared by multiple entities. For example, Music has a variety of tracks but all tracks share the same core.

Type of Program* Program Shared Core

PROGRAM CURRICULUM

This section allows departments to create the curriculum schema for the program which will feed directly to the catalog. Please click [here](#) for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the new program curriculum.

Step 1

In order to build or edit a program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculum Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 2

Next, to add cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) click on  "View Curriculum Schema." Click add core and title it appropriately. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the  and proceed.

Prospective Curriculum*

Required Courses

Required Courses

Required Courses

BIOL 4440 Aquatic Ecology
GEOG 4564 Contemporary Remote Sensing Applications
GEOL 4003 Geomorphology

Choose two of the following

Choose two of the following

BIOL 3223 Vascular Plants
BIOL 4424 Wildlife Habitat Ecology
BIOL 4985 Special Topics in Biology
GEOG 4103 Geography of Soils and Water
GEOL 4084 Hydrogeology

Justification and Assessment

Rationale* The field of Stream Restoration is driven by society's demand for clean water and healthy stream ecosystems. It requires a strongly interdisciplinary skill set that is not provided by existing UWG programs. This certificate seeks to bridge that gap and allow students to more easily enter the field.

Program Learning Outcomes - Please provide PLOs in a numbered list format.*

1. Students will demonstrate an understanding of stream ecology and geomorphology
2. Students will be able to apply modern spatial analysis techniques in a project-driven environment
3. Students will be able to apply key concepts of biology, geology and geography to the practice of stream restoration
4. Students will master basic data processing and analysis techniques

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to cjenks@westga.edu

Check all that apply to this program*

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) USGBOR One Step Proposal

2.) Program Map

For advising purposes, all new programs must include program map. Please download the program map template from [here](#), and upload.

3.) Program Sheet

4.) Assessment Plan

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the assessment template from [here](#) complete, and upload.

4.) Curriculum Map Assessment

USGBOR One Step Proposal*

- I have attached the USGBOR One Step Proposal.
- N/A (minor, embedded certificate)

Program Map*

- I have attached the Program Map.

Assessment Plan*

- I have attached the Assessment Plan.
- Assessment Plan is not required (minor is a part of an existing major)

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculum@westga.edu.

School/
Department*

Is this a School of
Nursing Program?* Yes No

Is this a College of
Education Program?
* Yes No

Is the
addition/change
related to core,
honors, or XIDS
courses?* Yes
 No

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

**University of West Georgia
College of Science and Mathematics
Department of Geosciences**

Stream Restoration Certificate

Certificate Directors: Dr. Christopher Tabit and Dr. James Mayer

Program Description

The Stream Restoration Certificate will provide skills necessary for graduates to gain a foothold in the interdisciplinary field of Stream Restoration. The certificate, developed in cooperation with professionals in the field, requires key courses in biology, geology and geography. It will typically be undertaken by students majoring in one of the aforementioned disciplines but that is not a requirement.

Rationale

The field of Stream Restoration is driven by society's demand for clean water and healthy stream ecosystems. It requires a strongly interdisciplinary skill set that is not provided by existing UWG programs. This certificate seeks to bridge that gap and allow students to more easily enter the field.

Learning Outcomes

1. Students will demonstrate an understanding of stream ecology and geomorphology
2. Students will be able to apply modern spatial analysis techniques in a project-driven environment
3. Students will be able to apply key concepts of biology, geology and geography to the practice of stream restoration
4. Students will master basic data processing and analysis techniques

Eligibility

This is a standalone certificate open to undergraduate students in any major.

Program of Study

Required Courses (11 hrs)

BIOL 4440 Aquatic Ecology	4
GEOL 4003 Geomorphology	3
GEOG 4564 Contemp Remote Sensing App	4

Choose TWO from the following (7-8 hrs)

BIOL 3223 Vascular Plants	4
BIOL 4424 Wildlife Habitat Ecology	4
BIOL 4985 Field Ecology	4
GEOL 4084 Hydrogeology	4
GEOG 4103 Soil Science	3

Total hours: 18-19

Undergraduate Atmospheric Science Certificate

Student Learning Outcome	Strategic Plan Connection
1. Students will demonstrate ability to characterize the ecological health of aquatic systems.	2.D
2. Students will demonstrate mastery of geospatial data acquisition and processing.	2.D
3. Students will be able to apply major principles of fluvial geomorphology to explain stream evolution and processes.	2.D

Measure/Method	Success Criterion	AY2 0	AY2 1	AY2 2
Percent of students performing at a satisfactory level on the final project in Biol 4440 Aquatic Ecology.	Score equal or greater than 85.			
Percent of students performing at a satisfactory level on the final project in GEOG 4564 Contemporary Remote Sensing Applications.	Score equal or greater than 85.			
Percent of students performing at a satisfactory level on fluvial system laboratory exercises in GEOL 3004 Geomorphology.	Average score of three fluvial system exercises equal or greater than 85.			

AY2 3	Interpretation & Use of Results	Improvement Plan

**Academic Year
Program Map
DEGREE and MAJOR
Concentration (if applicable)**

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
		GEOG 4564 Contem Remote Sens App	4
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		Milestones	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
GEOL 4003 Geomorphology	3	GEOL 4084 Hydrogeology	4
SEMESTER TOTAL	3	SEMESTER TOTAL	4
Milestones		Milestones	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
BIOL 3223 Vascular Plants	4	BIOL 4440 Aquatic Ecology	4
SEMESTER TOTAL	4	SEMESTER TOTAL	4
Milestones		Milestones	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

PSYC - 4085A - Horizon Seminar 1

2020-2021 Undergraduate New Course Request

Introduction

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Desired Effective Semester*

Fall

Desired Effective Year*

2020

Course Information

Course Prefix*

PSYC

Course Number* 4085A

Course Title* Horizon Seminar 1

Long Course Title

Course Type*

Psychology

Catalog Course Description*

A special series of topical seminars meant to explore subjects at the leading edge of contemporary psychology, which are of special interest to students and faculty.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? Yes No

Lec Hrs* 1.0 - 4.0

Lab Hrs* 0

Credit Hrs* 1.0 - 4.0

Can a student take this course multiple times, each attempt counting separately toward graduation? Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* 6

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites Prerequisite: PSYC 1101

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course? Yes No

If yes, which area(s) (check all that apply):
 Area A
 Area B
 Area C
 Area D
 Area E

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*
 Carrollton or Newnan Campus: Face-to-Face
 Entirely Online
 Hybrid
 Fully Online

Frequency - How many semesters per year will this course be offered? 2

Justifications and Assessment

Rationale* Currently students can only register on Banweb for 1 section of PSYC 4085. The department offers multiple sections of PSYC 4085 per semester. The creation of the course PSYC 4085B will enable us to offer multiple sections of PSYC 4085 per semester without presenting the current registration problems.

Student Learning Outcomes - Please provide these in a numbered list format.*

1. comprehend, analyze, apply, synthesize, and evaluate various course concepts as they related to and/or occasionally conflict with one another;
2. demonstrate the ability to identify the major themes in the course;
3. demonstrate critical thinking, reading, and writing skills;
4. demonstrate enhanced fluency in writing style.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 80

Will this course have special fees or tuition required?* Yes
 No

If yes, what will the fee be?* n/a

Fee Justification n/a

Routing Information

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College - School/
Department*

Department of Psychology

Is this a School of
Nursing or
University College
course?*

Yes No

Is this a College of
Education course?*

Yes No

Is this an Honors
College course?*

Yes
 No

Is the
addition/change
related to core,
honors, or XIDS
courses?*

Yes
 No

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FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

PSYC 4085 Horizon Seminar: Socrates and Psychology/Fall, 2016
Dr. James J. Dillon/Melson 116/678-839-0607/jdillon@westga.edu/
Office Hours TR 11-12; 1-2 p.m.; R 4-6 p.m.; and online chat hours M & F 11-1
p.m. at jdillon@westga.edu

Course Description

The dialogues of Plato present Socrates, the main character, as a relentless seeker of wisdom and virtue who, despite his claims to ignorance, formulated a distinct philosophical methodology and quite advanced philosophical views. Socrates is among the world's greatest teachers and the father of Western philosophy and speculation. His views and his "dialectic" methodology are well worth considering in depth. This course will provide you with an opportunity to encounter Socrates and all he has to teach you. Through a close reading of the major dialogues, class discussion, as well as formal and informal writing exercises, you will develop and express a basic understanding of Socrates' methodology and philosophy, as well as learn how to approach the intellectual life in a "Socratic" fashion.

Required Texts

Collected Dialogues, Plato (edited by Edith Hamilton & Huntington Cairns).
Psychology: A Concise Introduction (4th), Griggs
And There Was Light, Lusseyran

Course Objectives

By the end of this course, you should be able to:

- a. comprehend, analyze, apply, synthesize, and evaluate various Platonic concepts as they related to and/or occasionally conflict with one another
- b. demonstrate an ability to identify the major themes in the Platonic dialogues;
- c. demonstrate critical thinking, reading, and writing skills;
- d. demonstrate enhanced fluency in your writing style.

Learning Outcomes

Students will:

- a. demonstrate in both oral and written work a critical understanding of the major Platonic dialogues;
- b. demonstrate an ability to properly conduct a Socratic dialogue;
- c. demonstrate an ability to properly participate in a Socratic dialogue;
- d. demonstrate an ability to properly participate in a text-focused seminar discussion;
- e. demonstrate the ability to conduct independent course-related research and to synthesize it in the form of a properly argued and documented research paper prepared according to current professional standards.

Course Format and Your Role

This course is a reading and writing intensive seminar. What this means is that the majority of your time will be spent reading texts, writing about them, and talking about both the texts and your writing with others. I firmly believe that this format is the best way to learn. Each class will be structured around a particular dialogue of Plato. You will be required to read the dialogue before coming to class.

Grading and Criteria

Here is the breakdown of your grade out of 100 points:

Handwritten Interlocutrix forms (13)	18 points
Quizzes (23)	33 points
Lusseyran Reflection #1	6 points
Lusseyran Reflection #2	6 points
Conference Paper #1	11 points
Conference Paper #2	10 points
Conference Paper #3	6 points
Omnibus Conference Paper	10 points

I will not accept late papers. Because each piece of written work will form the basis of class lectures, students who miss a class will not be able to hand in their responses. I will only make exceptions for late work given a documented (note from a doctor) medical emergency pertaining to yourself alone (not friends or family). I will not accept a note simply saying you had an appointment; the note needs to explicitly excuse you from class on the dates in question for medical reasons.

Plagiarism is when you take personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. You must clearly and accurately credit sources you use in written work for all class assignments. If you have been found to plagiarize, you will automatically fail the course and be reported to the administration for disciplinary action.

Please carefully review the following information at this link http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

If you miss your final exam, and prior arrangements have not been made, you may receive a grade of F on that exam or paper and this may affect your final grade in the class. If you miss your exam due to an emergency, please contact the Psychology office at (678)839-6510 or go to Melson Room 123 as soon as possible to complete the application: “Missed Final Exam: Verification of Emergency”. This form will need to be approved by the chair for an incomplete grade which may allow you the time to make up your exam or complete your final assignments. This application will require documentation and authorization from you to verify your emergency.

Special Needs

If you have a registered disability that will require accommodation from me, please see me at the beginning of the semester.

Course Schedule

<u>Date</u>	<u>Reading</u>
8/11	Introductions/Socratic Method
8/16	Meno (70-82)
8/18	Griggs (141-147; 152-154; 173-176) Interlocutrix form due
8/23	Phaedo (57a-72d; 85c-86d)
8/25	Griggs (pp. 39-43; 77-85) Interlocutrix form due
8/30	Phaedo (72e-78b); Griggs (pp. 189-191; 194-201; 212-217)/ Interlocutrix form due
9/1	De Anima (Book II, Chapters 2, 3, 5, 12) on courseden
9/6	Griggs (pp. 104-111; 119-128) Interlocutrix form due
9/8	De Anima (Book III, Chapters 4, 7, 8)
9/13	Lusseyran Seminar (1 st half book) Typed Lusseyran Reflection #1
9/15	Griggs (pp. 233-237; 251-259) Interlocutrix form due
9/20	First Academic Conference; <i>Phaedo</i> (90e-95a; 100b-102d; 105b-105e; 78c-79d);

Conference Paper #1 Due

9/22	Republic (Book VI, 509e-Book VII, 518c)
9/27	Griggs (pp. 282-291)/ Interlocutrix form due
9/29	Theaetetus, (146a-154a; 157b-158e; 160e-162; 166d-168c)
10/4	Griggs (pp. 295-298) and postmodernism on courseden/
10/11	Lusseryan seminar/ Lusseryan Reflection #2
10/13	Griggs (pp. 295-298) and postmodernism on courseden/ Interlocutrix form due
10/18	Nicomachean Ethics (Book VII, 1-5, 8, 10); on courseden
10/20	Griggs (pp. 397-418)/ Interlocutrix form due
10/25	Griggs (pp. 397-418)/ Interlocutrix form due
10/27	Phaedrus (266d-274b; 276a-277a)
11/1	Griggs (pp. 420-425; 429-435)/ Interlocutrix form due
11/3	Griggs (pp. 420-425; 429-435)/ Interlocutrix form due
11/8	Second Academic Conference; Phaedrus (245d-253c) and Republic (505a-509c); Conference Paper #2 Due
11/10	Apology (entire dialogue)
11/15	Griggs pp. (315-321; 325-333; 336-338)/ Interlocutrix form due
11/17	Crito (entire dialogue)
11/29	Griggs (pp. 353-367; 371-376)/ Interlocutrix form due

12/1

Third Academic Conference; Symposium
(201a-212c); **Conference Paper #3 due**

12/8

8-10 a.m. Omnibus Conference on Socratic
Method/**Omnibus Conference Paper due**

PSYC - 4085B - Horizon Seminar 2

2020-2021 Undergraduate New Course Request

Introduction

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Desired Effective Semester*

Fall

Desired Effective Year*

2020

Course Information

Course Prefix*

PSYC

Course Number* 4085B

Course Title* Horizon Seminar 2

Long Course Title

Course Type*

Psychology

Catalog Course Description* A special series of topical seminars meant to explore subjects at the leading edge of contemporary psychology, which are of special interest to students and faculty.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? Yes No

Lec Hrs* 1.0 - 4.0

Lab Hrs* 0

Credit Hrs* 1.0 - 4.0

Can a student take this course multiple times, each attempt counting separately toward graduation? Yes No *

If yes, indicate maximum number of credit hours counted toward graduation.* 6

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites Prerequisite: PSYC 1101

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course? Yes No

If yes, which area(s) (check all that apply): Area A Area B Area C Area D Area E

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)* Carrollton or Newnan Campus: Face-to-Face Entirely Online Hybrid Fully Online

Frequency - How many semesters per year will this course be offered?

27/184

Grading*

Undergraduate Standard Letter

Justifications and Assessment

Rationale* Currently students can only register on Banweb for 1 section of PSYC 4085. The department offers multiple sections of PSYC 4085 per semester. The creation of the course PSYC 4085B will enable us to offer multiple sections of PSYC 4085 per semester without presenting the current registration problems.

Student Learning Outcomes - Please provide these in a numbered list format.*

1. comprehend, analyze, apply, synthesize, and evaluate various course concepts as they related to and/or occasionally conflict with one another;
2. demonstrate the ability to identify the major themes in the course;
3. demonstrate critical thinking, reading, and writing skills;
4. demonstrate enhanced fluency in writing style.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 80

Will this course have special fees or tuition required?* Yes
 No

If yes, what will the fee be?* N/A

Fee Justification N/A

Routing Information

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College - School/
Department*

Department of Psychology

Is this a School of
Nursing or
University College
course?*

Yes No

Is this a College of
Education course?*

Yes No

Is this an Honors
College course?*

Yes
 No

Is the
addition/change
related to core,
honors, or XIDS
courses?*

Yes
 No

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FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

PSYC 4085 Horizon Seminar: Socrates and Psychology/Fall, 2016
Dr. James J. Dillon/Melson 116/678-839-0607/jdillon@westga.edu/
Office Hours TR 11-12; 1-2 p.m.; R 4-6 p.m.; and online chat hours M & F 11-1
p.m. at jdillon@westga.edu

Course Description

The dialogues of Plato present Socrates, the main character, as a relentless seeker of wisdom and virtue who, despite his claims to ignorance, formulated a distinct philosophical methodology and quite advanced philosophical views. Socrates is among the world's greatest teachers and the father of Western philosophy and speculation. His views and his "dialectic" methodology are well worth considering in depth. This course will provide you with an opportunity to encounter Socrates and all he has to teach you. Through a close reading of the major dialogues, class discussion, as well as formal and informal writing exercises, you will develop and express a basic understanding of Socrates' methodology and philosophy, as well as learn how to approach the intellectual life in a "Socratic" fashion.

Required Texts

Collected Dialogues, Plato (edited by Edith Hamilton & Huntington Cairns).
Psychology: A Concise Introduction (4th), Griggs
And There Was Light, Lusseyran

Course Objectives

By the end of this course, you should be able to:

- a. comprehend, analyze, apply, synthesize, and evaluate various Platonic concepts as they related to and/or occasionally conflict with one another
- b. demonstrate an ability to identify the major themes in the Platonic dialogues;
- c. demonstrate critical thinking, reading, and writing skills;
- d. demonstrate enhanced fluency in your writing style.

Learning Outcomes

Students will:

- a. demonstrate in both oral and written work a critical understanding of the major Platonic dialogues;
- b. demonstrate an ability to properly conduct a Socratic dialogue;
- c. demonstrate an ability to properly participate in a Socratic dialogue;
- d. demonstrate an ability to properly participate in a text-focused seminar discussion;
- e. demonstrate the ability to conduct independent course-related research and to synthesize it in the form of a properly argued and documented research paper prepared according to current professional standards.

Course Format and Your Role

This course is a reading and writing intensive seminar. What this means is that the majority of your time will be spent reading texts, writing about them, and talking about both the texts and your writing with others. I firmly believe that this format is the best way to learn. Each class will be structured around a particular dialogue of Plato. You will be required to read the dialogue before coming to class.

Grading and Criteria

Here is the breakdown of your grade out of 100 points:

Handwritten Interlocutrix forms (13)	18 points
Quizzes (23)	33 points
Lusseyran Reflection #1	6 points
Lusseyran Reflection #2	6 points
Conference Paper #1	11 points
Conference Paper #2	10 points
Conference Paper #3	6 points
Omnibus Conference Paper	10 points

I will not accept late papers. Because each piece of written work will form the basis of class lectures, students who miss a class will not be able to hand in their responses. I will only make exceptions for late work given a documented (note from a doctor) medical emergency pertaining to yourself alone (not friends or family). I will not accept a note simply saying you had an appointment; the note needs to explicitly excuse you from class on the dates in question for medical reasons.

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If you miss your final exam, and prior arrangements have not been made, you may receive a grade of F on that exam or paper and this may affect your final grade in the class. If you miss your exam due to an emergency, please contact the Psychology office at (678)839-6510 or go to Melson Room 123 as soon as possible to complete the application: “Missed Final Exam: Verification of Emergency”. This form will need to be approved by the chair for an incomplete grade which may allow you the time to make up your exam or complete your final assignments. This application will require documentation and authorization from you to verify your emergency.

Special Needs

If you have a registered disability that will require accommodation from me, please see me at the beginning of the semester.

Course Schedule

<u>Date</u>	<u>Reading</u>
8/11	Introductions/Socratic Method
8/16	Meno (70-82)
8/18	Griggs (141-147; 152-154; 173-176) Interlocutrix form due
8/23	Phaedo (57a-72d; 85c-86d)
8/25	Griggs (pp. 39-43; 77-85) Interlocutrix form due
8/30	Phaedo (72e-78b); Griggs (pp. 189-191;194-201; 212-217)/ Interlocutrix form due
9/1	De Anima (Book II, Chapters 2, 3, 5, 12) on courseden
9/6	Griggs (pp. 104-111; 119-128) Interlocutrix form due
9/8	De Anima (Book III, Chapters 4, 7, 8)
9/13	Lusseyran Seminar (1 st half book) Typed Lusseyran Reflection #1
9/15	Griggs (pp. 233-237; 251-259) Interlocutrix form due
9/20	First Academic Conference; <i>Phaedo</i> (90e-95a; 100b-102d; 105b-105e; 78c-79d);

Conference Paper #1 Due

9/22	Republic (Book VI, 509e-Book VII, 518c)
9/27	Griggs (pp. 282-291)/ Interlocutrix form due
9/29	Theaetetus, (146a-154a; 157b-158e; 160e-162; 166d-168c)
10/4	Griggs (pp. 295-298) and postmodernism on courseden/
10/11	Lusseryan seminar/ Lusseryan Reflection #2
10/13	Griggs (pp. 295-298) and postmodernism on courseden/ Interlocutrix form due
10/18	Nicomachean Ethics (Book VII, 1-5, 8, 10); on courseden
10/20	Griggs (pp. 397-418)/ Interlocutrix form due
10/25	Griggs (pp. 397-418)/ Interlocutrix form due
10/27	Phaedrus (266d-274b; 276a-277a)
11/1	Griggs (pp. 420-425; 429-435)/ Interlocutrix form due
11/3	Griggs (pp. 420-425; 429-435)/ Interlocutrix form due
11/8	Second Academic Conference; Phaedrus (245d-253c) and Republic (505a-509c); Conference Paper #2 Due
11/10	Apology (entire dialogue)
11/15	Griggs pp. (315-321; 325-333; 336-338)/ Interlocutrix form due
11/17	Crito (entire dialogue)
11/29	Griggs (pp. 353-367; 371-376)/ Interlocutrix form due

12/1

Third Academic Conference; Symposium
(201a-212c); **Conference Paper #3 due**

12/8

8-10 a.m. Omnibus Conference on Socratic
Method/**Omnibus Conference Paper due**

PSYC - 4085C - Horizon Seminar 3

2020-2021 Undergraduate New Course Request

Introduction

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*

Fall

Desired Effective Year*

2020

Course Information

Course Prefix*

PSYC

Course Number*

4085C

Course Title* Horizon Seminar 3

Long Course Title

Course Type*

Psychology

Catalog Course Description*

A special series of topical seminars meant to explore subjects at the leading edge of contemporary psychology, which are of special interest to students and faculty.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? Yes No

Lec Hrs* 1.0 - 4.0

Lab Hrs* 0

Credit Hrs* 1.0 - 4.0

Can a student take this course multiple times, each attempt counting separately toward graduation? Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* 6

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites Prerequisite: PSYC 1101

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course? Yes No

If yes, which area(s) (check all that apply):
 Area A
 Area B
 Area C
 Area D
 Area E

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*
 Carrollton or Newnan Campus: Face-to-Face
 Entirely Online
 Hybrid
 Fully Online

Frequency - How many semesters per year will this course be offered?

Justifications and Assessment

Rationale* Currently students can only register on Banweb for 1 section of PSYC 4085. The department offers multiple sections of PSYC 4085 per semester. The creation of the course PSYC 4085C will enable us to offer multiple sections of PSYC 4085 per semester without presenting the current registration problems.

Student Learning Outcomes - Please provide these in a numbered list format.*

1. comprehend, analyze, apply, synthesize, and evaluate various course concepts as they related to and/or occasionally conflict with one another;
2. demonstrate the ability to identify the major themes in the course;
3. demonstrate critical thinking, reading, and writing skills;
4. demonstrate enhanced fluency in writing style.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 80

Will this course have special fees or tuition required?* Yes
 No

If yes, what will the fee be?* N/A

Fee Justification N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/
Department*

Department of Psychology

Is this a School of
Nursing or
University College
course?*

Yes No

Is this a College of
Education course?*

Yes No

Is this an Honors
College course?*

Yes
 No

Is the
addition/change
related to core,
honors, or XIDS
courses?*

Yes
 No

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PSYC 4085 Horizon Seminar: Socrates and Psychology/Fall, 2016
Dr. James J. Dillon/Melson 116/678-839-0607/jdillon@westga.edu/
Office Hours TR 11-12; 1-2 p.m.; R 4-6 p.m.; and online chat hours M & F 11-1
p.m. at jdillon@westga.edu

Course Description

The dialogues of Plato present Socrates, the main character, as a relentless seeker of wisdom and virtue who, despite his claims to ignorance, formulated a distinct philosophical methodology and quite advanced philosophical views. Socrates is among the world's greatest teachers and the father of Western philosophy and speculation. His views and his "dialectic" methodology are well worth considering in depth. This course will provide you with an opportunity to encounter Socrates and all he has to teach you. Through a close reading of the major dialogues, class discussion, as well as formal and informal writing exercises, you will develop and express a basic understanding of Socrates' methodology and philosophy, as well as learn how to approach the intellectual life in a "Socratic" fashion.

Required Texts

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Psychology: A Concise Introduction (4th), Griggs
And There Was Light, Lusseyran

Course Objectives

By the end of this course, you should be able to:

- a. comprehend, analyze, apply, synthesize, and evaluate various Platonic concepts as they related to and/or occasionally conflict with one another
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- c. demonstrate critical thinking, reading, and writing skills;
- d. demonstrate enhanced fluency in your writing style.

Learning Outcomes

Students will:

- a. demonstrate in both oral and written work a critical understanding of the major Platonic dialogues;
- b. demonstrate an ability to properly conduct a Socratic dialogue;
- c. demonstrate an ability to properly participate in a Socratic dialogue;
- d. demonstrate an ability to properly participate in a text-focused seminar discussion;
- e. demonstrate the ability to conduct independent course-related research and to synthesize it in the form of a properly argued and documented research paper prepared according to current professional standards.

Course Format and Your Role

This course is a reading and writing intensive seminar. What this means is that the majority of your time will be spent reading texts, writing about them, and talking about both the texts and your writing with others. I firmly believe that this format is the best way to learn. Each class will be structured around a particular dialogue of Plato. You will be required to read the dialogue before coming to class.

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Conference Paper #2	10 points
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Special Needs

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Course Schedule

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8/18	Griggs (141-147; 152-154; 173-176) Interlocutrix form due
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9/6	Griggs (pp. 104-111; 119-128) Interlocutrix form due
9/8	De Anima (Book III, Chapters 4, 7, 8)
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9/20	First Academic Conference; <i>Phaedo</i> (90e-95a; 100b-102d; 105b-105e; 78c-79d);

Conference Paper #1 Due

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9/27	Griggs (pp. 282-291)/ Interlocutrix form due
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10/4	Griggs (pp. 295-298) and postmodernism on courseden/
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10/20	Griggs (pp. 397-418)/ Interlocutrix form due
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11/1	Griggs (pp. 420-425; 429-435)/ Interlocutrix form due
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11/29	Griggs (pp. 353-367; 371-376)/ Interlocutrix form due

12/1

Third Academic Conference; Symposium
(201a-212c); **Conference Paper #3 due**

12/8

8-10 a.m. Omnibus Conference on Socratic
Method/**Omnibus Conference Paper due**

PSYC - 4085D - Horizon Seminar 4

2020-2021 Undergraduate New Course Request

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Desired Effective Semester*

Fall

Desired Effective Year*

2020

Course Information

Course Prefix*

PSYC

Course Number* 4085D

Course Title* Horizon Seminar 4

Long Course Title

Course Type*

Psychology

Catalog Course Description*

A special series of topical seminars meant to explore subjects at the leading edge of contemporary psychology, which are of special interest to students and faculty.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? Yes No

Lec Hrs* 1.0 - 4.0

Lab Hrs* 0

Credit Hrs* 1.0 - 4.0

Can a student take this course multiple times, each attempt counting separately toward graduation? Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* 6

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites Prerequisite: PSYC 1101

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course? Yes No

If yes, which area(s) (check all that apply):
 Area A
 Area B
 Area C
 Area D
 Area E

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*
 Carrollton or Newnan Campus: Face-to-Face
 Entirely Online
 Hybrid
 Fully Online

Frequency - How many semesters per year will this course be offered? 0

Justifications and Assessment

Rationale* Currently students can only register on Banweb for 1 section of PSYC 4085. The department offers multiple sections of PSYC 4085 per semester. The creation of the course PSYC 4085D will enable us to offer multiple sections of PSYC 4085 per semester without presenting the current registration problems.

Student Learning Outcomes - Please provide these in a numbered list format.*

1. comprehend, analyze, apply, synthesize, and evaluate various course concepts as they related to and/or occasionally conflict with one another;
2. demonstrate the ability to identify the major themes in the course;
3. demonstrate critical thinking, reading, and writing skills;
4. demonstrate enhanced fluency in writing style.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 80

Will this course have special fees or tuition required?* Yes
 No

If yes, what will the fee be?* n/A

Fee Justification N/A

Routing Information

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College - School/
Department*

Department of Psychology

Is this a School of
Nursing or
University College
course?*

Yes No

Is this a College of
Education course?*

Yes No

Is this an Honors
College course?*

Yes
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Is the
addition/change
related to core,
honors, or XIDS
courses?*

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Special Needs

If you have a registered disability that will require accommodation from me, please see me at the beginning of the semester.

Course Schedule

<u>Date</u>	<u>Reading</u>
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8/16	Meno (70-82)
8/18	Griggs (141-147; 152-154; 173-176) Interlocutrix form due
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8/25	Griggs (pp. 39-43; 77-85) Interlocutrix form due
8/30	Phaedo (72e-78b); Griggs (pp. 189-191; 194-201; 212-217)/ Interlocutrix form due
9/1	De Anima (Book II, Chapters 2, 3, 5, 12) on courseden
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9/8	De Anima (Book III, Chapters 4, 7, 8)
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9/15	Griggs (pp. 233-237; 251-259) Interlocutrix form due
9/20	First Academic Conference; <i>Phaedo</i> (90e-95a; 100b-102d; 105b-105e; 78c-79d);

Conference Paper #1 Due

9/22	Republic (Book VI, 509e-Book VII, 518c)
9/27	Griggs (pp. 282-291)/ Interlocutrix form due
9/29	Theaetetus, (146a-154a; 157b-158e; 160e-162; 166d-168c)
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10/25	Griggs (pp. 397-418)/ Interlocutrix form due
10/27	Phaedrus (266d-274b; 276a-277a)
11/1	Griggs (pp. 420-425; 429-435)/ Interlocutrix form due
11/3	Griggs (pp. 420-425; 429-435)/ Interlocutrix form due
11/8	Second Academic Conference; Phaedrus (245d-253c) and Republic (505a-509c); Conference Paper #2 Due
11/10	Apology (entire dialogue)
11/15	Griggs pp. (315-321; 325-333; 336-338)/ Interlocutrix form due
11/17	Crito (entire dialogue)
11/29	Griggs (pp. 353-367; 371-376)/ Interlocutrix form due

12/1

Third Academic Conference; Symposium
(201a-212c); **Conference Paper #3 due**

12/8

8-10 a.m. Omnibus Conference on Socratic
Method/**Omnibus Conference Paper due**

PSYC - 4085E - Horizon Seminar 5

2020-2021 Undergraduate New Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*

Fall

Desired Effective Year*

2020

Course Information

Course Prefix*

PSYC

Course Number* 4085E

Course Title* Horizon Seminar 5

Long Course Title

Course Type*

Psychology

Catalog Course Description*

A special series of topical seminars meant to explore subjects at the leading edge of contemporary psychology, which are of special interest to students and faculty.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? Yes No

Lec Hrs* 1.0 - 4.0

Lab Hrs* 0

Credit Hrs* 1.0 - 4.0

Can a student take this course multiple times, each attempt counting separately toward graduation? Yes No *

If yes, indicate maximum number of credit hours counted toward graduation.* 6

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites Prerequisite: PSYC 1101

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course? Yes No

If yes, which area(s) (check all that apply): Area A Area B Area C Area D Area E

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)* Carrollton or Newnan Campus: Face-to-Face Entirely Online Hybrid Fully Online

Frequency - How many semesters per year will this course be offered?

Justifications and Assessment

Rationale* Currently students can only register on Banweb for 1 section of PSYC 4085. The department offers multiple sections of PSYC 4085 per semester. The creation of the course PSYC 4085E will enable us to offer multiple sections of PSYC 4085 per semester without presenting the current registration problems.

Student Learning Outcomes - Please provide these in a numbered list format.*

1. comprehend, analyze, apply, synthesize, and evaluate various course concepts as they related to and/or occasionally conflict with one another;
2. demonstrate the ability to identify the major themes in the course;
3. demonstrate critical thinking, reading, and writing skills;
4. demonstrate enhanced fluency in writing style.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 80

Will this course have special fees or tuition required?* Yes
 No

If yes, what will the fee be?* N/A

Fee Justification N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/
Department*

Department of Psychology

Is this a School of
Nursing or
University College
course?*

Yes No

Is this a College of
Education course?*

Yes No

Is this an Honors
College course?*

Yes
 No

Is the
addition/change
related to core,
honors, or XIDS
courses?*

Yes
 No

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

PSYC 4085 Horizon Seminar: Socrates and Psychology/Fall, 2016
Dr. James J. Dillon/Melson 116/678-839-0607/jdillon@westga.edu/
Office Hours TR 11-12; 1-2 p.m.; R 4-6 p.m.; and online chat hours M & F 11-1
p.m. at jdillon@westga.edu

Course Description

The dialogues of Plato present Socrates, the main character, as a relentless seeker of wisdom and virtue who, despite his claims to ignorance, formulated a distinct philosophical methodology and quite advanced philosophical views. Socrates is among the world's greatest teachers and the father of Western philosophy and speculation. His views and his "dialectic" methodology are well worth considering in depth. This course will provide you with an opportunity to encounter Socrates and all he has to teach you. Through a close reading of the major dialogues, class discussion, as well as formal and informal writing exercises, you will develop and express a basic understanding of Socrates' methodology and philosophy, as well as learn how to approach the intellectual life in a "Socratic" fashion.

Required Texts

Collected Dialogues, Plato (edited by Edith Hamilton & Huntington Cairns).
Psychology: A Concise Introduction (4th), Griggs
And There Was Light, Lusseyran

Course Objectives

By the end of this course, you should be able to:

- a. comprehend, analyze, apply, synthesize, and evaluate various Platonic concepts as they related to and/or occasionally conflict with one another
- b. demonstrate an ability to identify the major themes in the Platonic dialogues;
- c. demonstrate critical thinking, reading, and writing skills;
- d. demonstrate enhanced fluency in your writing style.

Learning Outcomes

Students will:

- a. demonstrate in both oral and written work a critical understanding of the major Platonic dialogues;
- b. demonstrate an ability to properly conduct a Socratic dialogue;
- c. demonstrate an ability to properly participate in a Socratic dialogue;
- d. demonstrate an ability to properly participate in a text-focused seminar discussion;
- e. demonstrate the ability to conduct independent course-related research and to synthesize it in the form of a properly argued and documented research paper prepared according to current professional standards.

Course Format and Your Role

This course is a reading and writing intensive seminar. What this means is that the majority of your time will be spent reading texts, writing about them, and talking about both the texts and your writing with others. I firmly believe that this format is the best way to learn. Each class will be structured around a particular dialogue of Plato. You will be required to read the dialogue before coming to class.

Grading and Criteria

Here is the breakdown of your grade out of 100 points:

Handwritten Interlocutrix forms (13)	18 points
Quizzes (23)	33 points
Lusseyran Reflection #1	6 points
Lusseyran Reflection #2	6 points
Conference Paper #1	11 points
Conference Paper #2	10 points
Conference Paper #3	6 points
Omnibus Conference Paper	10 points

I will not accept late papers. Because each piece of written work will form the basis of class lectures, students who miss a class will not be able to hand in their responses. I will only make exceptions for late work given a documented (note from a doctor) medical emergency pertaining to yourself alone (not friends or family). I will not accept a note simply saying you had an appointment; the note needs to explicitly excuse you from class on the dates in question for medical reasons.

Plagiarism is when you take personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. You must clearly and accurately credit sources you use in written work for all class assignments. If you have been found to plagiarize, you will automatically fail the course and be reported to the administration for disciplinary action.

Please carefully review the following information at this link http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

If you miss your final exam, and prior arrangements have not been made, you may receive a grade of F on that exam or paper and this may affect your final grade in the class. If you miss your exam due to an emergency, please contact the Psychology office at (678)839-6510 or go to Melson Room 123 as soon as possible to complete the application: “Missed Final Exam: Verification of Emergency”. This form will need to be approved by the chair for an incomplete grade which may allow you the time to make up your exam or complete your final assignments. This application will require documentation and authorization from you to verify your emergency.

Special Needs

If you have a registered disability that will require accommodation from me, please see me at the beginning of the semester.

Course Schedule

<u>Date</u>	<u>Reading</u>
8/11	Introductions/Socratic Method
8/16	Meno (70-82)
8/18	Griggs (141-147; 152-154; 173-176) Interlocutrix form due
8/23	Phaedo (57a-72d; 85c-86d)
8/25	Griggs (pp. 39-43; 77-85) Interlocutrix form due
8/30	Phaedo (72e-78b); Griggs (pp. 189-191; 194-201; 212-217)/ Interlocutrix form due
9/1	De Anima (Book II, Chapters 2, 3, 5, 12) on courseden
9/6	Griggs (pp. 104-111; 119-128) Interlocutrix form due
9/8	De Anima (Book III, Chapters 4, 7, 8)
9/13	Lusseyran Seminar (1 st half book) Typed Lusseyran Reflection #1
9/15	Griggs (pp. 233-237; 251-259) Interlocutrix form due
9/20	First Academic Conference; <i>Phaedo</i> (90e-95a; 100b-102d; 105b-105e; 78c-79d);

Conference Paper #1 Due

9/22	Republic (Book VI, 509e-Book VII, 518c)
9/27	Griggs (pp. 282-291)/ Interlocutrix form due
9/29	Theaetetus, (146a-154a; 157b-158e; 160e-162; 166d-168c)
10/4	Griggs (pp. 295-298) and postmodernism on courseden/
10/11	Lusseryan seminar/ Lusseryan Reflection #2
10/13	Griggs (pp. 295-298) and postmodernism on courseden/ Interlocutrix form due
10/18	Nicomachean Ethics (Book VII, 1-5, 8, 10); on courseden
10/20	Griggs (pp. 397-418)/ Interlocutrix form due
10/25	Griggs (pp. 397-418)/ Interlocutrix form due
10/27	Phaedrus (266d-274b; 276a-277a)
11/1	Griggs (pp. 420-425; 429-435)/ Interlocutrix form due
11/3	Griggs (pp. 420-425; 429-435)/ Interlocutrix form due
11/8	Second Academic Conference; Phaedrus (245d-253c) and Republic (505a-509c); Conference Paper #2 Due
11/10	Apology (entire dialogue)
11/15	Griggs pp. (315-321; 325-333; 336-338)/ Interlocutrix form due
11/17	Crito (entire dialogue)
11/29	Griggs (pp. 353-367; 371-376)/ Interlocutrix form due

12/1

Third Academic Conference; Symposium
(201a-212c); **Conference Paper #3 due**

12/8

8-10 a.m. Omnibus Conference on Socratic
Method/**Omnibus Conference Paper due**

PSYC - 4085F - Horizon Seminar 6

2020-2021 Undergraduate New Course Request

Introduction

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*

Fall

Desired Effective Year*

2020

Course Information

Course Prefix*

PSYC

Course Number* 4085F

Course Title* Horizon Seminar 6

Long Course Title

Course Type*

Psychology

Catalog Course Description*

A special series of topical seminars meant to explore subjects at the leading edge of contemporary psychology, which are of special interest to students and faculty.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? Yes No

Lec Hrs* 1.0 - 4.0

Lab Hrs* 0

Credit Hrs* 1.0 - 4.0

Can a student take this course multiple times, each attempt counting separately toward graduation? Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* 6

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites Prerequisite: PSYC 1101

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course? Yes No

If yes, which area(s) (check all that apply):
 Area A
 Area B
 Area C
 Area D
 Area E

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*
 Carrollton or Newnan Campus: Face-to-Face
 Entirely Online
 Hybrid
 Fully Online

Frequency - How many semesters per year will this course be offered? 0

Justifications and Assessment

Rationale* Currently students can only register on Banweb for 1 section of PSYC 4085. The department offers multiple sections of PSYC 4085 per semester. The creation of the course PSYC 4085F will enable us to offer multiple sections of PSYC 4085 per semester without presenting the current registration problems.

Student Learning Outcomes - Please provide these in a numbered list format.*

1. comprehend, analyze, apply, synthesize, and evaluate various course concepts as they related to and/or occasionally conflict with one another;
2. demonstrate the ability to identify the major themes in the course;
3. demonstrate critical thinking, reading, and writing skills;
4. demonstrate enhanced fluency in writing style.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 80

Will this course have special fees or tuition required?* Yes
 No

If yes, what will the fee be?* N/A

Fee Justification N/A

Routing Information

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College - School/
Department*

Department of Psychology

Is this a School of
Nursing or
University College
course?*

Yes No

Is this a College of
Education course?*

Yes No

Is this an Honors
College course?*

Yes
 No

Is the
addition/change
related to core,
honors, or XIDS
courses?*

Yes
 No

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FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

PSYC 4085 Horizon Seminar: Socrates and Psychology/Fall, 2016
Dr. James J. Dillon/Melson 116/678-839-0607/jdillon@westga.edu/
Office Hours TR 11-12; 1-2 p.m.; R 4-6 p.m.; and online chat hours M & F 11-1
p.m. at jdillon@westga.edu

Course Description

The dialogues of Plato present Socrates, the main character, as a relentless seeker of wisdom and virtue who, despite his claims to ignorance, formulated a distinct philosophical methodology and quite advanced philosophical views. Socrates is among the world's greatest teachers and the father of Western philosophy and speculation. His views and his "dialectic" methodology are well worth considering in depth. This course will provide you with an opportunity to encounter Socrates and all he has to teach you. Through a close reading of the major dialogues, class discussion, as well as formal and informal writing exercises, you will develop and express a basic understanding of Socrates' methodology and philosophy, as well as learn how to approach the intellectual life in a "Socratic" fashion.

Required Texts

Collected Dialogues, Plato (edited by Edith Hamilton & Huntington Cairns).
Psychology: A Concise Introduction (4th), Griggs
And There Was Light, Lusseyran

Course Objectives

By the end of this course, you should be able to:

- a. comprehend, analyze, apply, synthesize, and evaluate various Platonic concepts as they related to and/or occasionally conflict with one another
- b. demonstrate an ability to identify the major themes in the Platonic dialogues;
- c. demonstrate critical thinking, reading, and writing skills;
- d. demonstrate enhanced fluency in your writing style.

Learning Outcomes

Students will:

- a. demonstrate in both oral and written work a critical understanding of the major Platonic dialogues;
- b. demonstrate an ability to properly conduct a Socratic dialogue;
- c. demonstrate an ability to properly participate in a Socratic dialogue;
- d. demonstrate an ability to properly participate in a text-focused seminar discussion;
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Course Format and Your Role

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Lusseyran Reflection #2	6 points
Conference Paper #1	11 points
Conference Paper #2	10 points
Conference Paper #3	6 points
Omnibus Conference Paper	10 points

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If you miss your final exam, and prior arrangements have not been made, you may receive a grade of F on that exam or paper and this may affect your final grade in the class. If you miss your exam due to an emergency, please contact the Psychology office at (678)839-6510 or go to Melson Room 123 as soon as possible to complete the application: “Missed Final Exam: Verification of Emergency”. This form will need to be approved by the chair for an incomplete grade which may allow you the time to make up your exam or complete your final assignments. This application will require documentation and authorization from you to verify your emergency.

Special Needs

If you have a registered disability that will require accommodation from me, please see me at the beginning of the semester.

Course Schedule

<u>Date</u>	<u>Reading</u>
8/11	Introductions/Socratic Method
8/16	Meno (70-82)
8/18	Griggs (141-147; 152-154; 173-176) Interlocutrix form due
8/23	Phaedo (57a-72d; 85c-86d)
8/25	Griggs (pp. 39-43; 77-85) Interlocutrix form due
8/30	Phaedo (72e-78b); Griggs (pp. 189-191; 194-201; 212-217)/ Interlocutrix form due
9/1	De Anima (Book II, Chapters 2, 3, 5, 12) on courseden
9/6	Griggs (pp. 104-111; 119-128) Interlocutrix form due
9/8	De Anima (Book III, Chapters 4, 7, 8)
9/13	Lusseyran Seminar (1 st half book) Typed Lusseyran Reflection #1
9/15	Griggs (pp. 233-237; 251-259) Interlocutrix form due
9/20	First Academic Conference; <i>Phaedo</i> (90e-95a; 100b-102d; 105b-105e; 78c-79d);

Conference Paper #1 Due

9/22	Republic (Book VI, 509e-Book VII, 518c)
9/27	Griggs (pp. 282-291)/ Interlocutrix form due
9/29	Theaetetus, (146a-154a; 157b-158e; 160e-162; 166d-168c)
10/4	Griggs (pp. 295-298) and postmodernism on courseden/
10/11	Lusseryan seminar/ Lusseryan Reflection #2
10/13	Griggs (pp. 295-298) and postmodernism on courseden/ Interlocutrix form due
10/18	Nicomachean Ethics (Book VII, 1-5, 8, 10); on courseden
10/20	Griggs (pp. 397-418)/ Interlocutrix form due
10/25	Griggs (pp. 397-418)/ Interlocutrix form due
10/27	Phaedrus (266d-274b; 276a-277a)
11/1	Griggs (pp. 420-425; 429-435)/ Interlocutrix form due
11/3	Griggs (pp. 420-425; 429-435)/ Interlocutrix form due
11/8	Second Academic Conference; Phaedrus (245d-253c) and Republic (505a-509c); Conference Paper #2 Due
11/10	Apology (entire dialogue)
11/15	Griggs pp. (315-321; 325-333; 336-338)/ Interlocutrix form due
11/17	Crito (entire dialogue)
11/29	Griggs (pp. 353-367; 371-376)/ Interlocutrix form due

12/1

Third Academic Conference; Symposium
(201a-212c); **Conference Paper #3 due**

12/8

8-10 a.m. Omnibus Conference on Socratic
Method/**Omnibus Conference Paper due**

PSYC - 4085G - Horizon Seminar 7

2020-2021 Undergraduate New Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*

Fall

Desired Effective Year*

2020

Course Information

Course Prefix*

PSYC

Course Number* 4085G

Course Title* Horizon Seminar 7

Long Course Title

Course Type*

Psychology

Catalog Course Description*

A special series of topical seminars meant to explore subjects at the leading edge of contemporary psychology, which are of special interest to students and faculty.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? Yes No

Lec Hrs* 1.0 - 4.0

Lab Hrs* 0

Credit Hrs* 1.0 - 4.0

Can a student take this course multiple times, each attempt counting separately toward graduation? Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* 6

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites Prerequisite: PSYC 1101

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course? Yes No

If yes, which area(s) (check all that apply):
 Area A
 Area B
 Area C
 Area D
 Area E

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*
 Carrollton or Newnan Campus: Face-to-Face
 Entirely Online
 Hybrid
 Fully Online

Frequency - How many semesters per year will this course be offered? 0

Justifications and Assessment

Rationale* Currently students can only register on Banweb for 1 section of PSYC 4085. The department offers multiple sections of PSYC 4085 per semester. The creation of the course PSYC 4085G will enable us to offer multiple sections of PSYC 4085 per semester without presenting the current registration problems.

Student Learning Outcomes - Please provide these in a numbered list format.*

1. comprehend, analyze, apply, synthesize, and evaluate various course concepts as they related to and/or occasionally conflict with one another;
2. demonstrate the ability to identify the major themes in the course;
3. demonstrate critical thinking, reading, and writing skills;
4. demonstrate enhanced fluency in writing style.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 80

Will this course have special fees or tuition required?* Yes
 No

If yes, what will the fee be?* N/A

Fee Justification N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/
Department*

Department of Psychology

Is this a School of
Nursing or
University College
course?*

Yes No

Is this a College of
Education course?*

Yes No

Is this an Honors
College course?*

Yes
 No

Is the
addition/change
related to core,
honors, or XIDS
courses?*

Yes
 No

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

PSYC 4085 Horizon Seminar: Socrates and Psychology/Fall, 2016
Dr. James J. Dillon/Melson 116/678-839-0607/jdillon@westga.edu/
Office Hours TR 11-12; 1-2 p.m.; R 4-6 p.m.; and online chat hours M & F 11-1
p.m. at jdillon@westga.edu

Course Description

The dialogues of Plato present Socrates, the main character, as a relentless seeker of wisdom and virtue who, despite his claims to ignorance, formulated a distinct philosophical methodology and quite advanced philosophical views. Socrates is among the world's greatest teachers and the father of Western philosophy and speculation. His views and his "dialectic" methodology are well worth considering in depth. This course will provide you with an opportunity to encounter Socrates and all he has to teach you. Through a close reading of the major dialogues, class discussion, as well as formal and informal writing exercises, you will develop and express a basic understanding of Socrates' methodology and philosophy, as well as learn how to approach the intellectual life in a "Socratic" fashion.

Required Texts

Collected Dialogues, Plato (edited by Edith Hamilton & Huntington Cairns).
Psychology: A Concise Introduction (4th), Griggs
And There Was Light, Lusseyran

Course Objectives

By the end of this course, you should be able to:

- a. comprehend, analyze, apply, synthesize, and evaluate various Platonic concepts as they related to and/or occasionally conflict with one another
- b. demonstrate an ability to identify the major themes in the Platonic dialogues;
- c. demonstrate critical thinking, reading, and writing skills;
- d. demonstrate enhanced fluency in your writing style.

Learning Outcomes

Students will:

- a. demonstrate in both oral and written work a critical understanding of the major Platonic dialogues;
- b. demonstrate an ability to properly conduct a Socratic dialogue;
- c. demonstrate an ability to properly participate in a Socratic dialogue;
- d. demonstrate an ability to properly participate in a text-focused seminar discussion;
- e. demonstrate the ability to conduct independent course-related research and to synthesize it in the form of a properly argued and documented research paper prepared according to current professional standards.

Course Format and Your Role

This course is a reading and writing intensive seminar. What this means is that the majority of your time will be spent reading texts, writing about them, and talking about both the texts and your writing with others. I firmly believe that this format is the best way to learn. Each class will be structured around a particular dialogue of Plato. You will be required to read the dialogue before coming to class.

Grading and Criteria

Here is the breakdown of your grade out of 100 points:

Handwritten Interlocutrix forms (13)	18 points
Quizzes (23)	33 points
Lusseyran Reflection #1	6 points
Lusseyran Reflection #2	6 points
Conference Paper #1	11 points
Conference Paper #2	10 points
Conference Paper #3	6 points
Omnibus Conference Paper	10 points

I will not accept late papers. Because each piece of written work will form the basis of class lectures, students who miss a class will not be able to hand in their responses. I will only make exceptions for late work given a documented (note from a doctor) medical emergency pertaining to yourself alone (not friends or family). I will not accept a note simply saying you had an appointment; the note needs to explicitly excuse you from class on the dates in question for medical reasons.

Plagiarism is when you take personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. You must clearly and accurately credit sources you use in written work for all class assignments. If you have been found to plagiarize, you will automatically fail the course and be reported to the administration for disciplinary action.

Please carefully review the following information at this link http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

If you miss your final exam, and prior arrangements have not been made, you may receive a grade of F on that exam or paper and this may affect your final grade in the class. If you miss your exam due to an emergency, please contact the Psychology office at (678)839-6510 or go to Melson Room 123 as soon as possible to complete the application: “Missed Final Exam: Verification of Emergency”. This form will need to be approved by the chair for an incomplete grade which may allow you the time to make up your exam or complete your final assignments. This application will require documentation and authorization from you to verify your emergency.

Special Needs

If you have a registered disability that will require accommodation from me, please see me at the beginning of the semester.

Course Schedule

<u>Date</u>	<u>Reading</u>
8/11	Introductions/Socratic Method
8/16	Meno (70-82)
8/18	Griggs (141-147; 152-154; 173-176) Interlocutrix form due
8/23	Phaedo (57a-72d; 85c-86d)
8/25	Griggs (pp. 39-43; 77-85) Interlocutrix form due
8/30	Phaedo (72e-78b); Griggs (pp. 189-191; 194-201; 212-217)/ Interlocutrix form due
9/1	De Anima (Book II, Chapters 2, 3, 5, 12) on courseden
9/6	Griggs (pp. 104-111; 119-128) Interlocutrix form due
9/8	De Anima (Book III, Chapters 4, 7, 8)
9/13	Lusseyran Seminar (1 st half book) Typed Lusseyran Reflection #1
9/15	Griggs (pp. 233-237; 251-259) Interlocutrix form due
9/20	First Academic Conference; <i>Phaedo</i> (90e-95a; 100b-102d; 105b-105e; 78c-79d);

Conference Paper #1 Due

9/22	Republic (Book VI, 509e-Book VII, 518c)
9/27	Griggs (pp. 282-291)/ Interlocutrix form due
9/29	Theaetetus, (146a-154a; 157b-158e; 160e-162; 166d-168c)
10/4	Griggs (pp. 295-298) and postmodernism on courseden/
10/11	Lusseryan seminar/ Lusseryan Reflection #2
10/13	Griggs (pp. 295-298) and postmodernism on courseden/ Interlocutrix form due
10/18	Nicomachean Ethics (Book VII, 1-5, 8, 10); on courseden
10/20	Griggs (pp. 397-418)/ Interlocutrix form due
10/25	Griggs (pp. 397-418)/ Interlocutrix form due
10/27	Phaedrus (266d-274b; 276a-277a)
11/1	Griggs (pp. 420-425; 429-435)/ Interlocutrix form due
11/3	Griggs (pp. 420-425; 429-435)/ Interlocutrix form due
11/8	Second Academic Conference; Phaedrus (245d-253c) and Republic (505a-509c); Conference Paper #2 Due
11/10	Apology (entire dialogue)
11/15	Griggs pp. (315-321; 325-333; 336-338)/ Interlocutrix form due
11/17	Crito (entire dialogue)
11/29	Griggs (pp. 353-367; 371-376)/ Interlocutrix form due

12/1

Third Academic Conference; Symposium
(201a-212c); **Conference Paper #3 due**

12/8

8-10 a.m. Omnibus Conference on Socratic
Method/**Omnibus Conference Paper due**

Social and Behavioral Health, B.S.

2020-2021 Undergraduate Revise Program Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

****CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM***

Modifications (Check all that apply)*

- Program Name
- Track/Concentration
- Catalog Description
- Degree Name
- Program Learning Outcomes
- Program Curriculum
- Other

Desired Effective Semester *

Fall

Desired Effective Year *

2019

Program Information

Select *Program* below, unless revising an *Acalog Shared Core*.

Type of Program*

- Program
- Shared Core

If other, please identify.

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name* Social and Behavioral Health, B.S.

Program ID - DO 2709
NOT EDIT*

Program Code - DO
NOT EDIT

Program Type*

Degree Type*

Program Description*

The Bachelor of Science in Social & Behavioral Health is a multidisciplinary degree spanning three colleges and four academic departments. The program provides students with the opportunity to learn foundation skills necessary to succeed in the dynamic health and social services environments. Areas of study include health services, health analytics, complementary & alternative healthcare, cultural & social aspects of health, and behavioral & mental health.

Students will have the opportunity to learn many skills, including but not limited to the following:

how community and social factors contribute to a variety of public health solutions and policies;

how to plan, implement, and administer social service and/or behavioral health programs;

how to design, evaluate, and assess social service and/or behavioral health programs to ensure their quality and effectiveness;

how to work with individuals in community or social services settings;

and how to help people navigate the healthcare system to find the resources they need to be healthy.

Program features include, but are not limited to: flexibility in designing program to fit interests, courses taught by experts in the field, and participating in an internship practicum providing real job experience

Program Learning Outcomes

After completing the BS in Social and Behavioral Health, students will be able to:

Assess social and cultural frameworks of diverse populations of healthcare consumers

Demonstrate understanding of human growth and development as related to social and behavioral health issues

Demonstrate knowledge of complementary, alternative, and integrative approaches to health and wellness

Design and assess social and behavioral programs, research or services aimed at improving health

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

PROGRAM CURRICULUM

****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.** Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click here for a [video](#) demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the  and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the  and proceed.

Step 2 - Adding New Courses to the Program

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Program Requirements

Core Areas A, B, C, D, E: 42 Hours

Core Curriculum

Core Area F: 18 Hours

XIDS 2300 Interdisciplinary Studies in Social Sciences

ANTH 1102 Introduction to Anthropology

PSYC 1101 Introduction to General Psychology

SOCI 1101 Introductory Sociology

[After] Choose two courses from the following list (at least one must be lower-level BIOL). Course credit hours must total 6 hours between the two courses:

ANTH 1101 Voices of Culture

ANTH 1105 Introduction to Physical Anthropology

[After] Lower-level (1000 or 2000 level) BIOL courses (does not include labs)

Major Courses: 60 Hours

Area 1: 18 Hours

Choose two courses from each of the following areas:

A. Cultural and Social Aspects of Health

ANTH 4130 Medical Anthropology

[Left] *

NURS 3101 Professional Nursing Concept I
PSYC 3730 Social Psychology

PSYC 4350 Culture and Psychology
SOCI 3623 Social Inequality
SOCI 3733 Social Psychology: The Sociological Tradition
SOCI 3804 Death, Grief and Caring
SOCI 4323 Cultural and Racial Minorities
SOCI 4440 Medical Sociology

B. Behavioral & Mental Health

ANTH 4132 Human Life Cycle in Cross-Cultural Perspective
PSYC 3010 Human Growth and Development
PSYC 3150 Abnormal Psychology
PSYC 3703 Behavior Modification
PSYC 4360 Community Psychology
PSYC 4760 Introduction to Psychotherapy
SOCI 3134 Introduction to Social Work and Social Welfare
SOCI 4441 Sociology of Mental Health
SOCI 4543 Deviant and Alternative Behavior

C. Complementary & Alternative Health

ANTH 4130 Medical Anthropology
[Left] *
NURS 3000 Holistic Health Assessment
PSYC 3580 Holistic Health Psychology
PSYC 3800 Psychology of Mind and Body
PSYC 4085 Horizon Seminar
PSYC 4130 Eastern and Transpersonal Psychologies
PSYC 4650 Transpersonal Development
SOCI 4700 Sociology of Emotions

Area 2: 12 Hours

Choose two courses from each of the following areas:

A. Health Analytics and Methods

**ANTH 2004 Statistical Methods
Anthropology**
ANTH 3188 Ethnographic Field Methods
[Left] *

**NURS 3400 Nursing Research and Evidence-
Based Practice**

**POLS 2601 Introduction to Political Science
Inquiry**

POLS 3601 Political Analysis

SOCI 4000 Research Methodology

SOCI 4003 Applied Statistics for Sociology

SOCI 4613 Qualitative Research

B. Health Services

POLS 3201 Public Policy

**POLS 4200 Principles of Public
Administration**

POLS 4208 Health Policy

POLS 4209 Environmental Policy

POLS 4210 Public Management

**POLS 4215 Management of Non-Profit
Organizations**

**POLS 4217 Grant Writing for Nonprofit
Organizations**

SOCI 4734 Social Work Skills

Area 3: 3 Hours

SOCI 4386 Internship

Area 4: Upper Division Electives 6 Hours

Select two (2) courses from the following list OR courses listed in Areas 1 or 2 not already applied to Areas 1 or 2

ANTH 3110 Human Osteology

ANTH 3186 Anthropology of Gender

ANTH 4170 Myth, Magic and Religion
[Left] *

CMWL 3100 Lifespan Development
[Left] *

PHED 4501 Contemporary Health Issues

PSYC 3110 Human Sexuality

PSYC 4140 Psychology of Gender
PSYC 4270 Psychology of Childhood
PSYC 4280 Psychology of Adolescence and Adulthood
PSYC 4290 Moral and Social Development
SOCI 3543 Sociology of Religion
SOCI 3954 Sociology of Aging
SOCI 4153 Women and Aging
SOCI 4182 Aging Families
SOCI 4445 Sociology of Youth
SOCI 4915 Violence Against Women

Minor and General Electives 17-21 Hours

To complete the remaining 17-21 credit hours, students will have the option to explore other areas of academic interest through elective courses, a minor course of study, or pursue a certificate program (e.g. Data Analytics, Social Services, etc.). Students are encouraged to create a cluster of elective courses that will enhance their knowledge and skill in a particular area of interest.

ANTH 3110 Human Osteology
ANTH 3186 Anthropology of Gender
ANTH 4170 Myth, Magic and Religion
[Left] *
CMWL 3100 Lifespan Development
[Left] *
PHED 4501 Contemporary Health Issues
PSYC 3110 Human Sexuality
PSYC 4140 Psychology of Gender
PSYC 4350 Culture and Psychology
SOCI 3543 Sociology of Religion
SOCI 3733 Social Psychology: The Sociological Tradition
SOCI 3954 Sociology of Aging
SOCI 4153 Women and Aging
SOCI 4323 Cultural and Racial Minorities
SOCI 4445 Sociology of Youth
SOCI 4915 Violence Against Women

Total: 120 Hours

*Courses marked with an asterisk count only if student previously earned credit for the course as a requirement for another major. These courses cannot be chosen as an option to take after declaring Social & Behavioral Health as major.

Justification and Assessment

Rationale* In some areas of program, too few of the courses listed were offered regularly enough for majors to move through in a timely manner. In other areas, additional courses fit the program well. Department chairs in Political Science, Anthropology, and Psychology were consulted and all agreed to the course additions from their department.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

Check all that apply to this program*

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documents! by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

2.) Assessment Plan

All major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the assessment template from [here](#) complete, and upload.

Program Map* I have attached the Program Map/Sheet.

N/A - I am not making changes to the program curriculum.

Assessment Plan* I have attached the Assessment Plan.
 N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department
- DO NOT EDIT*

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

Is the addition/change related to core, honors, or XIDS courses* Yes No

Is Senate Review required?* Yes No

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

course additions marked with yellow highlight; course moves in blue

Course & No.	Hrs. Req.	Hrs. Comp.	Hrs. Rem.
CORE CURRICULUM 42 HOURS			
A. Essential Skills - 9 hrs.			
See catalog for course requirements and Options	3		
See advisor for recommendations specific to your program of study for Areas A-E.	3		
B. Institutional Priorities: 5 hrs.	3		
	2		
C. Humanities and Fine Arts: 6 hrs.	3		
	3		
D. Science, Math & Technology: 10 hrs.	4		
	6		
E. Social Sciences: 12 hrs.	6		
	3		
	3		
F. Major Specific Course: 18 HOURS			
1. XIDS 2300: Interdisciplinary Studies in the Social Sciences: Health	3		
2. ANTH 1102: Introduction to Anthropology	3		
3. PSYC 1101: Introduction to Psychology	3		
4. SOCI 1101: Introduction to Sociology	3		
5. Choose two courses from the following list (at least one must be lower-level BIOL). Course credit hours must total 6 hours between the two courses:	6		
<ul style="list-style-type: none"> ● ANTH 1101 Voices of Culture ● ANTH 1105: Introduction to Physical Anthropology ● Lower-level (1000 or 2000 level) BIOL courses (does not include labs) 			

*Courses marked with one asterisk count only if student previously earned credit for the course as a requirement for another major. These courses cannot be chosen as an option to take after declaring Social & Behavioral Health as major.

**For SOCI 4386: Internship to count in the major, student must have successfully completed at least 9 credit hours of major coursework (including at least 3 credit hours of coursework from Area 2) and earned a 2.0 or higher institutional and major GPA.

MAJOR COURSES:	60 hours
AREA 1: SOCIAL & BEHAVIORAL HEALTH	18 HOURS
Choose two courses from each of the following areas:	
A. Cultural and Social Aspects of Health (choose 2)	6 hours
ANTH 4130: Medical Anthropology	
*NURS 3101: Professional Nursing Concepts	
PSYC 3730: Social Psychology	
PSYC 4350: Culture and Psychology	
SOCI 3623: Social Inequality	
SOCI 3804: Death, Grief, and Caring	
SOCI 4323: Cultural and Racial Minorities	
SOCI 4440: Sociology of Medicine	
SOCI 3733: Social Psychology – The Sociological Tradition	
B. Behavioral & Mental Health (choose 2)	6-7 hours
ANTH 4132: Human Life Cycle in Cross-Cultural Perspective	
PSYC 3010: Human Growth and Development	
PSYC 3150: Abnormal Psychology	
PSYC 3703: Behavior Modification	
PSYC 4360: Community Psychology	
PSYC 4760: Introduction to Psychotherapy	
SOCI 3134: Introduction to Social Work and Social Welfare	
SOCI 4441: Sociology of Mental Health	
SOCI 4543: Deviant & Alternative Behavior	
C. Complementary & Alternative Health (choose 2)	6 hours
ANTH 4130: Medical Anthropology	
*NURS 3000: Holistic Health Assessment	
PSYC 3580: Holistic Health Psychology	
PSYC 3800: Psychology of Mind & Body	
PSYC 4085: Horizon Seminar: Integrative Mental Health	
PSYC 4130: Eastern & Transpersonal Psychologies	
PSYC 4650: Transpersonal Development	
SOCI 4700: Sociology of Emotions	
AREA 2: APPLICATIONS	12 HOURS
Choose two courses from each of the following areas:	
A. Health Analytics and Methods (choose 2)	6 hours
ANTH 2004: Statistical Methods Anthropology	
ANTH 3188: Ethnographic Field Methods	
*NURS 3400: Nursing Research & Evidence Based Practice	
POLS 2601: Political Science Methods I	
POLS 3601: Political Science Methods II	
SOCI 4000: Research Methodology	
SOCI 4003: Applied Statistics for Sociology	
SOCI 4015: Analyzing and Visualizing Data	
SOCI 4613: Qualitative Research	
B. Health Services (choose 2)	6 hours
POLS 4200: Principles of Public Administration	
POLS 4208: Health Policy	
POLS 4209: Public Management	
POLS 4210: Environmental Policy	
POLS 4215: Management of Non-Profit Organizations	
POLS 4217: Grant Writing for Nonprofits	
POLS 3201: Public Policy	
SOCI 4734: Social Work Skills	
AREA 3: REQUIRED COURSES	3 HOURS
**SOCI 4386: Internship	
AREA 4: UPPER DIVISION ELECTIVES	6 HOURS
Students will select two (2) courses from the list on the 2nd page of this document OR courses listed in Areas 1 or 2 not applied to Areas 1 or 2	

Program/Course Requirements for Degree

MINOR AND GENERAL ELECTIVES		17-21 HOURS
To complete the remaining 17-21 credit hours, students will have the option to explore other areas of academic interest through elective courses, a minor course of study, or pursue a certificate program (e.g. Data Analytics, Social Services, etc.). Students are encouraged to create a cluster of elective courses that will enhance their knowledge and skill in a particular area of interest.		
TOTAL:		120 HOURS

AREA 4: UPPER DIVISION ELECTIVES

Students will select two (2) courses from the following list or from courses listed in Areas 1 or 2 not applied to Areas 1 or 2:

ANTH 3110	Human Osteology
ANTH 3186	Anthropology of Gender
ANTH 4170	Myth, Magic and Religion
*CMWL 3100	Lifespan Development
*PHED 4501	Contemporary Health Issues
PSYC 3110	Human Sexuality
PSYC 4140	Psychology of Gender
PSYC 4270	Psychology of Childhood
PSYC 4280	Psychology of Adolescence & Adulthood
PSYC 4290	Moral & Social Development
SOCI 3293	Marriage & Family
SOCI 3543	Sociology of Religion
SOCI 3954	Sociology of Aging
SOCI 4153	Women and Aging
SOCI 4182	Aging Families
SOCI 4300	Housing & Homelessness
SOCI 4445	Sociology of Youth
SOCI 4915	Violence Against Women

NOTES: Students are strongly encouraged to enroll in a minor. Students must be mindful of taking too many 2000 level courses in the major areas.

Assessment Summary for Fall 20

College

Degree

Program

Department

Student Learning Outcomes

SLO1: Assess social and cultural frameworks of diverse populations of healthcare consumers

SLO2: Demonstrate understanding of human growth and development as related to social and behavioral health issues

SLO3: Demonstrate knowledge of complementary, alternative, and integrative approaches to health and wellness

SLO4: Design and assess social and behavioral programs, research or services aimed at improving health

NOTES (about measures and meth the future, LOs will be measured ex SBH graduates, so we have data fr (how race, class, gender and other

18 and Spring 2019
College of Social Sciences
Bachelor of Science (BS)
Social & Behavioral Health
Sociology

Measure/Method

See Note at bottom of report for important information on measures and methods—including an indirect measure. For Fall 2018, we assessed this LO in SOCI 4440, an upper division elective for the SBH major. A member of the SBH Interdisciplinary Curriculum Council and the professor of the course assessed the LO using a short assignment from the course asking students analyze how social and economic factors impact the health of people. **For Spring 2019, and for each semester thereafter, the program coordinator will assess students in SOCI 4386 on a a comprehensive end of course project.** Regardless of semester, all projects for this LO are assessed on a 5-point rubric with 5 representing Excellence, 4 above average work, 3 average, 2 below average, and 1 representing very poor, unacceptable performance. These scores are averaged to depict an overall score, which is then used as the data point for this assessment. Data is reported as the percentage of students achieving the success criterion. For this LO, there are 4 criteria on which the student is assessed (general knowledge of the social determinants of health, understanding of the research on cultural diversity and health, the inequities in the availability and delivery of healthcare, and the ethical issues surrounding inequities in access to healthcare based on race, social class, and gender). These scores are averaged to depict an overall score, which is then used as the data point for this assessment. Data is reported as the percentage of students achieving the success criterion.

Not assessed Fall 2019. This LO will be assessed in the practicum experience for graduating seniors, SOCI 4386. In Fall 2018, the first semester that this program existed, there were no SBH majors enrolled in SOCI 4386. **See Note at bottom of report for important information on measures and methods—including an indirect measure.** Each semester, students in SOCI 4386 will complete a comprehensive end of course project that will be assessed by the SBH Program Coordinator on a 5-point rubric with 5 representing Excellence, 4 above average work, 3 average, 2 below average, and 1 representing very poor, unacceptable performance. These scores are averaged to depict an overall score, which is then used as the data point for this assessment. Data is reported as the percentage of students achieving the success criterion. For this LO, there are 3 criteria on which the student is assessed (Knowledge Base of the Field of Human Growth and Development, application of knowledge, and supportive of families). These scores are averaged to depict an overall score, which is then used as the data point for this assessment. Data is reported as the percentage of students achieving the success criterion.

See Note at bottom of report for important information on measures and methods—including an indirect measure. Each semester, students in SOCI 4386 will complete a comprehensive end of course project that will be assessed by the SBH Program Coordinator on a 5-point rubric with 5 representing Excellence, 4 above average work, 3 average, 2 below average, and 1 representing very poor, unacceptable performance. These scores are averaged to depict an overall score, which is then used as the data point for this assessment. Data is reported as the percentage of students achieving the success criterion. For this LO, there are 3 criteria on which the student is assessed (complementary and alternative medicine (CAM) concepts background, CAM approaches, and how hospitals and other healthcare organizations incorporate CAM). These scores are averaged to depict an overall score, which is then used as the data point for this assessment. Data is reported as the percentage of students achieving the success criterion.

See Note at bottom of report for important information on measures and methods—including an indirect measure. Each semester, students in SOCI 4386 will complete a comprehensive end of course project that will be assessed by the SBH Program Coordinator on a 5-point rubric with 5 representing Excellence, 4 above average work, 3 average, 2 below average, and 1 representing very poor, unacceptable performance. These scores are averaged to depict an overall score, which is then used as the data point for this assessment. Data is reported as the percentage of students achieving the success criterion. For this LO, there are 4 criteria on which the student is assessed (manage and analyze data, communicate findings, public health and administrative practices, and design and/or assess programs). These scores are averaged to depict an overall score, which is then used as the data point for this assessment. Data is reported as the percentage of students achieving the success criterion.

ods) FOR ALL LOs in AY18. The program is new; it began Fall 2018. There are two required courses, XIDS 2300--an introductory course in SOCI 4386. Further, for all LOs, we also use an indirect measure. An exit survey is conducted each semester from that semester only. Findings indicate that students majored in SBH because they believed it would help them get the job. "Things that determine one's health outcomes" (LO1).

Success Criterion	AY18	AY19	Justification of Success Criteria
Rubric score of 3 or higher.	64%	83%	The program is new, so we don't have any data to reference in order to set a success criterion. Therefore, the program coordinator set the success criterion at 3 because it represents a near average score on the rubric.

Rubric score of 3 or higher.	Not assessed Fall 2019. This LO will be assessed in the practicum experience for graduating seniors, SOCI 4386. In Fall 2018, the first semester that this program existed, there were no SBH majors enrolled in SOCI 4386	100%	The program is new, so we don't have any data to reference in order to set a success criterion. Therefore, the program coordinator set the success criterion at 3 because it represents a near average score on the rubric.
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Rubric score of 3 or higher.	70%	100%	The program is new, so we don't have any data to reference in order to set a success criterion. Therefore, the program coordinator set the success criterion at 3 because it represents a near average score on the rubric.
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Rubric score of 3 or higher.	Not assessed Fall 2019. This LO will be assessed in the practicum experience for graduating seniors, SOCI 4386. In Fall 2018, the first semester that this program existed, there were no SBH majors enrolled in SOCI 4386	67%	The program is new, so we don't have any data to reference in order to set a success criterion. Therefore, the program coordinator set the success criterion at 3 because it represents a near average score on the rubric.
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ductory course, and SOCI 4386--an Internship practicum/capstone course. For Fall 2018, because th
of all graduating seniors. The survey asks students general questions about the reasons they majored
they wanted, they are overall satisfied with their experience, and three of the four graduates indicate

Interpretation & Use of Results

We are providing data for this LO from one course in Fall 2018 and a very different course in Spring 2019, so the change in success do not necessarily reflect a true improvement or decrease in improvement. In Fall 2018: 32% of students scored a 5 on the rubric, 12% scored a 4, 21% scored a 3, 21% scored a 2, and 14% scored a 1. Though the average score for students on the rubric was a 3.25 and though most of them were assessed to have an excellent understanding of the social determinants of health and the research that exists on cultural diversity and health, many struggled with their understanding of the he inequalities with regard to availability of healthcare. Moving forward, faculty are invested in helping students master this information.

Did not assess in Fall 2018. For Spring 2019: Overall, student performance was impressive. The average score on the rubric was 4. Specifically, 33% of students (2) scored a 5 on the rubric, 50% (3) scored a 4, and 17% (1) scored a 3. Most students had a strong grasp of the major theories in human growth and development, as well as the major stages of development. Students scored lower on the criterion "Supportive of Families," but these scores might be more indicative of the fact that students weren't placed at sites where they were in the role of family support than the students not understanding the concepts. Regardless, moving forward, the program coordinator will edit instructions on project so that students can indicate whether they were in the role of family support and introduce this topic in XIDS 2300 (early required course for major) and track whether students are getting this in other courses throughout major.

We are providing data for this LO from one course in Fall 2018 and a very different course in Spring 2019, so the change in success do not necessarily reflect a true improvement or decrease in improvement. For Fall 2018, 27% (8) students earned a score of 5, 30% (9) scored a 4, 13% (4) earned a 3, 10% (3) scored a 2, and 20% (6) scored a 1. While nearly every student was able to identify the foundational principles and common approaches to complementary and alternative medicine (CAM), some were unable to explain how hospitals and other healthcare organizations incorporate CAM. **For Spring 2019**, two of the six students enrolled in SOCI 4386 reported experiencing CAM approaches to health in their internships (complementary and alternative medicine). Of those two students, 100% (2/both) of them scored an average of 3 on the rubric. Still, we will encourage students to dig deeper when they are at sites that involve CAM, and we will provide students with more background information about CAM methods/approaches in earlier required courses (e.g., XIDS 2300), as well as in SOCI 4386.

For Spring 2019: 17% (1) student scored a 5 on the rubric, 33% (2) of the students scored a 4, 17% scored a 3, 17% (1) scored a 2, and 17% (1) scored a 1. Students excelled in the area of "Communicate Findings" but not very well in "Public Health Administrative Practices" or "Design and Assess Programs." The program coordinator will look into ways to help students get a better foundation in designing and/or evaluating programs.

There were no graduating seniors enrolled in the capstone, the learning outcomes were measured in one of two courses--the i... l in SBH, their plans after graduation, and their level of agreement on a set of questions about whether they gained proficiency... ed that they gained proficiency in all four areas (LOs). Further, all four said that they would definitely add to their resume tha

Improvement Plan

Before this AY, faculty who teach this course only briefly covered the ethical issues of providing unequal access of care to people of varying race, ethnicity, gender, etc. The faculty will begin addressing this issues in more detail in order to help students understand it better.

Faculty will find course material speaking to this in the future. Further, the program coordinator will edit instructions on project so that students can indicate whether they were in the role of family support and introduce this topic in XIDS 2300 (early required course for major) and track whether students are getting this in other courses throughout major.

Not every student will have experiences in their internship that will involve complementary and alternative medicine/health (CAM). In fact, only 2 students (out of the 6 students enrolled in the course) reported encountering CAM approaches at their internship sites. Those who did met the success criterion. However, there is always room for improvement. We will continue to encourage students to dig deeper when they are at sites that involve CAM, and we will provide students with more background information about CAM methods/approaches in earlier required courses (e.g., XIDS 2300), as well as in SOCI 4386, so that when they do experience CAM at a site, they are even more equipped to understand the approaches (types, history, specific information about which cultures in the world tend to use/perhaps founded an approach, etc)

Not every student will be able to design/assess a program at the site in which they intern. In fact, just 4 students (out of the 6 students enrolled in the course) reported getting the opportunity to do so. Two-thirds of those who were able to do so met the success criterion. However, scores varied widely on the criterion in which a great deal of this learning outcome is based, "design and assess programs." Although there is an optional course on program evaluation offered in the curriculum, students may not be getting the training necessary to perform a program evaluation or design a healthcare program. The program coordinator will consult with the SBH curriculum council about this LO. Perhaps the LO should be edited or removed. For now, though, the Coordinator will work to incorporate at least a basic lesson on program evaluation in XIDS 2300. Also, the Coordinator may request that SBH majors direct class projects in courses in Area 2 (Health Analytics and Methods) of the SBH curriculum toward either designing or assessing a healthcare program.

introductory course or one of the electives offered, SOCI 4440 Sociology of Medicine. In
ency on each of the program learning outcomes. Spring 2019 was the first semester with
it they are competent in "discuss(ing)/discern(ing) the social determinants of health

INSTRUCTIONS		CURRICULUM MAPPING TEMPLATE					
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	DEPARTMENT:			PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4
		Sociology					
2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)	PROGRAM:			PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4
		BS Social & Behavioral Health		Assess social and cultural frameworks of diverse populations of healthcare consumers	Demonstrate understanding of human growth and development as related to social and behavioral health issues	Demonstrate knowledge of complementary, alternative, and integrative approaches to health and wellness	Design and assess social and behavioral programs, research or services aimed at improving health
3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)		1	XIDS 2300	I		I	
		2	ANTH 1101	I	I		
4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)		3	ANTH 1102	I	I		
		4	ANTH 1105		I		
5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.		5	ANTH 2004				I
		6	ANTH 3110		R		
In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.		7	ANTH 3186	R			
		8	ANTH 3188				R
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.		9	ANTH 4130	R		R	
		10	ANTH 4132		R		
		11	ANTH 4170			R	
		12	POLS 2601				I
		13	POLS 3201				R
		14	POLS 3601				R
		15	POLS 4200				I
		16	POLS 4208				R
		17	POLS 4209				R
		18	POLS 4210				R
		19	POLS 4215				R
		20	POLS 4217				R
		21	PSYC 1101		I		
		22	PSYC 3010		R		
		23	PSYC 3110	R	R		
		24	PSYC 3150	R	R		
		25	PSYC 3580			R	
		26	PSYC 3703	R	R		
		27	PSYC 3730	R			
		28	PSYC 3800			R	
		29	PSYC 4085			R	
		30	PSYC 4130			R	
		31	PSYC 4140	R	R		
		32	PSYC 4270	R			
		33	PSYC 4280			R	
		34	PSYC 4290		R		
		35	PSYC 4350		R		
		36	PSYC 4360		R		
		37	PSYC 4650			R	
		38	PSYC 4760		R		
		39	SOCI 1101	I	I		
		40	SOCI 3134	R	R		
		41	SOCI 3543	R		R	
		42	SOCI 3623	R			
		43	SOCI 3733	R	R		
		44	SOCI 3804	R		R	
		45	SOCI 3954		R		
		46	SOCI 4000				R
		47	SOCI 4003				R
		48	SOCI 4015				R
		49	SOCI 4153	R	R		
		50	SOCI 4182		R		
		51	SOCI 4323	R			
		52	SOCI 4386	M (A)	M (A)	M (A)	M (A)
		53	SOCI 4440	R			
		54	SOCI 4441	R		R	
		55	SOCI 4445		R		
		56	SOCI 4543	R		R	
		57	SOCI 4613				R
		58	SOCI 4734				R

59	SOCI 4915	R			
60	SOCI 4700	R			

22	SOCI 4986 - A	M	M	M	M
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Addendum II

Physical Education, M.Ed.

2020-2021 Graduate Revise Program Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

****CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM****

Modifications (Check all that apply)*

- Program Name
- Track/Concentration
- Catalog Description
- Degree Name
- Program Learning Outcomes
- Program Curriculum
- Other

If other, please identify.

This will be a reactivation of the Master of Education in Physical Education and it will be moving entirely online

Desired Effective Semester*

Fall

Desired Effective Year*

2020

Program Information

Select *Program* below, unless revising an *Acalog Shared Core*.

Type of Program* Program
 Shared Core

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name* Physical Education, M.Ed.

Program ID - DO NOT EDIT* 2861

Program Code - DO NOT EDIT

Program Type*

Degree Type*

Program Description* The Master of Education in Physical Education allows current K-12 school faculty members to not only become emerging experts in the field, but to earn an advanced degree in their content area. The master's degree will support current K-12 practitioners through a 100% online program delivery, providing opportunities for them to work full- or part-time while continuing their education. The proposed program aims to (1) increase participant knowledge in health and physical education, (2) prepare students to address critical issues that rest within the health and physical education field, and (3) help students develop proficiencies in data-driven decision-making.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

PROGRAM CURRICULUM

****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.** Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click [here](#) for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

In order to delete courses that you are removing the courses from your program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the  and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the  and proceed.

Step 2 - Adding New Courses

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Admission Requirements

Admission criteria include the following: • Graduate application • 2-3 page Statement of Purpose • Resume • Two letters of professional recommendation (i.e. employer, faculty member) • Official university transcripts from all institutions attended • Undergraduate GPA of 2.7 or higher • Applicants must present a level 4 Five-Year Induction certificate or renewable Professional certificate in Health & Physical Education.

Required Courses: 30 Hours

PHED 6630 Assessment and Program Evaluation in Health and Physical Education

PHED 6665 Methods of Teaching K-12 Physical Education

PHED 6675 Current Issues and Trends in Health, Physical Education, and Sport

PHED 7610 Curriculum Development in Physical Education

[After] Or

CURR 6575 Curriculum Trends and Issues

PHED 7614 Organization and Administration of Physical Education and Sport

PHED 7620 Scientific Foundations of Exercise

PHED 7626 Sociological and Psychological Aspects of Physical Education and Sport

PHED 7630 Legal Issues in Physical Education and Sport

PHED 7660 Developing the Whole Child for 21st Century Learning

PHED 7665 Analysis of Research on Teaching in Health and Physical Education

[After] Or

EDRS 6301 Introduction to Research in the Human Sciences

PHED 7670 Comprehensive Exam

Justification and Assessment

Rationale* The Department of Sport Management, Wellness, and Physical Education in the College of Education at the University of West Georgia identifies the rationale below to reactivate the Master of Education with a Major in Physical Education:

1. This program will allow the Department of Sport Management, Wellness, and Physical Education to offer a fully online graduate degree program in Physical Education. Currently, there are only a few other institutions in the USG that offer a Master of Education with a Major in Physical Education online. This programmatic change would allow UWG to serve the needs of alumni around the state as well as other K-12 health and physical education teachers in rural areas in the state and in other regions. Many UWG alumni in Health and Physical Education, who potentially would have stayed at UWG or remained in the USG, have earned graduate degrees from other institutions in order to attain their professional aspirations.
2. The redesigned degree program includes ten required courses at three credit hours each. In this way, the program will be attractive to undergraduates in the current UWG Health and Physical Education program when considering furthering their education following graduation, while also being a viable option for others currently not enrolled at UWG. The significance of having highly qualified health and physical education professionals degreed at the graduate level is apparent as the need for K-12 health and physical education teachers remains steady and/or continues to increase in Georgia. A graduate degree in Health and Physical Education will likely increase motivation to remain in the current field.
3. Health and Physical Education program faculty have developed professional, working relationships with numerous K-12 health and physical education teachers in Georgia, several of whom are district coordinators and advocates for the profession. This degree will allow the program faculty to further develop and increase the number of meaningful relationships with practicing professionals. This enhanced network of K-12 teachers and administrators can promote new and innovative collaborative research efforts, including the potential for externally funded projects, and a stronger community of UWG graduates in the fields of health and physical education.
4. The COE at UWG has experienced significant growth in its online graduate education programs and several programs have gained national recognition. This degree program will further establish UWG and the USG as a leader in online programming for education professionals.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

Student Learning Outcomes

Having satisfied the requirements of the program, students will be able to:

1. develop an advanced knowledge of physical education disciplinary content and apply the content knowledge into teaching practice (Shape America Advanced Standard
2. design and conduct appropriate learning experiences that facilitate and enhance the growth of learners (Shape America Advanced Standard 2)
3. demonstrate skills to further their own professional development and use their newly acquired knowledge to contribute to the physical education profession (Shape America Advanced Standard 3).

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to cjenks@westga.edu

Check all that apply to this program*

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- None of these apply

SACSCOC Comments

The program has already been reactivated by the Georgia Board of Regent. There is no UWG or USG requirement that reactivation undergoes any curriculum or Senate approval.

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as one document.

2.) Assessment Plan

All major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the assessment template from [here](#) complete, and upload.

Program Map*

- I have attached the Program Map/Sheet.
- N/A - I am not making changes to the program curriculum.

Assessment Plan*

- I have attached the Assessment Plan.
- N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculum@westga.edu.

School/ Department
- DO NOT EDIT*

Department of Sport Management, Wellness, and Physical Education

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

Is Senate Review required?* Yes No

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

ONLINE MASTER OF EDUCATION IN PHYSICAL EDUCATION

Dr. Brian Mosier | bmosier@westga.edu

Dr. Tori Ivy | vivy@westga.edu

Dr. Peter Stoepker | pstoepker@westga.edu

Dr. Brent Heidorn | bheidorn@westga.edu

UNIVERSITY OF WEST GEORGIA 1601 Maple St Carrollton, GA

Mission

The mission of the University of West Georgia is “to enable students, faculty, and staff to realize their full potential through academic engagement, supportive services, professional development, and a caring, student-centered community”. Therefore, the addition of a master’s program in physical education allows current K-12 school faculty members to not only become emerging experts in the field, but to earn an advanced degree in their content area. The master’s degree will support current K-12 practitioners through a 100% online program delivery, providing opportunities for them to work full- or part-time while continuing their education.

Description and Objectives

The proposed program aims to (1) increase participant knowledge in health and physical education, (2) prepare students to address critical issues that rest within the health and physical education field, and (3) help students develop proficiencies in data-driven decision-making.

General Information

For tuition or fees, see https://www.westga.edu/student-services/bursar/assets-bursar/docs/fy18_graduate_students.pdf

For financial aid, see <https://www.westga.edu/student-services/financialaid/>

For information on the types, availability, and how to apply for graduate assistantships, see <https://www.westga.edu/gradstudies/graduate-assistantships/>

For general information about graduate studies at UWG, see <https://www.westga.edu/academics/gradstudies/>
<https://www.westga.edu/academics/gradstudies/faqs.php>

Good Academic Standing is defined for graduate students as a cumulative GPA of 3.0 or higher. A student whose cumulative GPA drops below 3.0 will begin the next term on Academic Probation. A student must earn a term GPA of 3.0 or higher each term while on Academic Probation. Please note, students failing one course will be suspended for one semester. Students failing more than one course, regardless of the cumulative GPA will be dismissed from the University. To access policies regarding Academic Standing, see the **General Academic Policies/General Academic Standards** section within the UWG Graduate catalog found at <https://catalog.westga.edu>.

Admission Requirements

Admission criteria include the following:

- Graduate application (<https://www.westga.edu/academics/gradstudies/graduate-admissions.php>)
- 2-3 page Statement of Purpose
- Resume
- Two letters of professional recommendation (i.e. employer, faculty member)
- Official university transcripts from all institutions attended
- Undergraduate GPA of 2.7 or higher
- Applicants must present a level 4 Five-Year Induction certificate or renewable Professional certificate in Health & Physical Education.

Application Deadline:

- Fall: July 1
- Spring: November 15
- Summer: April 15

Curriculum

While the program prepares students to serve in a variety of sectors, the course content will specifically focus on two areas in the discipline: *1) Health and 2) Physical Education*.

The program consists of 10 foundational courses examining numerous aspects critical for the advancement of knowledge in health and physical education. At the completion of all 10 courses, students must complete a comprehensive examination with a score of 80% or above on all questions. Course Descriptions and Learning Outcomes are listed in APPENDIX B.

REQUIRED CORE COURSES	Hrs
PHED 6630 – Assessment and Program Evaluation in Health and Physical Education	3
PHED 6665 – Methods of Teaching K-12 Health and Physical Education	3
PHED 6675 – Current Issues and Trends in Health, Physical Education and Sport	3
PHED 7610 – Curriculum Development in Health and Physical Education	3
PHED 7614 – Organization and Administration of Health, Physical Education and Sport	3
PHED 7620 – Scientific Foundations of Exercise	3
PHED 7626 – Sociological and Psychological Aspects of Health and Physical Education	3
PHED 7630 – Legal Issues in Health, Physical Education and Sport	3
PHED 7660 - Developing the Whole Child for 21st Century Learning	3
PHED 7665 – Analysis of Research on Teaching in Health and Physical Education	3
PHED 7670 -Comprehensive Exam	0

*Students must complete a comprehensive exam with a minimum score of 3 out 4 on all questions.

The program courses do not need to be taken sequentially. Students can to take up 9-credit hours per semester if courses in the program are offered and approved by advisor.

Sample Program of Study

Semester	Course/Title	Hours
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Year 1	Fall	PHED 6630 – Assessment and Program Evaluation in Health and Physical Education PHED 6665 – Methods of Teaching K-12 Health and Physical Education	3 3
	Spring	PHED 6675 – Current Issues and Trends in Health, Physical Education and Sport PHED 7610 – Curriculum Development in Health and Physical Education	3 3
	Summer	PHED 7614 – Organization and Administration of Health, Physical Education and Sport PHED 7620 – Scientific Foundations of Exercise	3 3
Year 2	Fall	PHED 7626 – Sociological and Psychological Aspects of Health and Physical Education PHED 7630 – Legal Issues in Health, Physical Education and Sport	3 3
	Spring	PHED 7660 - Developing the Whole Child for 21st Century Learning PHED 7665 – Analysis of Research on Teaching in Health and Physical Education PHED 7670 - Comprehensive Exam	3 3 0

Course Descriptions

Courses	Course Description
1. PHED 6630 -Assessment and Program Evaluation in Health and Physical Education	This course provides an opportunity for in-depth analysis of assessment and program evaluation in health and physical education. Students will gain a deeper understanding of lesson and unit assessment, the development of course-based rubrics for measuring learning outcomes, grading in health and physical education, and overall program evaluation, including curriculum and related content.
2. PHED 6665 - Methods of Teaching K-12 Health and Physical Education	This course provides a comprehensive overview of advanced pedagogical skills and knowledge related to teaching for student learning in health and physical education. The course develops an in-depth understanding of standards-based curriculum content and research-based effective teaching skills for K-12 programs. Content also includes the school health index, coordinated school health programs, and teaching resources for health. This course requires advanced analysis of teaching experiences, focusing efforts on effective planning, teaching, and video-based reflection of K-12 student learning outcomes.
3. PHED 6675 - Current Issues and Trends in Health, Physical Education, and Sport	Students will examine strengths, weaknesses, opportunities and threats related to health, physical education, and sport programming. In addition, the course provides opportunities to explore current and new technologies for student learning, advocate for effective curricula and related needs, and seek methods for programmatic growth and improvement.
4. PHED 7610 - Curriculum Development in Health and Physical Education	This course provides an in-depth examination and interpretation of curriculum, instructional models and assessment, and current program design and instructional trends in health and physical education. Students will acquire the tools necessary for developing a comprehensive health and/or physical education curriculum with an emphasis on reducing health disparities and promoting a physically active lifestyle.
5. PHED 7614 - Organization and Administration of Health, Physical Education, and Sport	This course provides an extensive review of the administrative theories and functions for quality health, physical education and physical activity programs. Students will explore the management process, including a variety of leadership and organizational roles in K-12 settings, in addition to advocating for and meeting the needs of all students.
6. PHED 7620 - Scientific Foundations of Exercise	This course is focused on the primary factors affecting human performance and the physiological modifications that occur during exercise. Students will explore how the body produces energy during exercise, including the

	modifications within the cardiovascular, respiratory, and muscular systems throughout exercise sessions. The design of advanced training fitness programs based on scientific research will be reviewed.
7. PHED 7626 - Sociological and Psychological Aspects of Health and Physical Education	This course is designed to help students develop a working knowledge of the influences for participation in physical activity. Students will analyze the social and psychological factors contributing to the perspectives, beliefs, and practices in health and physical education. Examples include economics, education, environmental factors, social and community contexts, and access to health care, activity spaces, and educational programs.
8. PHED 7630 Legal Issues in Health, Physical Education, and Sport	Students in this course will examine the legal system in the United States, including statutes, standards, and case studies pertaining to the fields of health, physical education, and sport. Students will explore and review laws, national/state policies, academic language, and legal foundations.
9. PHED 7660 Developing the Whole Child for 21 st Century Learning	This course provides an in-depth review of the principles and evidence-based practices associated with improving students' cognitive, physical, social, and emotional development. The course is focused on strategies for developing, implementing, and evaluating school programs for a positive impact on individual and community health.
10. PHED 7665 – Analysis of Research on Teaching in Health and Physical Education	Students in this course will learn to review and analyze professional literature in health, physical education, and physical activity. Critical reasoning skills and statistical analysis of research will be a significant focus. Students will engage in scholarly discussion and writing to reflect advanced reasoning and inquiry.
11. PHED 7670 – Comprehensive Exam	A comprehensive final examination is administered during the final semester to all candidates seeking a Master of Education in Physical Education.

PROPOSED

**Master of Education – Physical Education
DEPARTMENT OF SPORT MANAGEMENT, WELLNESS, AND PHYSICAL EDUCATION**

REQUIRED CORE COURSES	Hrs	Gr	Trf
PHED 6630 – Assessment and Program Evaluation in Health and Physical Education	3		
PHED 6665 – Methods of Teaching K-12 Health and Physical Education	3		
PHED 6675 – Current Issues and Trends in Health, Physical Education and Sport	3		
PHED 7610 – Curriculum Development in Health and Physical Education OR CURR 6575 – Curriculum Trends and Issues	3		
PHED 7614 – Organization and Administration of Health, Physical Education and Sport	3		
PHED 7620 – Scientific Foundations of Exercise	3		
PHED 7626 – Sociological and Psychological Aspects of Health and Physical Education	3		
PHED 7630 – Legal Issues in Health, Physical Education and Sport	3		
PHED 7660 - Developing the Whole Child for 21st Century Learning	3		
PHED 7665 – Analysis of Research on Teaching in Health and Physical Education OR EDRS 6301 – Introduction to Research in the Human Sciences	3		
PHED 7670 - Comprehensive Exam	0		

*Students must complete a comprehensive exam with a minimum score of 3 out 4 on all questions.

Name: _____ Student ID: _____

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

**Master of Education
Physical Education**

Name: _____ SSN: _____
 Home Telephone: _____ Advisor: _____
 Permanent Address: _____ Phone: _____
 Work/Campus Address: _____ Email: _____
 Work/Cell Phone: _____ Initial Assessment Date: _____
 Undergraduate Degree/Major: _____
 Colleges and Dates Previously Attended: _____
 Present Certification (Field and Level): _____
 Praxis II or TCT Date Passed: _____ Area: _____

<u>Graduate School Admission Requirements</u>		<u>Completion Dates</u>	
_____	Undergraduate GPA	_____	Initial Advising
_____	GRE Scores	_____	Application for Candidacy
_____	Letters of Reference	_____	Departmental Exam
_____	Date Admitted to Graduate School		

Course	Hrs	Gr	Course	Hrs	Gr
Professional Studies:	9		3. Choose three courses from:	9	
EDRS 6301 Research in Education			PHED 6667 Foundations of Nutrition		
EDFD 7305(Hist Ed), or EDFD 7307(Crit Issues Ed), or EDFD 7309 (Philos Foundations Ed)			PHED 6670 Movement for Children		
CEPD 6101 Psychology of Classroom Learning			PHED 6680 PE for Childr w/Spec Needs		
Content Specialization:			PHED 7614 Org. Ad. of P.E. & Sport		
1. Required Courses:	9		**PHED 7618 Analysis Motor Perf.		
PHED 6622 Current Issues in P.E. & Sport			**PHED 7620 Sci. Foundation of Exerc		
PHED 6638 Legal Issues in P.E. & Sport			PHED 7626 Soc & Psy Aspect PE/Sport		
PHED 6628 Health Concerns School Age Child			PHED 7671 Curric Dev. in P.E. & Sport		
2. Choose one from:	3		*PHED 7685 Special Topics in P.E.		
PHED 7618 Anal Motor Perform/Motor Lrng					
PHED 7620 Scientific Foundations of Exercise			Electives	6	
			Total Program	36	

PROGRAM NOTES:

*Titles & descriptions of courses will be specified at time of offering. PHED 7685 may be repeated for credit as long as the topics differ.
 **Must be different from required course in Content Field. Refer to Graduate Catalog for Specific Program information.

College of Education
 State University of West Georgia

PER
 9/03

Request to Reactivate M.Ed. in Physical Education - in 2009

Rationale for Program Change/Program Sheet

Background

The teacher education faculty in the Department of Physical Education & Recreation is united in its concern about the number of undercertified/provisionally certified teachers in health and physical education settings across the state. A further concern is the lack of rigorous programs to enable these educators, as well as adult career changers and bachelor degree holders, to work toward certification in health and physical education that will enable them to be highly qualified professionals.

Stimulated by this concern, the faculty undertook a major curriculum revision effort two years ago. First, the undergraduate teacher preparation program was revised and updated to provide a more content-rich, rigorous experience for students. That program was instituted in Fall 2008. Two years ago, the M.Ed. program in Physical Education was deactivated with the intent of exploring program options and the market for the program. The goal was to update the program to respond more appropriately to that market and to changes and trends in the fields of health and physical education. The resulting reconceptualization of the structure and function of the M.Ed. degree is presented below. This program was informed by the post-degree/masters certification program in SPED; the certification/masters program with embedded field experiences in MIT; and the admissions process in CEP as well as program formats throughout the Southeast.

Focus

The focus of the reactivated M.Ed. program in Physical Education is threefold. It aims to produce graduates who will be able to:

- 1) Teach more effectively – and know how to self-monitor their professional growth by analyzing their practice and related research; to set specific goals for improving their instruction; to follow through on making changes in their instructional practices; and, finally, to reflect on the impact of those changes on students;
- 2) Impact their K-12 school culture – in ways that improve the way health and physical education are perceived and taught in those settings through modeling, outreach, sharing methods and research, presenting defensible positions related to the professional issues, and contributing to the profession through involvement with teacher preparation; and
- 3) Demonstrate professionalism and pride as health and physical educators – thus improving the image and perception of health and physical education professionals in the K-12 community and other settings.

Conceptualization of Program

As conceptualized, the reactivated M.Ed. program will consist of a core of courses that all masters' students are required to take. This core will be supplemented by areas of concentration (students choose one area of concentration). The masters' degree will require 36 graduate credits (see Figure 1).

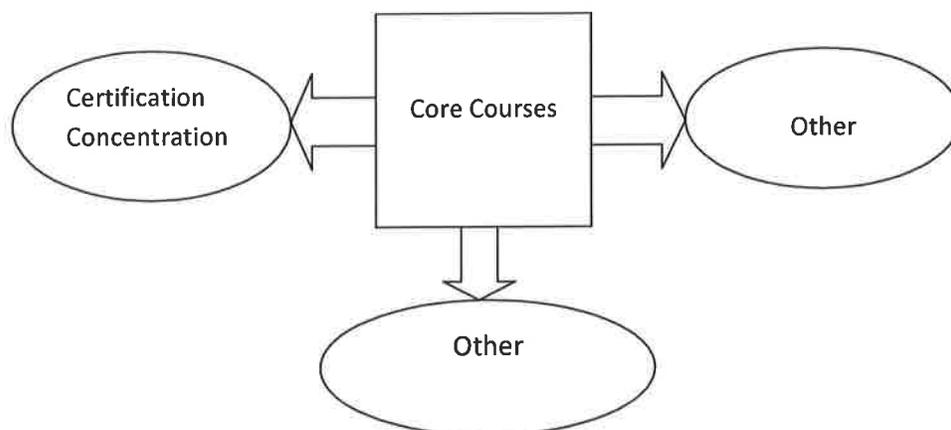


Figure 1: Core courses and concentration options

Core Courses

The core consists of five courses (15 hours) focused on the Department's goal of preparing and building effective teachers. Three courses from the deactivated curriculum have been renumbered to reflect their place in the core curriculum and sequencing of content. Objectives, course descriptions, and titles have been modified to reflect content updates. These core courses are:

- PHED 7610 Curriculum Development in Physical Education
- PHED 7620 Scientific Foundations of Exercise
- PHED 7630 Legal Issues in Physical Education & Sport.

Two new core courses were developed that also contribute to this goal of building effective teachers. These new core courses are:

- PHED 7640 Research in Health and Physical Education
- PHED 7650 Analyzing Teaching for Professional Growth.

Beyond the core courses, areas of concentration will provide different target audiences with program options, enabling individuals to reach their professional goals. While concentrations in Pedagogy, Health, and other areas are under consideration, the most urgent need and market, currently, is for a concentration that leads to K-12 teaching certification in

health and physical education. We seek approval, at this time, only for the Masters + Certification option within the graduate degree.

Area of Concentration: Certification

The reactivated M.Ed. program with certification concentration will require a total of 64 credit hours. In addition, some students will need to take up to seven credit hours of pre-requisites or co-requisites (see attached program sheet). The courses meet the certification standards and guidelines for the PSC and NASPE.

Courses and credit hours within the program are assigned as follows:

Reactivated M.Ed. Program	Undergraduate Courses	Graduate Courses	Internship	Total
Certification Courses (52 credit hours)	6 courses (16 credit hours)	8 courses (24 credit hours)	2 courses (12 credit hours)	16 courses (52 credit hours)
Additional Masters Courses (12 credit hours)		4 courses (12 credit hours)		
Masters + Certification (64 credit hours)	6 courses (16 credit hours)	12 courses (36 credit hours)	2 courses (12 credit hours)	20 courses (64 credit hours)

The Masters + Certification concentration is unique in that three of the graduate core courses count toward certification. In the revised program, K-12 certification can be awarded after 52 credit hours of coursework (16 hours of undergraduate courses, 24 hours of graduate courses, and 12 hours of internship) and required co-requisites. Note that the 6000-level internship hours do not count toward the graduate degree. The masters degree will be awarded upon completion of an additional 12 hours of graduate coursework (two additional core courses and two approved elective courses).

Program Delivery

While the content of certification courses is not significantly different from our approved undergraduate certification courses, the level of that content and the delivery methods will be geared toward adult learners. The program will be at least 51% on-line, and face-to-face meetings will be concentrated during the summer and on Saturdays throughout the academic year. This scheduling will enable a wide audience of adults seeking health and physical education certification to access the degree. A year-long internship, which may be taken on a part-time basis, is required and will focus on acquiring skills by completing specific assignments and experiences in elementary, middle school, and high school field settings.

Class offerings will be rotated to enable adult learners with commitments during one semester to complete requirements during subsequent semesters. For example, fall and spring course offerings will be rotated so that a provisionally certified teacher who coaches softball every spring can complete program requirements during the “off season” semesters (see tentative course rotations). Also, as the program develops, the proportion of on-line learning will increase so that prospective students from throughout the state can be accommodated.

UNIVERSITY OF WEST GEORGIA
DEPARTMENT OF PHYSICAL EDUCATION AND RECREATION
Master of Education - Physical Education (Certification)

Name: _____ UWG ID#: _____ E-mail: _____

Program Prerequisites or Co-requisites (7 hours)	Semester Hours	Semester	Grade
Anatomy and Physiology	3		
Current certification in First Aid and CPR	1		
SPED 6706 or 3715 Special Education in the Regular Classroom	3		

Area of Concentration: Certification ¹ (52 hours)	Semester Hours	Semester	Grade
Summer (8 hours)			
PHED 6660 Fundamentals of Teaching Health & Physical Education ^{2,4}	3		
PHED 6665 Methods of Teaching K-12 Physical Education ^{2,4}	3		
PHED 3500 Educational Games, Gymnastics, and Dance	2		
Fall (16 hours)			
PHED 7618 Applied Motor Control	3		
PHED 3503 Skills & Strategies in Net/Wall Games	2		
PHED 7610 Curriculum Development in Physical Education	3		
PHED 3504 Skills & Strategies in Invasion Games	2		
PHED 6686 Teaching Internship ^{3*}	6		
Spring (16 hours)			
PHED 7620 Scientific Foundations of Exercise	3		
PHED 3502 Skills & Strategies in Target and Outdoor Activities	2		
PHED 3710 Assessing Performance in Health and Physical Education	3		
PHED 3501 Skills & Strategies in Strength and Conditioning	2		
PHED 6686 Teaching Internship ^{3*}	6		
Summer (12 hours)			
PHED 6628 Health Concerns of the School-Aged Child	3		
PHED 6668 Concepts and Methods in Health Education ^{3,4}	3		
PHED 7630 Legal Issues in Physical Education and Sport	3		
PHED 3401 Technology in Health and Physical Education	3		

¹ A grade of C or better is required for all Certification courses.

² Required Co-requisites: PHED 6660 Fundamentals of Teaching HPE and PHED 6665 Methods of Teaching K-12 PE

³ Required Prerequisite: PHED 6660 Fundamentals of Teaching HPE and PHED 6665 Methods of Teaching K-12 PE and permission

⁴ Required Prerequisite: Admission to Teacher Education

* Teaching Internship hours do not count toward graduate degree

Additional Graduate Courses (12 hours)	Semester Hours	Semester	Grade
PHED 7640 Research in Health and Physical Education	3		
PHED 7650 Analyzing Teaching for Professional Growth	3		
Approved Elective	3		
Approved Elective	3		

Total Program Hours	64		
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PHED Masters in Physical Education Student Learning Outcomes Assessment Proposal

Program Coordinator

Dr. Brent Heidorn

Ph.D. Physical Education, Emphasis: Pedagogy

The University of South Carolina Columbia, South Carolina

December 2007

Student Learning Outcomes

Having satisfied the requirements of the program, students will be able to:

1. develop an advanced knowledge of physical education disciplinary content and apply the content knowledge into teaching practice (Shape America Advanced Standard 1)
2. design and conduct appropriate learning experiences that facilitate and enhance the growth of learners (Shape America Advanced Standard 2)
3. demonstrate skills to further their own professional development and use their newly acquired knowledge to contribute to the physical education profession (Shape America Advanced Standard 3).

Assessment Plan

- A pre-test content exam will be administered through CourseDen as an evaluative benchmark for all students entering the program. The test will be approximately 50 questions and cover a range of health and physical education topics. The exam will encompass foundational knowledge students should possess upon graduating from the program. The test will not be counted as a grade but will solely be used for initial assessment purposes (Standard 1)
(Administered upon acceptance of the program)
- A final comprehensive exam (PHED 7670) comprised of 3-5 essay questions will be administered no sooner than the students' final semester. Each student will have one month to complete the comprehensive exam. The success criterion is that all students earn at least 3 out of 4 for each item on the rubric. The rubric includes the following descriptors: Unsatisfactory, Developing, Proficient, and Exemplary. Students scoring less than 3 out of 4 on the rubric for any question will have an opportunity to revise and resubmit (Standards 1, 2, and 3).
- Students will design a physical education curriculum and program evaluation project when enrolled in the course titled, Curriculum Development in Health and Physical Education. The project will be reviewed and scored based on a four-point rubric, evaluated by program faculty. The success criterion is that all students earn at least 3

out of 4 for each item on the rubric. The rubric includes the following descriptors: Unsatisfactory, Developing, Proficient, and Exemplary (Standard 2).

- Students will develop a comprehensive program and program evaluation for school wellness when enrolled in the course titled, Developing the Whole Child for 21st Century Learning. The project will be reviewed and scored based on a four-point rubric, evaluated by program faculty. The success criterion is that all students earn at least 3 out of 4 for each item on the rubric. The rubric includes the following descriptors: Unsatisfactory, Developing, Proficient, and Exemplary (Standard 1, 2, and 3).
- Upon completion of the program, students will be asked to submit an exit survey so the program faculty can identify areas of strength and areas for improvement within the program. The exit survey consists of Likert questions and one or more open-ended questions for future suggestions. The exit survey will not be counted as a grade but will solely be used for program assessment purposes. The survey is used as an indirect measure of assessment.

INSTRUCTIONS		CURRICULUM MAPPING TEMPLATE						
<p>1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)</p> <p>2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)</p> <p>3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)</p> <p>4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)</p> <p>5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.</p> <p>In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.</p> <p>6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.</p>	DEPARTMENT:	Sport Management, Wellness, and Physical Education				PL-SLO 1	PL-SLO 2	PL-SLO 3
	PROGRAM:	M.Ed. In Physical Education	COURSES		1. develop an advanced knowledge of physical education disciplinary content and apply the content knowledge into teaching practice (Shape America Advanced Standard 1)	2. design and conduct appropriate learning experiences that facilitate and enhance the growth of learners (Shape America Advanced Standard 2)	3. demonstrate skills to further their own professional development and use their newly acquired knowledge to contribute to the physical education profession (Shape America Advanced Standard 3).	
			1	PHED 6630	R	R	R	
			2	PHED 6665	R	R	R	
			3	PHED 6675	R	R	R	
		INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.	4	PHED 7610 (A)	R	M	R	
			5	PHED 7614	R	R	R	
			6	PHED 7620	R	R	R	
			7	PHED 7626	R	R	R	
			8	PHED 7630	R	R	R	
			9	PHED 7660 (A)	R	R	M	
			10	PHED 7665	R	R	R	
			11	PHED 7670 (A)	M	M	M	
			12					
		MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.	13					
			14					
			15					
			16					
			17					
			18					
			19					
			20					
		21						
		22						

BIOL - 5425 - Fire Ecology

2020-2021 Graduate New Course Request

General Information

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*

Fall

Desired Effective Year*

2020

Course Information

Course Prefix*

BIOL

Course Number* 5425

Course Title* Fire Ecology

Course Type*

Biology

Catalog Course Description*

This is a field-based course in fire ecology concepts and techniques of the Southeast. Hands-on lessons address the use of prescribed fire to benefit ecosystems and cover safety, weather, fuel, firing techniques and smoke management. Students will write a prescribed burn plan and participate in several burn events outside of regular class time.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? Yes No

Lec Hrs* 3

Lab Hrs* 1

Credit Hrs* 4

Can a student take this course multiple times, each attempt counting separately toward graduation? Yes No

If yes, indicate maximum number of credit hours counted toward graduation. 4

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites Instructor permission is required to enroll. Admittance to the class requires a short interview with the instructor. Students must demonstrate they have the maturity and available time to perform the required prescribed fire activities. In addition, the student must complete all required forms and waivers as directed by UWG and other groups

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Instructor permission is required.

Status* Active-Visible Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 2

Grading* Undergraduate Standard Letter

Type of Delivery (Select all that apply)* Carrollton or Newnan Campus: Face-to-Face Entirely Online Hybrid Fully Online

Justification and Assessment

What is the rationale for adding this course?*

This course will serve as an upper level biology elective and discipline specific writing course option. It provides a unique opportunity for students to learn the importance of fire in southern ecosystems and hands-on experience of course concepts. The training they receive will improve our student's career placement as natural resource agencies and environmental consultants in the region extensively use fire management techniques.

Student Learning Outcomes*

Students will be able to describe fundamental concepts and techniques of fire ecology in southern US ecosystems. Students will be able to demonstrate mastery of basic prescribed fire techniques and equipment in a field setting. Students will be able to apply and communicate fire ecology concepts via written and oral forms. Students will use knowledge and skills to assist local woodlands group with conducting prescribed fires to benefit ecosystem health and natural resource objectives. Students will be able to work safely and effectively in a collaborative team environment.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

<http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 12

Will this course have special fees or tuition required?* Yes
 No

If yes, what will the fee be?* 35.00

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

**School/
Department***

**Is this a School of
Nursing or
University College
course?*** Yes No

**Is this a College of
Education course?*** Yes No

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

BIOL 5425: Fire Ecology

Meeting time: Monday & Wednesday 8:50-10:40 am, in Biology Building, Room 151

Professor: Dr. Andrew Edelman

Office location: Biology Building, Room 284

Office hours: Monday & Wednesday 10:45-11:45 am, Tuesday & Thursday 9:00-11:30 am & 12:30-2:00 pm, or by appointment.

E-mail (best way to contact me): aedelman@westga.edu

Office phone: 678-839-4042

Prerequisites

Instructor permission is required to enroll. Admittance to the class requires a short interview with the instructor. Students must demonstrate they have the maturity and available time to perform the required prescribed fire activities. In addition, the student must complete all required forms and waivers as directed by UWG and other groups.

Required Course Materials

Leather boots consisting of the following characteristics: 8 inch minimum boot height, all leather uppers (no synthetic collars or panels), lace up (no zippers or pull ons), defined heel, oil resistant soles, rating of good or better on sole heat resistance, and non-slip sole (no steel toes). Logger style boots (without steel toe) are the most affordable option (<\$150). Make sure your boots meet all the above requirements otherwise you will not be allowed to participate in prescribed fire activities. You may also want to purchase an inexpensive N95 mask to reduce smoke inhalation.

Course Description

This is a field-based course in fire ecology concepts and techniques. The class is challenging and requires a significant commitment of time and energy. Students are required to participate in 3 prescribed fire events with local woodlands group or other approved organization. This course will address the following learning goals:

- Describe fundamental concepts and techniques of fire ecology in southern US ecosystems
- Demonstrate mastery of basic prescribed fire techniques and equipment in a field setting
- Apply and communicate fire ecology concepts via written and oral forms.
- Use knowledge and skills to assist local woodlands group with conducting prescribed fires to benefit ecosystem health and natural resource objectives
- Work safely and effectively in a collaborative team environment.

Course Assessment

Your final grade in the course will be determined by the number of points you receive on a variety of assignments and exams. Please note that when calculating your final grade, I will drop your lowest score on in-class assignments and reading responses. No extra credit is offered in this course. No late items are accepted except in cases where timely third-party documentation can be provided. Grades will be posted on CourseDen periodically throughout the semester. You will need the following percentage points to ensure a specific letter grade: A 90-100%, B 80-89%, C 70-79%, D 60-69%, and F < 60%. Your overall grade will be distributed according to the following scheme:

Grade item	% of overall grade
Exams	35%
Successfully participate in 3 prescribed burns	30%
Burn written plan	20%
Reading responses & online items	5%
Class participation	5%
Reading topic presentation	5%

Completing your safety training and waivers are required for you to participate in prescribed fire activities. You will maintain a provided log with your burn experience. The crew boss or Dr. Edelman must sign each entry. Be aware that you are responsible for completing 3 burn events. Burning is highly dependent on weather conditions and I cannot predict the exact date of opportunities. I recommend you volunteer several times early in the burn season to avoid running out of opportunities before the county burn ban (May 1).

Reading responses: There is only limited time for lecture in this course. Thus, it is essential that you come to each class well prepared and ready to discuss the material. Given the depth of our discussions and activities, it becomes painfully obvious when a student has not carefully read the assigned materials. I recommend that you take notes on the major concepts from each reading. To show that you have read the material, I require you to complete a reading response on the assigned material prior to the appropriate class session. You will upload your reading response to a dropbox on CourseDen no later than 10 minutes prior to the class.

Class discussion & assignments: We will engage in a variety of in-class case studies, written assignments, and discussions related to the current topic each day. These activities are designed to promote a deeper understanding of the material. You will be assessed on these activities by both your participation and quality of work. Many of the discussion questions/activities will appear on the exams in some fashion.

Presentations: Graduate students will give an oral presentation on an assigned global fire-adapted region/ecosystem. Presentations will be 20-25 minutes in length.

Written burn plan: Each student will develop a written burn plan for an assigned local property. The student will need to visit the site to assess conditions. The burn plan will address: objectives, land conditions, expected impact, burn parameters (weather & fuel conditions), smoke planning, need resources (firebreaks, personnel, & equipment), ignition techniques & mop up, etc. A rough draft will be submitted for comments several weeks before the final draft is due.

Exams: The exams typically consist of short answer and short essay questions. **If you have an emergency prior to an exam, contact me IMMEDIATELY (well before the next class). There will be no make-up exams except for excused absences with third-party verification (e.g., doctor's note, etc.).** If you question the validity of a test question or the accuracy of the exam key, you must bring these concerns to me IN WRITING within 7 days of receiving your graded exam.

Personal Safety

UWG and I take your personal safety extremely serious. You will be provided with safety equipment (\$500 value) for prescribed fire activities including helmet, glasses, gloves, and nomex clothing. You will be responsible for caring for this equipment.

The following safety requirements must be followed during any class-related activities:

1. Wear a seat belt when riding in any vehicle (truck, UTV, etc.) at all times.
2. There is a strict no alcohol and illegal drugs policy during all course activities.
3. Inform Dr. Edelman of any known medical issues.
4. Wear all safety gear while on the fire lines (boots, gloves, helmet, eye protection, & Nomex clothing).
5. Wear non-synthetic (cotton, wool blend, etc.) beneath your fire gear.
6. Secure long hair (ponytail, etc.) and place under helmet or Nomex shirt.
7. Communicate any change in plans or hazards to your supervisor immediately.
8. Do not take any unnecessary risks such as entering the interior of a burn unit unless directed.
9. Always be aware of your escape routes and safety zones.
10. Bring enough water, food, medicine, and personal toiletries (sunscreen, insect spray, wipes, etc.) to last through the burn event.
11. Arrive on time to the burn event and do not leave until you have been cleared by the crew boss.
12. BE AWARE OF YOUR SURROUNDINGS AT ALL TIMES ON THE FIRELINES.

It is your responsibility as a team member to alert other people to safety issues. In addition, you should report severe breaches in safety protocol to the crew boss and Dr. Edelman. If you disregard any of these basic safety guidelines then you will be dropped from the class or given a failing grade in the course.

Class behavior

To create a positive learning environment, I ask you to follow a simple code of conduct:

1. Be respectful towards your fellow students and me
 2. Use of laptops/tablets/smartphones is encouraged, but only for class-related activities
 3. Arrive and leave according to the class schedule
 4. Avoid any loud or distracting behavior (loud eating, listening to music, personal conversations, etc.)
- If you exhibit repeated disruptive behavior, then you will be asked to leave (perhaps permanently).

Common Language for Course Syllabi

Students, please carefully review the following information at this link

[<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>]. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, and accreditation standards change, you should review the information each semester.

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes

part of the student's conduct record at UWG. Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook (<https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php>).

UWG Email Policy

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

http://www.usg.edu/hb280/additional_information#

You may also visit our website for help with USG Guidance: <https://www.westga.edu/police/campus-carry.php>

Fire Ecology Tentative Topics and Reading Assignments

Day	Topic	Assigned Reading & Due Dates
6 Jan	Introduction to course	
8 Jan	Fire history of the South	Stanturf & others 2002, Pgs. 607-610
13 Jan	Fire regimes of southern forests	Stanturf & others 2002, Pgs. 610-615
15 Jan	Fire regimes of southern forests	
20 Jan	No class, MLK Jr. Day	
22 Jan	Rx fire science & goals	Pgs. 10-11 in AL Rx burning guide & Pgs. 1-10 in Rx fire of southern ecosystems
27 Jan	Rx fire ecosystem effects	Pgs. 11-17 in Rx fire in southern ecosystems & Stanturf & others 2002, Pgs. 615-622
29 Jan	Jonathan Stober, WG Woodlands Group	
3 Feb	Weather	Pgs. 12-23 in AL Rx burning guide
5 Feb	Weather lab (outdoors)	
10 Feb	Fuel	Pgs. 24-31 in AL Rx burning guide
12 Feb	Fuel lab (outdoors)	
17 Feb	Firing techniques	Pgs. 35-42 in Rx fire in southern ecosystems
19 Feb	Techniques & safety lab (outdoors)	Prescribed burn equipment (OK Extension)
24 Feb	Fire ignition plan	
26 Feb	Exam 1	
2 Mar	Smoke management	Pgs. 49-58 in AL Rx burning guide
4 Mar	Smoke management lab (computers)	
9 Mar	Burn planning	Pgs. 59-65 in AL Rx burning guide
11 Mar	Burn planning lab	
16 Mar	No class, spring break	
18 Mar	No class, spring break	
23 Mar	Executing & evaluating the burn	Pgs. 66-76 in AL Rx burning guide
25 Mar	Post-burn lab (field trip)	
30 Mar	Burn laws, regulations, & careers	Rx fire liability factsheet
1 Apr	Presentation & writing workshop	Assign presentation topics
6 Apr	No class	
8 Apr	No class	
13 Apr	Exam 2	
15 Apr	Presentations: Global fire ecology	(Draft burn plans due April 20)
20 Apr	Presentations: Global fire ecology	
22 Apr	Presentations: Global fire ecology	(Final burn plans due (May 6)

Note: This schedule is subject to change.

BIOL - 5427 - Conservation Biology

2020-2021 Graduate New Course Request

General Information

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The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*

Fall

Desired Effective Year*

2020

Course Information

Course Prefix*

BIOL

Course Number* 5427

Course Title* Conservation Biology

Course Type*

Biology

Catalog Course Description*

Conservation biology is an interdisciplinary field with the main goal of preserving biodiversity. Course topics will cover ecosystem services, major threats, solutions, and policy related to biodiversity and endangered species. Students will apply their knowledge by conducting a local conservation research project and communication their findings.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? Yes No

Lec Hrs* 3

Lab Hrs* 1

Credit Hrs* 4

Can a student take this course multiple times, each attempt counting separately toward graduation? Yes No *

If yes, indicate maximum number of credit hours counted toward graduation.* 4

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 2

Grading* Undergraduate Standard Letter

Type of Delivery (Select all that apply)* Carrollton or Newnan Campus: Face-to-Face Entirely Online Hybrid Fully Online

Justification and Assessment

What is the rationale for adding this course?* This course will serve as an upper level biology elective and discipline specific writing course option. Besides the content, the course delivers valuable training in scientific research methods and communication. Currently, there does not exist a course in biology that sole focuses on conservation and sustainability. This course provides student interested in natural resource management, ecology, and environmental consulting with needed career skills and content.

Student Learning Outcomes*

Students will be able to summarize fundamental theories and concepts in conservation biology and apply them to issues related to the sustainability and preserving biodiversity.
Students will master basic research skills and techniques used in conservation biology.
Students will be able to analyze and interpret scientific data for application to conservation problems.
Students will be able to work effectively as part of a collaborative scientific team.
Students will be able to communicate scientific knowledge through a variety of media - written and orally.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

<http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus*

I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 24

Will this course have special fees or tuition required?* Yes
 No

If yes, what will the fee be?* 35.00

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

**School/
Department***

**Is this a School of
Nursing or
University College
course?*** Yes No

**Is this a College of
Education course?*** Yes No

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

BIOL 5427: Conservation Biology

Class meets Monday & Wednesday 12:30-1:45 pm in Biology Building, Room 151

Lab meets Wednesday 2:00-4:50 pm in Biology Building, Room 151

Professor: Dr. Andrew Edelman

Office location: Biology Building, Room 284

Office hours: Monday & Wednesday 9:30-11:30 am, Tuesday 8-11:30 am & 12-2:30 pm, or by appointment.

E-mail: aedelman@westga.edu (best way to contact me)

Office phone: 678-839-4042

Textbook, Readings, and Required Materials

We will use a free, textbook written by conservation experts called *Conservation Biology for All* available online at <http://www.mongabay.com/conservation-biology-for-all.html>. Links to other readings (articles and book chapters) will be provided on CourseDen.

Course Description

Conservation biology is a “mission-oriented, crisis-driven, problem-solving field.” This interdisciplinary science’s main goal is to preserve biodiversity in all its forms. As a student in the course you will actively participate in learning and applying key concepts from this field. Our class sessions will focus on using a variety of activities and discussions that will help you master the content and skills. Given that conservation biology is an applied science, this course will include a campus-centered research project designed and implemented by the class. We will typically work on our course project during lab each week, but we may also use our regular class time. It is essential that you come to each class prepared by having completed the assigned reading. To this end, you will write short reading responses prior to each class on the assigned reading. We will engage in a variety of writing prompts including a final research project poster.

Course Objectives

Our course will focus on the following learning objectives:

- Summarize fundamental theories and concepts in conservation biology and apply them to issues related to sustainability and preserving biodiversity.
- Master basic research skills and techniques used in conservation biology.
- Analyze and interpret scientific data for application to conservation problems.
- Work effectively as part of a collaborative scientific team.
- Communicate scientific knowledge, through a variety of media (written and orally), to general and scientific audiences.

Course Assessment

Your final grade in the course will be determined by the number of points you receive on a variety of assignments and exams. Please note that when calculating your final grade, I will drop your lowest score on in-class assignments, concept maps, and reading responses. You will need the following percentage points to ensure a specific letter grade: A 90-100%, B 80-89%, C 70-79%, D 60-69%, and F < 60% (no curving of final grades). No extra credit is offered. No late items are accepted except in cases where timely third-party documentation can be provided. Grades will be posted on CourseDen periodically throughout the semester. Your overall grade will be distributed according to the following scheme:

Grade item	% of overall grade
Class project (adjusted with evaluations)	30%
Data collection (5%)	
Outreach (5%)	
Research poster (20%)	
Exam 1	20%
Exam 2	20%
In-class activities	10%
Concept maps (adjusted with evaluations)	10%
Reading responses	10%

Collaborative scientific teams: You will form a collaborative scientific team to work on a variety of tasks and projects during this class. Working with your team will help you master the material, tackle large projects, as well as aid in developing key interpersonal skills that are essential to modern science. To promote effective team functioning, I will ask you to construct a team behavior contract and provide peer feedback throughout the semester. Along with my own assessments, this peer feedback will be used to adjust your grade on team assignments and projects if necessary. Your peers and I have high expectations for your involvement in collaborative activities. Be aware that frequent absences, tardiness, lack of willingness to engage in field work and other activities, poor quality work, etc. will lead to lower adjustment of your group-based grades.

Reading responses: There is only limited lecture in this course. Thus, it is essential that you come to each class well prepared and ready to discuss the material. Given the depth of our discussions and activities, it becomes painfully obvious when a student has not carefully read the assigned materials. I recommend that you take notes on the major concepts from each reading. To show that you have read the material, I require you to complete a reading response on the assigned material prior to the appropriate class session. You will be able to select from a variety of response options (see CourseDen for directions). You will upload your reading response to a dropbox on CourseDen prior to the class (no later than 10 minutes before class).

Class discussion & assignments: Attendance is not required, but we will engage in a variety of in-class case studies, written assignments, and discussions related to the current topic each day. These activities are designed to promote a deeper understanding of the material. You will be assessed on these activities by both your participation and quality of work. Many of the discussion questions/activities will appear on the exams in some fashion.

Concept maps: Toward the end of each section of material, you will summarize the key ideas and examples from the current topic by creating a concept map with your team. Your team will create the concept maps electronically (<https://www.spiderscribe.net/> or <https://bubbl.us/>) and upload them to a CourseDen group dropbox by no later than midnight on Wednesday. Given the limited time, often groups find it helpful to come to class with a rough draft of their concept map. I recommend that at least one person in your group brings a laptop/tablet to class to allow the group to revise the concept map. You may use these concept maps during the exams. Concept maps brought to exams must be printed on an 8.5" x 11" sheet of paper.

Exams: The exams typically consist of short answer and essay questions and make include a take home portion. **If you have an emergency prior to an exam, contact me IMMEDIATELY (well before the next class). There will be no make-up exams except for excused absences with third-party**

verification (e.g., doctor's note, funeral announcement, police report, etc.). If you question the validity of a test question or the accuracy of the exam key, you must bring these concerns to me IN WRITING within 7 days of receiving your graded exam.

Class project: A major component of this course includes a research project designed and implemented by the class. You will work in your teams to complete your part of the project. Graduate students will be designated as team leaders given their greater level of maturity and experience. As a class, we will be responsible for project design, implementation, analysis, and public outreach. Near the end of the semester, your team will be responsible for presenting the results of the class project. Graduate students will present these results as an oral presentation to the class. Outreach activities can take a variety of forms including social media, activities, posters, and presentations.

Visit CourseDen Regularly: We will make use of the course website, located on CourseDen (<https://westga.view.usg.edu/>). I will use CourseDen to post the syllabus, announcements, and assigned readings. If you have any technical issues with the website, then contact the UWG Online help desk at 678-839-6248 or online@westga.edu.

Class behavior

To create a positive learning environment, I ask you to follow a simple code of conduct:

1. Be respectful towards your fellow students and me
2. Use of laptops/tablets/smartphones is encouraged, but only for class-related activities
3. Arrive and leave according to the class schedule
4. Avoid any loud or distracting behavior (loud eating, listening to music, personal conversations, etc.)

If you exhibit repeated disruptive behavior, then you will be asked to leave (perhaps permanently).

Common Language for Course Syllabi

Students, please carefully review the following information at this link

[<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>]. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, and accreditation standards change, you should review the information each semester.

Honor Code

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

on the University of West Georgia Honor Code, please see the Student Handbook (<https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php>).

UWG Email Policy

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

http://www.usg.edu/hb280/additional_information#

You may also visit our website for help with USG Guidance: <https://www.westga.edu/police/campus-carry.php>

Tentative Lecture Topics and Reading Assignments

Day	Topic	Reading
Aug 15	Introduction to Course & Course Project	
Aug 20	Conservation Biology	Ch. 1
Aug 22	Biodiversity	Ch. 2
Aug 27	Ecosystem Services	Ch. 3
Aug 29	Ecosystem Services	Ch. 3
Sept 3	Labor Day Holiday, no classes	
Sept 5	Habitat Destruction	Ch. 4
Sept 10	Habitat Destruction	Ch. 4
Sept 12	Habitat Fragmentation	Ch. 5
Sept 17	Habitat Fragmentation	Ch. 5
Sept 19	Overexploitation	Ch. 6
Sept 24	Overexploitation	Ch. 6
Sept 26	Invasive Species	Ch. 7 & Hildreth et al. 2010
Oct 1	Invasive Species	Ch. 7 & Hildreth et al. 2010
Oct 3	Exam 1	
Oct 8	no class	
Oct 10	Course Project	
Oct 15	Climate Change	Ch. 8
Oct 17	Climate Change	Ch. 8
Oct 22	Extinction	Ch. 10
Oct 24	Extinction	Ch. 10
Oct 29	Conservation Planning	Ch. 11
Oct 31	Conservation Planning	Ch. 11
Nov 5	Restoration Ecology	Van Lear et al. 2005
Nov 7	Restoration Ecology	Van Lear et al. 2005
Nov 12	Endangered Species	Ch. 12 & Safe Harbor Sheet
Nov 14	Endangered Species	Ch. 12 & Safe Harbor Sheet
Nov 19	Thanksgiving Break, no classes	
Nov 21		
Nov 26	Conservation in human landscapes	Ch. 13; Miller vs. Marvier
Nov 28	Conservation in human landscapes	Ch. 13; Miller vs. Marvier
Dec 3	Presentations	
Dec 5	Exam 2	

Note: This schedule is subject to change. Additional readings may be added based on course project goals.

Tentative Lab Topics and Reading Assignments

Day	Topic	Reading
Aug 15	No lab	
Aug 22	Concept Maps	
Aug 29	Course Project: Project design	To be announced
Aug 30	Course Project: Project design	To be announced
Sept 5	Course Project: Project design	To be announced
Sept 12	Course Project: Conduct project	
Sept 19	Course Project: Conduct project	
Sept 26	Course Project: Conduct project	
Oct 3	Course Project: Conduct project	
Oct 10	Course Project: Conduct project	
Oct 17	Course Project: Conduct project	
Oct 24	Course Project: Outreach activities	
Oct 31	Course Project: Outreach & analyze data	
Nov 7	Course Project: Outreach & analyze data	
Nov 14	Course Project: Work on presentations	
Nov 21	Thanksgiving Break, no classes	
Nov 28	Course Project: Work on presentations	
Dec 5	Exam 2	

MATH - 6984 - Computational Mathematics Capstone

2020-2021 Graduate New Course Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*

Fall

Desired Effective Year*

2020

Course Information

Course Prefix*

MATH

Course Number* 6984

Course Title* Computational Mathematics Capstone

Course Type*

Mathematics

Catalog Course Description*

This one-hour course is a capstone course for students in the Computational Mathematics Certificate program. Students will complete an original research project under the direction of a mathematics graduate faculty member. They will write up their findings in a research paper and give an oral presentation outlining the results.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable

Yes

No

credit hour course?*

Lec Hrs* 1

Lab Hrs* 0

Credit Hrs* 1

Can a student take this course multiple times, each attempt counting separately toward graduation?*

- Yes
- No

If yes, indicate maximum number of credit hours counted toward graduation.* 1

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites MATH 5013, MATH 6503, MATH 6513

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

Frequency - How many semesters per year will this course be offered?

3

Grading*

Graduate Standard Letter

Type of Delivery (Select all that apply)*

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

Justification and Assessment

What is the rationale for adding this course?*

This one-hour course is a capstone course for students in the Computational Mathematics Certificate program.

Student Learning Outcomes*

1. Discuss the relevance of their findings in both academic and broader contexts.
2. Effectively communicate research findings

2. Effectively communicate research findings.
3. Professionally present and communicate expertise and skills developed through independent research and other coursework.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

<http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 5

Will this course have special fees or tuition required?* Yes
 No

If yes, what will the fee be?* 0

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculum@westga.edu.

School/ Department* Department of Mathematics

Is this a School of Nursing or University College course?* Yes No

Is this a College of Education course?* Yes No

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

MATH 6984 Computational Mathematics Capstone

Instructor: TBA

Texts: Determined by instructor

This one-hour course is a capstone course for students in the Computational Mathematics Certificate program. Students will complete an original research project under the direction of a mathematics graduate faculty member. They will write up their findings in a research paper and give an oral presentation outlining the results.

Learning outcomes: Students will demonstrate an ability to

- (1) Discuss the relevance of their findings in both academic and broader contexts
- (2) Effectively communicate research findings
- (3) Professionally present and communicate expertise and skills developed through independent research and other coursework.

Prerequisites: MATH 5013, MATH 6503, MATH 6513

MATH - 6985 - Discrete Mathematics Capstone

2020-2021 Graduate New Course Request

General Information

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Desired Effective Semester*

Fall

Desired Effective Year*

2020

Course Information

Course Prefix*

MATH

Course Number* 6985

Course Title* Discrete Mathematics Capstone

Course Type*

Mathematics

Catalog Course Description*

This one-hour course is a capstone course for students in the Discrete Mathematics Certificate program. Students will complete an original research project under the direction of a mathematics graduate faculty member. They will write up their findings in a research paper and give an oral presentation outlining the results.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable

Yes

No

credit hour course?*

Lec Hrs* 1

Lab Hrs* 0

Credit Hrs* 1

Can a student take this course multiple times, each attempt counting separately toward graduation?*

- Yes
- No

If yes, indicate maximum number of credit hours counted toward graduation.* 1

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites MATH 5483 or MATH 6483, MATH 6043, MATH 6473

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

Frequency - How many semesters per year will this course be offered?

3

Grading*

Graduate Standard Letter

Type of Delivery (Select all that apply)*

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

Justification and Assessment

What is the rationale for adding this course?*

This one-hour course is a capstone course for students in the Discrete Mathematics Certificate program.

Student Learning Outcomes*

- (1) Discuss the relevance of their findings in both academic and broader contexts
- (2) Effectively communicate research findings

- (2) Effectively communicate research findings
- (3) Professionally present and communicate expertise and skills developed through independent research and other coursework.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

<http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 5

Will this course have special fees or tuition required?* Yes
 No

If yes, what will the fee be?* 0

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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If there are any questions or concerns regarding the routing of your proposal please contact curriculum@westga.edu.

School/ Department* Department of Mathematics

Is this a School of Nursing or University College course?* Yes No

Is this a College of Education course?* Yes No

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

MATH 6985 Discrete Mathematics Capstone

Instructor: TBA

Texts: Determined by instructor

This one-hour course is a capstone course for students in the Discrete Mathematics Certificate program. Students will complete an original research project under the direction of a mathematics graduate faculty member. They will write up their findings in a research paper and give an oral presentation outlining the results.

Learning outcomes: Students will demonstrate an ability to

- (1) Discuss the relevance of their findings in both academic and broader contexts
- (2) Effectively communicate research findings
- (3) Professionally present and communicate expertise and skills developed through independent research and other coursework.

Prerequisites: MATH 5483 or MATH 6483, MATH 6043, MATH 6473

MATH - 6987 - Statistics Certificate Capstone

2020-2021 Graduate New Course Request

General Information

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If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*

Fall

Desired Effective Year*

2020

Course Information

Course Prefix*

MATH

Course Number* 6987

Course Title* Statistics Certificate Capstone

Course Type*

Mathematics

Catalog Course Description*

This one-hour course is a capstone course for students in the Statistics Certificate program. Students will complete an original research project under the direction of a mathematics graduate faculty member. They will write up their findings in a research paper and give an oral presentation outlining the results.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable

Yes No

158/184

credit hour course?*

Lec Hrs* 1

Lab Hrs* 0

Credit Hrs* 1

Can a student take this course multiple times, each attempt counting separately toward graduation?*

- Yes
- No

If yes, indicate maximum number of credit hours counted toward graduation.* 1

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites MATH 5813, MATH 6203, MATH 6213

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

Frequency - How many semesters per year will this course be offered?

3

Grading*

Graduate Standard Letter

Type of Delivery (Select all that apply)*

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

Justification and Assessment

What is the rationale for adding this course?*

This one-hour course is a capstone course for students in the Statistics Certificate program.

Student Learning Outcomes*

- (1) Discuss the relevance of their findings in both academic and broader contexts
- (2) Effectively communicate research findings

- (2) Effectively communicate research findings
- (3) Professionally present and communicate expertise and skills developed through independent research and other coursework.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

<http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 5

Will this course have special fees or tuition required?* Yes
 No

If yes, what will the fee be?* 0

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculum@westga.edu.

School/ Department* Department of Mathematics

Is this a School of Nursing or University College course?* Yes No

Is this a College of Education course?* Yes No

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

MATH 6987 Statistics Certificate Capstone

Instructor: TBA

Texts: Determined by instructor

This one-hour course is a capstone course for students in the Statistics Certificate program. Students will complete an original research project under the direction of a mathematics graduate faculty member. They will write up their findings in a research paper and give an oral presentation outlining the results.

Learning outcomes: Students will demonstrate an ability to

- (1) Discuss the relevance of their findings in both academic and broader contexts
- (2) Effectively communicate research findings
- (3) Professionally present and communicate expertise and skills developed through independent research and other coursework.

Prerequisites: MATH 5813, MATH 6203, MATH 6213

Addendum III

PROPOSED MODIFICATIONS

Transient Student Status

Students wishing to complete classes at another college or university to count toward their degree at the University of West Georgia (UWG) must maintain good academic standing at UWG and hold active student status at UWG for the transient term. Prior to taking the course(s), students must complete a Transient Status Permission Form, which includes the signatures of their advisor, the chair of the department in which the credit shall be granted, and the dean/designee of their major college. If the transient status involves study abroad, students must also obtain the signature of the Director of Education Abroad. International students must also obtain the signature of the Director of International Services and Programs. It is each student's responsibility to consult the Undergraduate Transfer Student Policy, Transfer Course Equivalency Tool on the Registrar's website, or contact the Registrar's Office to determine if the course will be accepted as transfer credit at UWG. ~~Grades earned in courses taken as a transient student do not replace previous grades earned in courses taken at UWG, and duplicate credit will not be awarded.~~ If a student repeats an institutional course as a transient student and receives a higher grade in the transient course, the previous grade will be excluded from the institutional (UWG) GPA. The highest grade received will be the grade to count in the institutional or transfer GPA. Transient status is given for one semester at a time, and students must have the host institution send an official transcript of the completed coursework to the Registrar's Office at UWG to receive credit for the coursework. For final semester transient status restrictions, see Graduation Policies in the Undergraduate Catalog.

PROPOSED FINAL VERSION

Transient Student Status

Students wishing to complete classes at another college or university to count toward their degree at the University of West Georgia (UWG) must maintain good academic standing at UWG and hold active student status at UWG for the transient term. Prior to taking the course(s), students must complete a Transient Status Permission Form, which includes the signatures of their advisor, the chair of the department in which the credit shall be granted, and the dean/designee of their major college. If the transient status involves study abroad, students must also obtain the signature of the Director of Education Abroad. International students must also obtain the signature of the Director of International Services and Programs. It is each student's responsibility to consult the Undergraduate Transfer Student Policy, Transfer Course Equivalency Tool on the Registrar's website, or contact the Registrar's Office to determine if the course will be accepted as transfer credit at UWG. If a student repeats an institutional course as a transient student and receives a higher grade in the transient course, the previous grade will be excluded from the institutional (UWG) GPA. The highest grade received will be the grade to count in the institutional or transfer GPA. Transient status is given for one semester at a time, and students must have the host institution send an official transcript of the completed coursework to the Registrar's Office at UWG to receive credit for the coursework. For final semester transient status restrictions, see Graduation Policies in the Undergraduate Catalog.

Addendum IV

UWG Academic Catalogs
Undergraduate Catalog - Undergraduate Academic Policies
Glossary

Item A:

PROPOSED NEW GLOSSARY ADDITION

Transferable Course

A course that has a direct UWG course equivalent or elective as determined by the department, and has a grade of “D” or higher, with the exception of ENGL 1101 and 1102, which require a grade of “C” or higher.

Item B:

PROPOSED GLOSSARY MODIFICATIONS

Transfer GPA - ~~This refers to the average of all courses attempted at all other post-secondary institutions from which West Georgia normally accepts credit.~~ The calculation of all successfully completed transfer courses determined to be transferable from all previously attended post-secondary institutions.

PROPOSED FINAL VERSION

Transfer GPA - The calculation of all successfully completed transfer courses determined to be transferable from all previously attended post-secondary institutions.

Addendum V

UWG Academic Catalogs
Undergraduate Catalog – Undergraduate Academic Policies
Transfer Credit Evaluation Policy

Rationale:

The Transfer Student policy is currently a combination of Undergraduate Admission policies and the evaluation of transfer credits. These two policies should be separated by moving the Transfer Credit Evaluation portion to the Undergraduate Academic Policies section of the catalog. This will assist with clarifying the difference between these two policies for students and campus partners.

The evaluation of transfer credit portion of the Transfer Student Policy has not been updated in over 20 years. We have reviewed the Board of Regents policies and 25 USG institutions to align better the University of West Georgia’s policy pertaining to the evaluation of transfer credit. Our findings have determined that many USG institutions:

1. Have established transfer repeat policies
 - a. Currently, all attempted coursework, including repeats, are calculated into the Transfer GPA, versus UWG native students have a grade replacement policy for when they repeat courses. Not having a repeat policy for transfer students is negatively affecting their Transfer GPA, which calculates into their Overall GPA. Currently, UWG has a transfer student population of 4416 students.
Are not calculating all attempted coursework into the Transfer GPA
 - b. Only courses that have been successfully completed and are transferable are being calculated into the Transfer GPA. Currently, courses that are not transferable and have been repeated are being calculated into the UWG Transfer GPA. A definition needs to be established for what successfully completed transferable courses means to assist with clarification and align the UWG policy with other USG institutions (see glossary update #1 and #2).
 - c. UWG native students are allowed to use courses with a grade of “D” or higher, and this same policy should extend to transfer students. Transfer students should be able to follow the same policies as UWG native students.

PROPOSED MODIFICATIONS

*(The Undergraduate Admissions Policy has been grayed out to separate the evaluation of transfer credits policy. The portions of the evaluation of transfer credits that is to being proposed for updates is red text and is strikethrough. The portions that remained black text will remain a part of the updated policy but **will be modified for better clarification**. This policy will be called Transfer Credit Evaluation Policy.)*

A transfer applicant is one who has been enrolled in any regionally accredited college or university. All previous college attendance must be reported at the time of application. Those who have earned fewer than 45 quarter hours/30 semester hours of transferable work or the equivalent will be asked to comply with both freshman and transfer requirements for admission (see freshman requirements for additional details).

A transfer applicant should request the registrar of each college or university he or she has attended to send a transcript to the Office of Admissions. Credits from one former institution appearing on the transcript of another institution can neither be officially evaluated for admission nor accepted for credit until a transcript has been received from the institution originating the credit.

Transfer students will be considered for admission on the basis of their previous college records:

1. They must have a minimum cumulative grade point average of 2.0 in all transferable college work attempted (non-traditional transfer students with greater than 45 quarter hours/30 semester hours of transferable work may be considered with a lower GPA on a case-by-case basis in order to determine their ability to be successful).
2. Students not meeting the minimum GPA requirement may be admitted if they hold an associate degree in a college transfer program from an accredited college and if they have not attempted any college coursework since completing the associate degree.
3. Students must be in good social and academic standing at their former institutions. Students who have been away from high school for less than five years must have completed all RHSC deficiencies and/or Learning Support requirements prior to being admissible and show both English and math proficiency through course credit. Students who have been away from high school for greater than five years may prove proficiency in English, Reading, and Math either through placement testing, valid SAT/ACT scores (less than seven years old), or completion of college coursework. Transfer students from an out-of-state institution may also prove proficiency via the placement test on a case by case basis. Please contact the Admissions Office for further policy details.
4. Admission acceptance by the Office of Admission does not guarantee admission to a specific program or department.

~~Transfer credit is normally awarded for all college work earned through any college or university approved by its regional accrediting association, so long as similar credit is offered at West Georgia. Credit earned at a post-secondary institution that is not regionally accredited may be accepted at West Georgia if the course work is similar to course work in the student's degree program at West Georgia and if the course work is deemed to be collegiate level work. Credit earned at proprietary schools and technical institutions that are not Commission of Colleges~~

~~(COC) accredited is not reviewed for transfer credit. The following stipulations on the transfer of credit are upheld:~~

~~The amount of academic credit that the University will allow for work done in another institution within a given period of time may not exceed the normal amount of credit that could have been earned at the University during that time. The maximum number of academic hours accepted is 90 from all institutions. Not more than a combined total of 30 hours of extension, correspondence work and military education/training will be accepted.~~

1. The amount of academic credit that the University will allow for work done in another institution within a given period of time may not exceed the normal amount of credit that could have been earned at the University during that time. ~~The maximum number of academic hours accepted is 90 from all institutions. Not more than a combined total of 30 hours of extension, correspondence work and military education/training will be accepted~~

2. According to Board of Regents policy, if a student transfers to West Georgia with an A.A. or A.S. degree from an institution within the University System of Georgia, he/she will receive full credit for having completed Core Areas A - F. If the major differs between the A.A. or A.S. degree program and the major the student decides to pursue at West Georgia, there may be additional courses required at the 1000 or 2000 level that are specific to that degree major and/or are prerequisite for higher level courses that the student would have to take (example: Some majors require the student to have had Precalculus or Calculus I in order to enroll in some higher level courses in the program of study. If the student had College Algebra as a part of his/her A.A. or A.S. program, he/she would still receive credit for having completed the Math section of Area A of the Core, but he/she would still be required to take Precalculus or Calculus I to complete the requirements of the major.). The Core credit policy does not apply to career degrees (A.A.S. and A.S.); in those cases, each course is evaluated individually and credit is given in areas where comparable courses are offered at West Georgia, including some courses that may be counted as Core or electives.

3. Dual/Joint Enrollment Credit: College credit earned at an accredited institution prior to high school graduation will be considered as transfer credit if the student was enrolled as a joint enrollment/early admission student.

~~4. Transfers from Technical College System of Georgia Colleges The Board of Regents and the Technical College System of Georgia have entered into an agreement referred to as the "Mini-Core Project." The agreement states that course credits for basic skills courses in English and mathematics with common course content will be transferable between schools in the University System of Georgia and COC-accredited institutions in the Technical College System of Georgia. Comparable placement and exit test results will be honored between the two systems as well.~~

The transfer agreement is effective for students from COC-accredited Technical College System of Georgia institutions who have taken ENG 191 and/or MAT 190 or 191 since January 2002, and who meet the minimum test score requirements for exemption from developmental studies, or successfully complete and meet the minimum test score requirements for exit from developmental studies English and/or mathematics. Courses other than those approved for the mini-core agreement will be evaluated on an individual basis for possible transfer credit.

In order to be eligible for mini-core transfer credit, students must have earned satisfactory scores on either placement or exit tests.

Students with minimum old SAT Critical Reading 430; RSAT Reading Section 24 (ACT 17) + SAT Math 410; RSAT Math 450 (ACT 17) + high school diploma/GED and four years of college prep English, Algebra I and II, and Geometry, and a college prep math higher than Algebra II will be exempt from placement testing.

Exit from Learning Support at a COC-accredited TCSG institution will be honored if the student has a record of meeting the TCSG minimum test score requirement for exit at UWG within the past year.

5. Students who apply for undergraduate admission and have attended a non-accredited institution will be requested to provide an official transcript from that institution. For the purposes of the evaluation of credit, the **Admissions Office** will request the student provide a catalog, course syllabi, and the names and credentials of the faculty who taught their courses. ~~The student may be able to obtain this information from the institution's Website. The Admissions Office will forward all materials received to the Registrar's Office for review of credit. Lower division courses will be evaluated by the Registrar's Office and credit awarded based upon the materials provided by the student.~~ The decision to award credit may be referred to the appropriate department in some cases. Upper division courses will be evaluated by the appropriate academic department. Departmental decisions on UWG equivalents are final. There is no appeal beyond the departmental level.

~~6. Provided all other stipulations regarding transfer credits are met, West Georgia will grant transfer credit for the following:~~

~~All courses with grades of "C" or better~~

~~All Core Curriculum courses earned at University System institutions with grades of "D" or better, with the exception noted in #7 below~~

~~Other courses with grades of "D" provided the average for all academic courses being transferred does not fall below "C"~~

~~7. A grade of "D" in English composition is not acceptable.~~

~~8. Credit for specific courses designated as major courses will not be allowed unless grades are "C" or above.~~

~~9. A grade of "C" or above is required for all professional sequence courses in education and those courses listed under content field. None of the professional education sequence may be completed by extension or correspondence.~~

10. Students who experience problems with transfer of credit should contact the Registrar's Office to determine the nature of the problem. If the problem is not resolved, students should contact the University Chief Transfer Officer to seek resolution to the problem.

11. The University System of Georgia Board of Regents authorizes the Office of the Provost and Vice President for Academic Affairs to make decisions about exceptions on a case-by-case basis when questions arise about course substitutions in the Core curriculum. Transfer course equivalencies may be viewed at <http://westga.edu/transfer>. Courses listed reflect results from previously reviewed transcripts and in no case should this list be considered a final and/or a complete listing.

PROPOSED NEW POLICY ADDITION

Transfer Credit Evaluation Policy

Transfer credit is generally accepted from regionally post-secondary accredited institutions, so long as similar credit is offered at the University of West Georgia. Credit earned at a non-regionally accredited institution may be reviewed on a case-by-case basis. The following stipulations on the evaluation of transfer credit will be upheld:

1. Academic credit allowed for work done at another institution within a given period of time may not exceed the normal amount of credit that could have been earned at this University during that time. Students are required to complete a minimum of 33 academic credit hours at UWG to satisfy academic residence, dependent upon degree requirements.
2. According to Board of Regents policy, if a student transfers to UWG with an A.A. or A.S. degree from an institution within the University System of Georgia, the student will receive full credit for having completed Core Areas A - E. If the major differs between the A.A. or A.S. degree program and the major the student decides to pursue at UWG, there may be additional courses required at the 1000 or 2000 level that are specific to that degree major and/or are prerequisite for higher level courses that the student would have to take (example: Some majors require the student to have had Precalculus or Calculus I to enroll in some higher level courses in the program of study. If the student had College Algebra as a part of his/her A.A. or A.S. program, he/she would still receive credit for having completed the Math section of Area A of the Core, but he/she would still be required to take Precalculus or Calculus I to complete the requirements of the major.). The Core credit policy does not apply to career degrees (A.A.S. and A.S.); in those cases, each course is evaluated individually and credit is given in areas where comparable courses are offered at West Georgia, including some courses that may be counted as Core or electives.
3. Dual/Joint Enrollment Credit: College credit earned at an accredited institution prior to high school graduation will be considered as transfer credit if the student was enrolled as a joint enrollment/early admission student.
4. The Board of Regents and the Technical College System of Georgia have established the Complete College Georgia Articulation Agreement between USG institutions for the transferring of General Education Courses. UWG has created a more expansive agreement with West Georgia Technical College (see Transfer Equivalency Tool to view transferable courses).
5. A student that previously attended a non-regionally accredited institution will need to provide a course syllabus for the UWG department chair of the respective transferring course to review for possible UWG credit. The faculty credentials who taught the transferring course may be requested. There is no appeal beyond the department chair decision on UWG equivalents. Contact the Office of the Registrar for additional information.
6. Provided all other stipulations regarding transfer credits are met, UWG will grant transfer credit for all transferable courses with a grade of "D" or higher, except for ENGL 1101 and ENGL 1102, which require a minimum grade of "C". Not all transferable courses may be eligible to count in the degree program per program regulations (see specific degree program for more information).
 - a. Examples of courses that are not transferable: practicums, fieldwork, workshops, internships, capstones, directed studies, upper-level seminars, career courses (i.e., cosmetology), developmental courses, and education extension and correspondence.

- b. Transfer course equivalencies may be viewed at <http://westga.edu/transfer>. Courses listed reflect results from previously reviewed transcripts and is not a formal evaluation of credits. An official transcript must be sent from each institution that a student has attended for transfer credits to be evaluated.
- 7. For transfer and Readmitted students admitted Fall 2020 or later who have repeated a transferable course at a previous post-secondary institution(s), only the highest grade will be transferred and calculated into the Transfer GPA. For transfer courses that are repeated at UWG, and a higher grade is achieved, the repeated transfer course will be excluded from the Transfer GPA.
 - a. UWG students who are approved to convert to transient status, please refer to the Transient Student Status policy in this catalog for additional information.
- 8. A student who previously attended a regionally accredited institution of higher education and transfers to UWG may be eligible for Academic Renewal for coursework taken three or more years prior to the term of enrollment at UWG. Students have two options to apply for Academic Renewal:
 - a. Contact Undergraduate Admissions during the admissions process.
 - b. Contact the Enrollment Services Center before the end of their third semester of enrollment or by the end of one calendar year from enrollment or re-enrollment, whichever comes first.
- 9. Students who experience problems with the transfer of credit should contact the Office of the Registrar to determine the nature of the problem. If the problem is not resolved, students should contact the University Chief Transfer Officer in the Office of the Provost to seek resolution to the problems.
- 10. The University System of Georgia Board of Regents authorizes the Office of the Provost and Vice President for Academic Affairs to make decisions about exceptions on a case-by-case basis when questions arise about course substitutions in the Core Curriculum.

Addendum VI

Repeating a Course to Replace a Grade

- Red Strikethrough = removed text
- Green strikethrough = text removed and later replaced in green for clarity
- Blue = new text

PROPOSED MODIFICATIONS

A student may repeat a course taken at West Georgia in order to replace an earlier grade earned in a course taken Fall 1996 or later. ~~Grades earned in courses taken at other institutions cannot replace grades earned in courses taken at the University of West Georgia.~~¹ ~~In the case of courses with variable course titles, the repeated course must have the exact same title as the original course.~~² ~~Beginning Summer Semester 2001, students can repeat XIDS 2001, 2002, and 2100 and use the grade replacement rules regardless of the titles of the courses taken.~~³ ~~The academic standing and graduation GPA will be based on the last attempt at all courses taken at the institution.~~ Beginning Fall 2020, the academic standing and institutional GPA will be based on the highest grade earned. If a student repeats a course and earns a lower grade, the highest grade from a previous attempt will be used in calculating the academic standing and institutional GPA. ~~Note that the original grade remains on the transcript, although it is not included in the GPA.~~

- In the case of courses with variable course titles, the repeated course must have the exact same title as the original course.
- Students may repeat XIDS 2001, 2002, and 2100 and use the grade replacement rules regardless of the titles of the courses taken. (Effective Summer 2001)
- All course attempts will remain on the official transcript. The highest grade earned will be designated by an “I” (include in GPA); all other attempts will be designated by an “E” (exclude from GPA).
- This policy applies only to undergraduate students repeating coursework prior to graduation. If a student has graduated with a bachelor’s degree from West Georgia, coursework repeated after graduation will not replace coursework taken prior to graduation. Students who are repeating courses that were previously transferred or who plan to repeat a course as a transient student should review the transfer repeat policy in this catalog.

PROPOSED FINAL VERSION

A student may repeat a course taken at West Georgia in order to replace an earlier grade earned in a course taken Fall 1996 or later. Beginning Fall 2020, the academic standing and institutional GPA will be based on the highest grade earned. If a student repeats a course and earns a lower grade, the highest grade from a previous attempt will be used in calculating the academic standing and institutional GPA.

- In the case of courses with variable course titles, the repeated course must have the exact same title as the original course.

¹ Removed due to updated transfer repeat policy proposal.

² Cut from current paragraph and reorganized below.

³ Cut from current paragraph and reorganized below.

- Students may repeat XIDS 2001, 2002, and 2100 and use the grade replacement rules regardless of the titles of the courses taken. (Effective Summer 2001)
- All course attempts will remain on the official transcript. The highest grade earned will be designated by an “I” (include in GPA); all other attempts will be designated by an “E” (exclude from GPA).
- This policy applies only to undergraduate students repeating coursework prior to graduation. If a student has graduated with a bachelor’s degree from West Georgia, coursework repeated after graduation will not replace coursework taken prior to graduation. Students who are repeating courses that were previously transferred or who plan to repeat a course as a transient student should review the transfer repeat policy in this catalog.

Addendum VII

Graduation with Honors

Rationale:

This policy proposal accompanies the policy proposal to change the formula for the transfer grade point average (GPA) to excluding undergraduate course repeats. Currently, an undergraduate is eligible for honors if they meet the requirements for a minimum honors GPA, as stated in the honors policy. Most notably, the honors GPA is based on a calculation of **all courses attempted** by utilizing the following formula:

$$\frac{(Regents\ GPA\ Hours + Transfer\ GPA\ Hours)}{(Regents\ Quality\ Points + Transfer\ Quality\ Points)} = Honors\ GPA$$

Both the Regents GPA & Transfer GPA are calculated based on all courses attempted either at UWG or from a transfer institution (see below for a table explaining GPA definitions). When the Regents GPA & Transfer GPA is combined, a true GPA based on **all courses attempted** is calculated. However, should the Transfer GPA policy receive an update to account for repeat courses, the Transfer GPA will no longer reflect all transfer courses attempted and will provide an unfair advantage for transfer students to achieve honors status.

Therefore, the Honors GPA policy should be updated to allow for course repeats for both institutional and transfer students. The new calculation for the Honors GPA will be the following formula:

$$\frac{(Institutional\ GPA\ Hours + Transfer\ GPA\ Hours)}{(Institutional\ Quality\ Points + Transfer\ Quality\ Points)} = Overall\ GPA$$

Conveniently, this formula is already calculated in Banner and is known as the *Overall GPA*. Calculating Honors GPA by the Overall GPA allows students to achieve honors status through utilizing the course repeat policy. Additionally, using the Overall GPA is more transparent for our students since this GPA is made available from matriculation to graduation in Wolf Watch and BanWeb.

In line with our current policy, students will still be required to achieve an institutional GPA of 3.50, as well as an overall GPA of 3.50 to be eligible for honors status.

GPA Definitions:

Institutional GPA	The average of all grades for courses attempted at West Georgia with adjustments for repeated courses according to the policies in place when the course was attempted (repeat policy).
Transfer GPA*	This refers to the average of all courses attempted at all other post-secondary institutions from which West Georgia normally accepts credit. *This definition will be adjusted to account for repeat courses should the transfer repeat policy be approved.
Overall GPA	This term simply means the combined average of the Transfer GPA (if applicable) and the institutional GPA.
Regents GPA	The average of all grades for courses attempted at West Georgia. No repeat adjustments are calculated in the Regents GPA.

PROPOSED MODIFICATIONS

~~The University of West Georgia awards baccalaureate degrees with honors to those undergraduates which have a minimum GPA of 3.50 on all courses attempted. For students who repeat courses for grade replacement, both courses will be calculated into the honors GPA. Those candidates who have transferred from other institutions will qualify for honors if they attain an honors grade point average on all work attempted at UWG and combined total of all courses attempted at UWG and other institutions. The University of West Georgia awards baccalaureate degrees with honors to those undergraduates who have earned a minimum of a 3.50 grade point average at UWG (institutional GPA). Those candidates who have transferred from other institutions will qualify for honors if they have earned a minimum of a 3.50 institutional GPA and a combined 3.50 GPA for institutional and transferred courses (overall GPA). Course repeats are calculated into the institutional & overall GPAs as stated in the Repeat Policy.~~

Baccalaureate degrees are awarded with honors based on the following grade point average range for all courses attempted:

- 3.50 - 3.79 GPA - honors (cum laude)
- 3.80 - 3.89 GPA - high honors (magna cum laude)
- 3.90 - 4.00 GPA - highest honors (summa cum laude)

Because grades are not official until after the commencement ceremony, the initial honors designation is based on the student's honors GPA at the end of the semester prior to the graduating semester. Students who have not met the GPA requirements to be designated as an honors recipient at the time of commencement will not be allowed to walk as an honors recipient or to purchase honors cords from the University Bookstore. Official honors designation will be determined after the commencement ceremony when term grades are official and the honors GPA is recalculated. GPAs are truncated to the second decimal place and will not be rounded (example, a 3.49 will not be rounded to a 3.50).

Students who graduate with honors will have their honors status (cum laude, etc.) notated on their official academic transcript and their diploma.

~~This policy is effective beginning in the Fall 2020 semester.~~

PROPOSED FINAL VERSION

The University of West Georgia awards baccalaureate degrees with honors to those undergraduates who have earned a minimum of a 3.50 grade point average at UWG (institutional GPA). Those candidates who have transferred from other institutions will qualify for honors if they have earned a minimum of a 3.50 institutional GPA and a combined 3.50 GPA for institutional and transferred courses (overall GPA). Course repeats are calculated into the institutional & overall GPAs as stated in the Repeat Policy.

Baccalaureate degrees are awarded with honors based on the following grade point average range for all courses attempted:

- 3.50 - 3.79 GPA - honors (cum laude)
- 3.80 - 3.89 GPA - high honors (magna cum laude)
- 3.90 - 4.00 GPA - highest honors (summa cum laude)

Because grades are not official until after the commencement ceremony, the initial honors designation is based on the student's honors GPA at the end of the semester prior to the graduating semester. Students who have not met the GPA requirements to be designated as an honors recipient at the time of

commencement will not be allowed to walk as an honors recipient or to purchase honors cords from the University Bookstore. Official honors designation will be determined after the commencement ceremony when term grades are official and the honors GPA is recalculated. GPAs are truncated to the second decimal place and will not be rounded (example, a 3.49 will not be rounded to a 3.50).

Students who graduate with honors will have their honors status (cum laude, etc.) notated on their official academic transcript and their diploma.

This policy is effective beginning in the fall 2020 semester.

Addendum VIII

PROPOSED MODIFICATIONS

C. Responsibilities of the ~~Grade Appeals Subcommittee of the Academic Policies and Procedures Committee~~~~Grade Appeals committee~~. The Grade Appeals Subcommittee hears both Academic Dishonesty Grade Appeals and Grade Determination Appeals. The chairperson of the committee will be responsible, in conjunction with the Office of the Provost and Vice President for Academic Affairs, for distributing appropriate materials to committee members, for announcing in advance the time and place of each scheduled appeal(s) hearing, and for conveying recommendations of the committee in writing to the Provost (or Provost's designee). The protocol for the Grade Appeals Subcommittee hearing ~~of the Academic Policies and Procedures Committee~~ can be found on the ~~Academic Policies and Procedures Committee~~~~Office of the Vice President for Academic Affairs~~ webpage site (~~<https://www.westga.edu/administration/vpaa/faculty-senate/assets/docs/HearingProtocolforGradeAppeals.pdf>~~ please see ~~Section 207 of the Faculty Handbook~~).

PROPOSED FINAL VERSION

C. Responsibilities of the Grade Appeals Subcommittee of the Academic Policies and Procedures Committee. The Grade Appeals Subcommittee hears both Academic Dishonesty Grade Appeals and Grade Determination Appeals. The chairperson of the committee will be responsible, in conjunction with the Office of the Provost and Vice President for Academic Affairs, for distributing appropriate materials to committee members, for announcing in advance the time and place of each scheduled appeal(s) hearing, and for conveying recommendations of the committee in writing to the Provost (or Provost's designee). The protocol for the Grade Appeals Subcommittee hearing can be found on the Academic Policies and Procedures Committee webpage. (<https://www.westga.edu/administration/vpaa/faculty-senate/assets/docs/HearingProtocolforGradeAppeals>).

Addendum IX

A Resolution for Athletics Inclusion

As part of its continuing effort to bring athletics and academics closer together, the Intercollegiate Athletics and University Advancement Committee recommends that the coaches of the UWG athletic teams be invited to the fall General Faculty Meeting. We would argue that the coaches, like faculty, have a role as teachers and mentors to our student-athletes and so it makes sense to include them. We also recommend that, during any potential table-top sessions or future incarnations of them at the fall General Faculty meeting, there be a table for 'Academics and Athletics', hosted by David Haase (Assistant Athletic Director for Student Athlete Development and Academic Support) and Laura Clayton-Eady (Assistant Athletic Director for Compliance) for the purpose discussing issues related to academics and athletics.