

# Memorandum

**To:** General Faculty

**Date:** December 2, 2015

**Regarding:** Agenda, Faculty Senate Meeting, December 4 at 3:00 p.m., TLC 1-203

The agenda for the December 4, 2015 Faculty Senate meeting will be as follows:

1. Call to order
2. Roll call
3. Approval of minutes for November 13 (see [Addendum I](#))
4. Committee reports

**Committee I: Undergraduate Programs Committee (Cale Self, Chair)**

**Action Items** (see [Addendum II](#)):

A) College of Arts and Humanities

1) Theater Department

- a) [THEA 3394](#)  
Request: Modify

B) Richards College of Business

1) Management

- a) [CISM 3335](#)  
Request: Modify

- b) [MGNT 3633](#)  
Request: Add

2) Marketing and Real Estate

- a) [Bachelor of Business Administration with a Major in Marketing](#)  
Request: Modify
- b) [Minor in Marketing for Non-Business Majors](#)  
Request: Modify

C) College of Education

- 1) Leadership and Instruction
  - a) [Bachelor of Science with a Major in Sport Management](#)  
Request: Modify

**Information Items:**

A) Richards College of Business

- 1) [XIDS 2002](#)  
Request: Modify
- 2) Bachelor of Science with a Major in Economics/Secondary Education  
Request: Modify
- 3) Bachelor of Business Administration with a Major in Accounting  
Request: Modify
- 4) Bachelor of Business Administration with a Major in Economics  
Request: Modify
- 5) Bachelor of Business Administration with a Major in Finance  
Request: Modify
- 6) Bachelor of Business Administration with a Major in Management  
Request: Modify
- 7) Bachelor of Business Administration with a Major in Management Information Systems  
Request: Modify
- 8) Bachelor of Business Administration with a Major in Marketing  
Request: Modify
- 9) Bachelor of Business Administration with a Major in Real Estate  
Request: Modify

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

**Action Items** (see [Addendum III](#)):

A) College of Education

- 1) Learning and Teaching
  - a) [SPED 6705 Comprehensive Exam for the Master of Arts in Teaching: Special Education](#)  
Request: Add
  - b) [SPED 6795 Comprehensive Exam for the Master of Education: Special Education](#)  
Request: Add

- c) [SPED 8795 Comprehensive Exam for the Specialist of Education: Special Education](#)  
Request: Add

B) Richards College of Business

- 1) Marketing and Real Estate
  - a) [MKTG 5868 Marketing Metrics](#)  
Request: Add

C) College of Social Sciences

- 1) Psychology
  - a) [Ph.D. in Psychology: Consciousness and Society](#)  
Request: Modify

**Information Items:**

A) College of Social Sciences

- 1) Master of Public Administration  
Request: Modify
- 2) Master of Urban and Regional Planning  
Request: Terminate
- 3) Criminology  
Request: Modify
- 4) Master of Arts with a Major in Criminology  
Request: Modify

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

**Action Items:**

- A) Hardship Withdrawal changes to the Faculty Handbook (205.01, p. 88):

Hardship Withdrawal Policy, What is the process for receiving a hardship withdrawal?

“The student seeking a hardship withdrawal must initiate the request through either Health Services or Counseling Center. The student should be prepared to present documented evidence to substantiate the hardship being claimed. After interviewing the student and reviewing the appropriate documentation, the professional staff will make a determination to either recommend or not support the request for hardship withdrawal. This determination will be filed as a report consisting of the request form and a letter explaining the decision and delivered as a confidential document to the appropriate unit within Academic Affairs. For students with a declared major, the appropriate academic

official is the Dean of the College (or her/his designate) where the major department is housed; for undeclared students, reports should be delivered to the Honors College. **The appropriate dean has the final authority as to whether the request is granted, with any appeal limited to the Provost and Vice President of Academic Affairs.** If the request is granted, the student will receive a W for each course. The Registrar's Office is to be notified by the academic office in cases where the request is granted and the student is to be notified of the decision in all cases.

Change to:

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

B) On the Hardship Withdrawal Form:

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

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

Should be changed to:

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

On page 2, under “Steps for Requesting a Hardship Withdrawal, step 6:

“The **Provost and Vice President for Academic Affairs** has the final authority to grant the **appeal** for the Request for Hardship Withdrawal.”

Should be changed to:

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

Under step 6, the bullet point reads:

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

Should be changed to:

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

### **Information Item:**

#### A) Summer Session Grades Due policy

The dates for Summer 2016 Grades due are the following:

1. Maymester: May, 27, 2016 by noon.
2. June Session: July 2, 2016 by noon.
3. July & June/July Sessions: August 1, 2016 by noon
4. This does not affect study abroad.

#### B) Academic calendar (Myrna Gantner)

### **Committee VI: Strategic Planning Committee (Heather Mbaye, Chair)**

#### **Action Item:**

- A) The Strategic Planning Committee recommends the adoption of the following definition, created by a committee under the guidance of Tami Ogletree and Melanie McClellan.

#### Service Learning

Service Learning is a structured teaching and learning strategy within a course that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and address community priorities.

The Instructor is equipped with knowledge and resources to ensure that:

- The need is identified by the community being served.
- Students engage in critical reflection.
- The service is aligned with student learning outcomes for which the student receives academic credit.
- It is a mutually beneficial partnership that balances student learning with service to the community.

**Committee VIII: Technology Committee (Craig Schroer, Chair)**  
**Information Item:**

A) New UWG website

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

A) President Marrero's update on the budget prioritization process for FY17

5. Old business
6. New business
7. Announcements
8. Adjournment

# **Addendum I**

**University of West Georgia  
Faculty Senate Meeting  
Draft Minutes**

**November 13, 2015**

1. Call to order: the meeting convened in room 1-203 of the Technology-enhanced Learning Center and was called to order by Elizabeth Kramer, Chair, at 3:03 p.m.

2. Roll Call

*Present*

Boldt, Brian Mosier (substituting for J. Butler), Connell, L. Crafton (substituting for L. Miller), Elman, Elaine Roberts (substituting for Farran), Faucette, Fujita, Andy Nixon (substituting for Christie Johnson), Lee, Lopez, Mbaye, McCord, McKendry-Smith, Mindrila, D. Neely, Ogletree, J. Roberts, Li Yang (substituting for Remshagen), C. Samples, C. Schroer, Seay, Self, Lisa Gezon (substituting for M. Snipes), Stanfield, Sterling, D. Stuart, Tefend, Jill Drake (substituting for Trotman Scott), Phyllis Snipes (substituting for Varga), Velez-Castrillon, S. Webb, S. Welch, D. Williams, Frances Chumney (substituting for Willox), Xu, Yates

*Absent*

Banford, Blair, DeFoor, Gerhardt, Griffith, Insenga, McCullers, McGuire, L. Robinson, Schoon, M. Snipes

3. Minutes: a motion was made and seconded to approve the minutes of October 9, 2015.

*Item approved unanimously by voice vote.*

4. Committee reports

**Committee I: Undergraduate Programs Committee (Cale Self, Chair)**

**Action Items:**

A) College of Arts and Humanities

1) Foreign Languages Department

a) FREN 3211 Topics in French Culture  
Request: Modify

*Item approved unanimously by voice vote.*

b) Bachelor of Arts with a Major in Foreign Languages and Literatures  
Request: Modify

*Item approved unanimously by voice vote.*

2) Theater Department

- a) Minor in Theater  
Request: Modify

*Item approved unanimously by voice vote.*

B) College of Social Sciences

1) Political Science Department

- a) POLS 2401 Global Issues  
Request: Add

*Item approved unanimously by voice vote.*

2) Psychology Department

- a) Bachelor of Science with a Major in Psychology  
Request: Add

*Item approved unanimously by voice vote.*

- b) PSYC 2003 Statistics in Psychology  
Request: Add
- c) PSYC 2220 Qualitative Research Methods  
Request: Add
- d) PSYC 2230 Quantitative Research Methods  
Request: Add
- e) PSYC 4884 Integrative Seminar  
Request: Modify

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

**Information Items:**

A) College of Education

1) Leadership and Instruction

- a) Bachelor of Science with a Major in Physics/Secondary Education  
Request: Terminate

B) College of Nursing

- 1) NURS 4525 Professional Practice Issues and Concepts  
Request: Modify
- 2) NURS 4527 Nursing Leadership in Healthcare Communities  
Request: Modify

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

**Action Items:**

D) College of Education

- 2) Educational Technology and Foundations course proposals
  - d) EDRS 7101 Program Evaluation I: Introduction to Program Evaluation  
Request: Add
  - e) EDRS 9101 Program Evaluation I: Introduction to Program Evaluation  
Request: Add
  - f) EDRS 7102 Program Evaluation II: Program Evaluation Development  
Request: Add
  - g) EDRS 9102 Program Evaluation II: Program Evaluation Development  
Request: Add
  - h) EDRS 7103 Program Evaluation III: Program Evaluation Implementation  
Request: Add
  - i) EDRS 9103 Program Evaluation III: Program Evaluation Implementation  
Request: Add

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

- 3) Program proposals
  - a) Program Evaluation Certificate Program  
Request: Add

*Item approved unanimously by voice vote.*

- b) Master of Education with a Major in Educational Leadership (MED)  
Request: Modify

*Item approved unanimously by voice vote.*

- c) Educational Leadership Tier One Certificate-Only  
Request: Add

*Item approved unanimously by voice vote.*

**Information Items:**

A) College of Education

- 1) Program: Specialist in Education with a Major in Early Childhood Education  
Request: Modify  
Modification details: Ed. S. in Early Childhood Education—change in delivery format to more than 95% online

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

**Action Items:**

C) Math Substitution Policy

*Item approved unanimously by voice vote.*

D) LEAP Resolution

In the discussion, the Provost noted that those who wish to learn more may see:

<https://www.aacu.org/leap>.

*There was a friendly amendment by the Provost to delete the word “associate” in the first “Whereas.”*

*Item approved unanimously by voice vote.*

E) Summer Session Grades Due Policy

The APC set and approved three deadlines for the four main summer sessions:

Maymester: Grades will be due 48 hours after the final exam day.

June Session: Grades will be due 48 hours after the final exam day.

June & July/July Sessions: Grades will be due 48 hours after the last final exam day.

The discussion clarified that 48 hours refers to calendar days, not business days. Dr. Boldt stressed the importance of communicating these deadlines to faculty. It was asked that the Registrar publish the deadlines (with exact dates).

*Item approved unanimously by voice vote.*

**Committee XIII: Rules Committee (Sue Welch, Chair)**

**Action Item:**

A) Faculty Senate Census

The Senate Composition Review subcommittee requested verification of the faculty count for the Faculty Senate census from each dean, associate dean, or assistant dean of each college or academic

unit (that is, one person from each of these colleges or units: COAH, COSM, COSS, COE, RCOB, SON, and Ingram Library). An email was sent from each of these individuals to the subcommittee verifying the faculty count on behalf of the college or academic unit or adding any corrections that need to be made. Based upon the results of the census, a final Senate composition was created. The Rules committee voted to approve the Faculty Senate census.

In the discussion, Dr. Welch noted that the subcommittee was led by Chris Huff and Dan Williams, and she expressed her thanks on behalf of the committee to them for their hard work on this task. The results of the census are that no college/unit loses any senators, and there is a total gain of three senators (from 48 to 51), with COAH, COSS, and SON each gaining one senator. There will be an election in the spring for these, effective in the summer. Faculty should let Dr. Kramer know if they have comments on which Faculty Senate committees to place the new senators.

*Item approved unanimously by voice vote.*

5. Old business: none.

6. New business: none (see below).

7. Announcements

A) Ms. Stanfield (Chair, Budget Committee) briefly explained that the Committee is working on refreshing the CUPA data, as two years have passed since the previous data was utilized with regard to the faculty salary equity study. She asked that faculty please forward any questions to the Budget Committee.

*At this point in the meeting there was a motion to suspend the order of the day. It passed, and the agenda moved back to New Business.*

8. New business

A) Dr. Mosier outlined a number of concerns that he has gathered from faculty with regard to the academic calendar:

- Commencement on a weekday: issues with parking, facilities, students' employment schedules, difficulty of family traveling/attending;
- Faculty arriving one week earlier: issues with them becoming oriented;
- Summer international programs—how they're laid out allows undergrads to get international experience, but a late May start is problematic;
- Undergraduate students depend on seasonal summer employment;
- Limited predictability when grades are due;
- Summer school starts before K-12 is out, which is problematic for teachers.

Shelly Elman, Chair of the Academic Policies Committee, led the ensuing discussion. Dr. Elman explained that the shift of adding a week to the academic calendar is very problematic, but it had to be done to be compliant with Board of Regents policy. Dr. Velez-Castrillon commented that commencement is very costly on a Saturday. There is a concern with people being able to take a day off mid-week. Another person noted that commencement takes place before grades are due (but that is a

common practice, it was stated). Dr. Boldt noted that spring is a double graduation, and therefore needs to be a day, which would be better placed on Saturday. Some faculty questioned whether people who work evenings don't also work weekends; do we have data on this? Is it possible to have a special summer education calendar? It was noted that the calendar is approved by the Provost (as delegated by the President), and that concerns should be sent to the Provost. Another suggestion was that perhaps graduations by colleges would be preferable.

The APC and calendar committee were thanked for their work on this difficult task. It was noted that faculty did not vote on the calendar because it appeared on the April 2015 agenda as an information item; it was hoped that the faculty does vote in the future. The plans are to establish a more permanent calendar committee with wide campus representation, including the chair of the APC. It was requested that Myrna Gantner and John Head attend the December meeting to talk with the faculty again. Dr. Kramer will follow up on that.

#### 9. Announcements

B) Dr. Micheal Crafton reported on the possible creation of three new offices, probably by next fall. The discussion will occur at the President's Advisory Council (PAC) on Tuesday, and hence needs presidential approval. These names are not official, but the concepts are the following:

- 1) Graduate School
- 2) International Student Support
- 3) Study Abroad and Student Exchanges

#### 10. Adjournment

The meeting adjourned at 4:23 p.m.

Respectfully submitted,  
Executive Secretary of the Faculty Senate and General Faculty

# Addendum II

Course View (Read Only)

Attachments

Current File: [Modify3394 fall2015.docx](#)

Originator

**Theater Department**  
Department

**College of Arts and Humanities**  
College

**Gagnon, Pauline**  
Originator

What would you like to do?

Add New Course  
 **Modify Existing Course**  
 Delete Existing Course

Modifications

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

Course Details

**THEA 3394 Directing**  
Prefix Number Course Title

An Introduction to the major approaches, techniques, processes, and responsibilities associated with directing a play. Projects will include in-class directing. Prerequisites may be waived with permission of the instructor

Course Catalog Description

3.00	0	3	Fall - 2016	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

THEA 1100 and THEA 2291 and THEA 2214 and THEA 2100

Corequisites

Rationale

Modify Course THEA 3394 Directing Catalog Description remains the same Modification in configuration of credit hour calculation CURRENT: Directing THEATRE 3394 3/0/3 PROPOSED: Directing THEATRE 3394 2/2/3 Rationale: The course requires larger blocks of time for hands-on sessions in performance. The proposed configuration allows for a schedule of once a week for 4 1/2 hours or twice a week at 2.15 each session. This is a model used by similar, NAST accredited USG programs in Theatre. Details and conformity of how this configuration would work at UWG was sought out in an email to Myrna Gantner and this was her response: "...the first two hours could be used for direct instruction...then the performance time could run from 11:00-1:30...In this configuration, there is no expectation for outside work for the 'lab' portion of the course, since the entire time (2250 minutes) is consumed by the hands-on session from 11:00 - 1:30 pm. However, you could require some outside prep if you wanted to, because the federal definition purposely includes the phrase 'at least' when talking about the non-lecture academic activities. Total time invested in the class for the term (excluding final exam) is 6750 minutes and would earn 3 credits.

<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 12	<b>Comments</b> This is a change to Lecture /Lab only --Credit hours remain at 3	
<b>Attachments</b> Current File: Modfy3394 fa122015.docx		
<b>College Approvals</b> <hr/> <p>Pauline Gagnon [APPROVED 2015-10-27] Dean, College of Arts and Humanities</p> <hr/> <p>Pauline Gagnon [APPROVED 2015-10-20] Chair, Course Department</p>	<b>Other Approvals</b> <hr/> <p>Cale Self [APPROVED 2015-11-19] Chair, Undergraduate Programs Committee</p>	<b>Final Approval</b> <hr/> <p>Myrna Gantner [REQUIRED] Final Approver</p>

Modify Course

THEA 3394 Directing

Catalog Description remains the same

Modification in configuration of credit hour calculation

CURRENT: Directing THEATRE 3394 3/0/3

PROPOSED: Directing THEATRE 3394 2/2/3

Rationale:

The course requires larger blocks of time for hands-on sessions in performance. The proposed configuration allows for a schedule of once a week for 4 ½ hours or twice a week at 2.15 each session. This is a model used by similar, NAST accredited USG programs in Theatre.

Details and conformity of how this configuration would work at UWG was sought out in an email to Myrna Gantner and this was her response:

*"...the first two hours could be used for direct instruction...then the performance time could run from 11:00-1:30...In this configuration, there is no expectation for outside work for the 'lab' portion of the course, since the entire time (2250 minutes) is consumed by the hands---on session from 11:00 – 1:30 pm. However, you could require some outside prep if you wanted to, because the federal definition purposely includes the phrase 'at least' when talking about the non---lecture academic activities.*

*Total time invested in the class for the term (excluding final exam) is 6750 minutes and would earn 3 credits.*

**Course View (Read Only)**

**Originator**

<b>Management</b>	<b>Richards College of Business</b>	<b>Gainey, Thomas</b>
Department	College	Originator

**What would you like to do?**

Add New Course
  Modify Existing Course
  Delete Existing Course

**Modifications**

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

**Course Details**

**CISM 3335 Business Programming and Web Design**  
 Prefix Number Course Title

This course introduces students to basic programming and web page design. Specific emphasis will be placed on introducing students to web development applications, content management systems, and programming languages.

**Course Catalog Description**

<b>3.00</b>		<b>3.00</b>	<b>Summer - 2016</b>	<b>Yearly</b>	<b>Letter Grade</b>
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

**Prerequisites**

CISM 2201 Minimum Grade: D

**Corequisites**

**Rationale**

CISM 2335 is one of the major courses in the MIS curriculum. It is to be taken primarily by juniors and seniors. Its current listing as a 2000-level course often causes confusion among students and faculty. We would like to change the level from CISM 2335 to CISM 3335.

**Planning Info**

- Library Resources are Adequate
- Library Resources Need Enhancement

Is this a SACS substantive change? NO [\(See Policy\)](#)

Present or Projected Annual Enrollment: 40

**Comments**

We would like to change this course from a 2000-level course to a 3000-level course to reflect that it is a major course in the MIS curriculum that should be taken primarily by juniors or seniors. It's current listing as a 2000-level course often causes confusion.

**College Approvals**

**Thomas Gainey** [APPROVED  
2015-10-27]

Chair, Course Department

**Faye McIntyre** [APPROVED  
2015-11-11]

Dean, RCOB

**Other Approvals**

**Hilde Patron**

[APPROVED  
2015-11-10]

RCOB  
Undergraduate  
Program  
Committee  
Chair

**Cale Self**  
[APPROVED  
2015-11-19]

Chair,  
Undergraduate  
Programs  
Committee

**Final Approval**

**Myrna Gantner** [REQUIRED]

Final Approver

Course View (Read Only)

Attachments

Current File: 2015Fall-3625Syllabus.pdf

Originator

Management

Richards College of Business

Anderson, Jon

Department

College

Originator

What would you like to do?

Add New Course  Modify Existing Course  Delete Existing Course

Modifications

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

Course Details

MGNT 3633 Research Methods for Managers  
 Prefix Number Course Title

Course Description: This course is designed to introduce students to basic approaches for conducting research in a business environment. A special emphasis is placed on research methods and tactics that are applicable to enhancing management practice, organizational effectiveness, and organizational survival. Students will be introduced to various pathways to knowledge, research method design, data collection, data analysis, reporting of research results, the peer review process, and applied research.

Course Catalog Description

3	0	3	Summer - 2016	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

N/A

Corequisites

N/A

Rationale

In the era of "big data" anyone who fills a managerial role needs to know the methods used to apply research to improve decision making. This course is designed to help students develop the research skill and perspective needed to apply research to answering basic managerial questions. As noted on the syllabus, the objectives of this course are: "By the end of this course students should be able to:" "1. Identify elements of the research process (LG 2)" "2. Analyze research questions and match them with appropriate research processes (LG 2)" "3. Manage a basic data collection for conducting research (LG 5)" "4. Apply research results to management decisions (LG 3)" This course would also fill the research requirement for BBA students in the RCOB.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 100

Comments

Empty comment box

Attachments

Current File: 2015Fall-3025Syllabus.pdf

College Approvals

Thomas Galney [APPROVED 2015-09-23]

Chair, Course Department

Faye McIntyre [APPROVED 2015-11-06]

Dean, RCOB

Other Approvals

Hilde Patron

[APPROVED 2015-11-06]

RCOB Undergraduate Program Committee Chair

Cale Self [APPROVED 2015-11-19]

Chair, Undergraduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

# Research Methods for Managers – MGNT 3625

Dr. Anderson – Fall 2015

3:30-4:50 pm

## Instructor Information

Name: Jon Anderson, Ph.D.  
Office: RCOB 2318  
Email: Please use courseden for all course related questions.  
For any other questions, please email: [janderso@westga.edu](mailto:janderso@westga.edu).  
Office Hours: T/H 9:30 a.m. - 2:00 p.m. and Online

## Course Information

**Course Description:** This course is designed to introduce students to basic approaches for conducting research in a business environment. A special emphasis is placed on research methods and tactics that are applicable to enhancing management practice, organizational effectiveness, and organizational survival. Students will be introduced to various pathways to knowledge, research method design, data collection, data analysis, reporting of research results, the peer review process, and applied research.

**Course Structure:** This course is 3 credit hours and will last approximately fifteen weeks. Students in this class will generally spend 150 minutes with direct faculty instruction (either face-to-face or online) and work about 360 minutes outside of the classroom each week. This out-of-class work may include, but is not limited to, readings, assignments, projects, group work, research, and test preparation.

**Student Rights and Responsibilities:** Please carefully review the information at the following link: [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf). The document at this link contains important information pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

## Learning Objective Relates to BBA Learning Goal(s)

By the end of this course students should be able to:

1. Identify elements of the research process (LG 2)
2. Analyze research questions and match them with appropriate research processes (LG 2)
3. Manage a basic data collection for conducting research (LG 5)
4. Apply research results to management decisions (LG 3)

## Recommended (Not Required) Course Reading

Schwab, Donald P. 1999. *Research Methods for Organizational Studies*. Lawrence Erlbaum Associates: Mahwah, NJ.

*I reserve the right to modify the syllabus throughout the semester*

## What I Expect of You

1. **You should come to class.** Attendance is required.
2. **You should take detailed notes.** Exams are based on material delivered and discussed in class. These notes will also provide you with information that may help you in your career.
3. **You should behave professionally.** You should act respectfully and participate, especially in group assignments and class discussion. If you behave unprofessionally (as determined by me), you will be disqualified from a group project or class discussion and lose the associated credit toward your grade.
4. **You should complete all assignments and exams on time.** Please pay close attention to the course schedule and assure all work is complete on time or early. Late work receives a maximum of half credit.
5. **You should be honest.** The UWG honor codes states: "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 student manual also outlines the method for handling cheating or academic dishonesty as follows: "Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of penalties including but not limited to failing the assignment, failing the course, and referral to Office of the Vice President for Academic Affairs" (available online at <http://www.westga.edu/~handbook/hb3.php?page=honorcode>).

## Course Evaluation of Objectives

Your final grade will be determined by your grades on three exams and one project. Your final grade will be adjusted based on your attendance and participation. *As it is expected that you will attend class, your final grade will be reduced by 2% for each absence.*

### Course Grading

Exam 1	20%
Exam 2	20%
Exam 3	20%
Research Project	40% (Adjusted for Peer Evaluation)
<u>Adjustment for classes missed</u>	<u>-2% (For Each Missed Class)</u>
Total	100%

<u>% Earned</u>	<u>Grade</u>	<u>(basic expectation to earn this grade)</u>
90-100	A	(excellent work, and solid understanding of course material)
80-89	B	(excellent work, and a general understanding of course material)
70-79	C	(average work, general understanding of course material)
60-69	D	(very little work, awake for class discussion)
Below 60	F	(very little of the above)

*I reserve the right to modify the syllabus throughout the semester*

### Anticipated Course Schedule

Date	Topic
8/25	Course Introduction, Pathways to Truth, and Research Methods
8/27	Research Questions and Project Introduction - Group Assignments
9/1	What is Theory and What are Conceptual Variables?
9/3	Conducting a Literature Review
9/8	The Empirical Research Model
9/10	Project Discussions
9/15	Group Work on Research Project
9/17	Group Work on Research Project
9/22	Exam Review
9/24	<b>Exam 1</b>
9/29	An Introduction to Measurement
10/1	Methods of Data Collection
10/6	Research Design
10/8	Experiments, Quasi Experiments
10/13	Field Studies and Surveys
10/15	Project Discussions
10/20	Group Work on Research Project
10/22	Group Work on Research Project
10/27	Exam Review
10/29	<b>Exam 2</b>
11/3	Statistical Inference
11/5	External Validity
11/10	Methods of Data Analysis
11/12	Project Discussions
11/17	Group Work on Research Project
11/19	Group Work on Research Project
11/24	Thanksgiving Break - No Class
11/26	Thanksgiving Break - No Class
12/1	Final Research Presentations
12/3	Final Research Presentations
12/10	<b>Final Exam - Thursday December 10, 2:00-4:30 (and Peer Evaluation)</b>

*I reserve the right to modify the syllabus throughout the semester*

**Program View (Read-Only)**

**Attachments**

Current File: MKTG\_Program\_Changes\_F15.doc

**Originator**

Richards College of Business      Marketing and Real Estate      Talpade, Sallii M.  
 College      Department      Originator

**What would you like to do?**

Add New Program    Modify Existing Program    Deactivate Existing Program    Terminate Existing  
 Program    Reactivate Existing Program

**Modifications**

Program Name    Program Description    Degree Name    See Details  
 Senate Action Item      (See Procedure)

**Program Selection**

Richards College of Business      Bachelor of Business Administration with a Major in Marketing  
 College      Program  
 Bachelor of Business Administration with a Major in Marketing  
 Program Name      On Campus      Undergraduate  
 Program Location      Degree Level  
 Bachelor of Business Administration      Spring      2016  
 Degree Name      Effective Semester/Year

**Modification Details**

Add the following courses to the list of Marketing major courses (select\*) that are acceptable for the BBA in Marketing program - MKTG 4818, MKTG 4823, MKTG 4868, MKTG 4881 and MKTG 4885.

(Max 4000 characters)

**Rationale**

These are new courses that were added this past year -  
 MKTG 4818 - Web Page Design,  
 MKTG 4823 - Logistics and Supply Chain Management  
 MKTG 4868 - Marketing Metrics  
 MKTG 4881 - Independent Study in Marketing and MKTG 4885 - Special Topics in Marketing, are courses that the faculty feel should also be included in the list of objectives.

(Max 4000 characters)

**Attachments**

Current File: MKTG\_Program\_Changes\_F15.doc

**Planning Info**

Library Resources are Adequate  
 Library Resources Need Enhancement  
 Is this a SACS substantive change? NO (See Policy)  
 Present or Projected Annual Enrollment: 45

**Comments**

(Max 4000 characters)

College Approvals	Other Approvals	Final Approval
<b>Sallil M. Talpade</b> [APPROVED 2015-09-28]	<b>Hilde Patron</b> [APPROVED 2015-11-06]	<b>Myrna Gantner</b> [REQUIRED]
Chair, Course Department	RCOB Undergraduate Program Committee Chair	Final Approver
<b>Faye McIntyre</b> [APPROVED 2015-11-06]	<b>Cale Self</b> [APPROVED 2015-11-19]	
Dean, RCOB	Chair, Undergraduate Programs Committee	

**MODIFICATIONS TO THE BBA IN MARKETING PROGRAM (Fall 2015):**

New Marketing classes added to the list of marketing electives.

MKTG 4818 – Web Page Design.  
MKTG 4823 – Logistics and Supply Chain Management  
MKTG 4868 – Marketing Metrics.

MKTG 4881 – Independent Study in Marketing.  
MKTG 4885 – Special Topics in Marketing.

The catalog description of the Marketing program would thus read:

	Hours
Courses required for the degree	51
Business Core:	27
ABED 3100, CISM 3330, ECON 3402, 3406, FINC 3511, MGNT 3600, 3615, MKTG 3803, International Select (ECON 4450, FINC 4521, MKTG 4866 or MGNT 4625)	
Major Courses:	24
MKTG 3808, MKTG 4864, MKTG 4870, MGNT 4660 Four courses from: MKTG 3801, 3809, 3810, 3839, 4805, 4808, 4818, 4823, 4831, 4861, 4866, 4868, 4881, 4885, RELE 3705/MKTG 3805.	
Electives:	9
At least two electives must be taken in the RCOB.	



College Approvals	Other Approvals	Final Approval
<b>Saill M. Talpade</b> [APPROVED 2015-09-28]	<b>Hilde Patron</b> [APPROVED 2015-11-09]	<b>Myrna Gantner</b> [REQUIRED]
Chair, Course Department	RCOB Undergraduate Program Committee Chair	Final Approver
<b>Faye McIntyre</b> [APPROVED 2015-11-09]	<b>Cale Self</b> [APPROVED 2015-11-19]	
Dean, RCOB	Chair, Undergraduate Programs Committee	

Program View (Read-Only)																	
<b>Attachments</b> Current File: <a href="#">Oct 15 2015 CSS proposal SPMG.docx</a>																	
<b>Originator</b> <table style="width:100%; border: none;"> <tr> <td style="border: none;">College of Education</td> <td style="border: none;">Leadership and Instruction</td> <td style="border: none;">Henderson, Markeha</td> </tr> <tr> <td style="border: none;"><small>College</small></td> <td style="border: none;"><small>Department</small></td> <td style="border: none;"><small>Originator</small></td> </tr> </table>		College of Education	Leadership and Instruction	Henderson, Markeha	<small>College</small>	<small>Department</small>	<small>Originator</small>										
College of Education	Leadership and Instruction	Henderson, Markeha															
<small>College</small>	<small>Department</small>	<small>Originator</small>															
<table style="width:100%; border: none;"> <tr> <td style="width:50%; border: none;"> <b>What would you like to do?</b>  <input type="radio"/> Add New Program                             <input checked="" type="radio"/> Modify Existing Program                             <input type="radio"/> Deactivate Existing Program                             <input type="radio"/> Terminate Existing Program                             <input type="radio"/> Reactivate Existing Program                         </td> <td style="width:50%; border: none;"> <b>Modifications</b>  <input type="checkbox"/> Program Name  <input type="checkbox"/> Program Description  <input type="checkbox"/> Degree Name  <input checked="" type="checkbox"/> See Details  <input type="checkbox"/> Senate Action Item <small>(See Procedure)</small> </td> </tr> </table>		<b>What would you like to do?</b> <input type="radio"/> Add New Program <input checked="" type="radio"/> Modify Existing Program <input type="radio"/> Deactivate Existing Program <input type="radio"/> Terminate Existing Program <input type="radio"/> Reactivate Existing Program	<b>Modifications</b> <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Details <input type="checkbox"/> Senate Action Item <small>(See Procedure)</small>														
<b>What would you like to do?</b> <input type="radio"/> Add New Program <input checked="" type="radio"/> Modify Existing Program <input type="radio"/> Deactivate Existing Program <input type="radio"/> Terminate Existing Program <input type="radio"/> Reactivate Existing Program	<b>Modifications</b> <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Details <input type="checkbox"/> Senate Action Item <small>(See Procedure)</small>																
<b>Program Selection</b> <table style="width:100%; border: none;"> <tr> <td style="border: none;">College of Education</td> <td style="border: none;">Bachelor of Science with a Major in Sport Management</td> </tr> <tr> <td style="border: none;"><small>College</small></td> <td style="border: none;"><small>Program</small></td> </tr> <tr> <td style="border: none;">Bachelor of Science with a Major in Sport Management</td> <td style="border: none;">On Campus</td> </tr> <tr> <td style="border: none;"><small>Program Name</small></td> <td style="border: none;"><small>Program Location</small></td> </tr> <tr> <td style="border: none;">Bachelor of Science</td> <td style="border: none;">Undergraduate</td> </tr> <tr> <td style="border: none;"><small>Degree Name</small></td> <td style="border: none;"><small>Degree Level</small></td> </tr> <tr> <td style="border: none;">Summer</td> <td style="border: none;">2016</td> </tr> <tr> <td style="border: none;"><small>Effective Semester/Year</small></td> <td style="border: none;"><small>Effective Semester/Year</small></td> </tr> </table>		College of Education	Bachelor of Science with a Major in Sport Management	<small>College</small>	<small>Program</small>	Bachelor of Science with a Major in Sport Management	On Campus	<small>Program Name</small>	<small>Program Location</small>	Bachelor of Science	Undergraduate	<small>Degree Name</small>	<small>Degree Level</small>	Summer	2016	<small>Effective Semester/Year</small>	<small>Effective Semester/Year</small>
College of Education	Bachelor of Science with a Major in Sport Management																
<small>College</small>	<small>Program</small>																
Bachelor of Science with a Major in Sport Management	On Campus																
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Bachelor of Science	Undergraduate																
<small>Degree Name</small>	<small>Degree Level</small>																
Summer	2016																
<small>Effective Semester/Year</small>	<small>Effective Semester/Year</small>																
<b>Modification Details</b> 1) Area A - Change #3 Math 1111 recommended to Math 1001 or 1111 recommended 2) Area B - Change #1 Comm 1110 recommended to B-1 Oral Communication 3) Area D - Change #2 Elective Course in D to Non-Lab Science 4) Area D - Change #3 Elective Course in D to Elective Course in D-2 5) Area F - Change #3 Elective to Elective SPMG 2685 Recommended 6) Professional Content Electives - Add SPMG 4668 and SPMG 4680 to the available options in the category  (Max 4000 characters)	<b>Rationale</b> The proposed changes to the core curriculum offer students more flexibility with electives in each of the areas.  The proposed change to Area F includes adding SPMG 2685 as a recommended elective. Although not offered every semester, it is listed in the catalog and when offered should be considered.  The proposed changes to the professional content electives adds two courses that are listed in the catalog but were missing from the program sheet to the options students have when selecting professional content electives.  (Max 4000 characters)																
<b>Attachments</b> Current File: <a href="#">Oct 15 2015 CSS proposal SPMG.docx</a>																	
<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO <small>(See Policy)</small> Present or Projected Annual Enrollment: 140	<b>Comments</b> The attached document includes the recommended program sheet and the current program sheet. None of the courses have been altered. The proposed changes allow more flexibility and recommendations for selecting electives. The changes also aligns the program sheet with the current undergraduate catalog and includes courses that were missing. The increased flexibility and clarity should assist students with meeting the degree requirements necessary to graduate in a more timely manner.  (Max 4000 characters)																

<b>College Approvals</b> <hr/> <b>Brian Mosler</b> [APPROVED 2015-10-29] <hr/> Chair, Course Department <hr/> <b>Laura Smith</b> [APPROVED 2015-11-03] <hr/> Associate Dean, College of Education	<b>Other Approvals</b> <hr/> <b>Cale Self</b> [APPROVED 2015-11-19] <hr/> Chair, Undergraduate Programs Committee	<b>Final Approval</b> <hr/> <b>Myrna Gantner</b> [REQUIRED] <hr/> Final Approver
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**Advising Sheet for the B.S. in Sport Management**  
**BACHELOR OF SCIENCE-SPORT MANAGEMENT**  
**DEPARTMENT OF LEADERSHIP AND INSTRUCTION**  
 (Admission to Sport Management requires a cumulative 2.0 GPA<sup>5</sup>)

Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

<b>CORE CURRICULUM (60 hours)</b>	<b>Hrs</b>	<b>Gr</b>	<b>Trf</b>	<b>PROFESSIONAL (60 hours)</b>	<b>Hrs</b>	<b>Gr</b>	<b>Trf</b>
<b>A. Essential Skills</b>	<b>9</b>			<b>Required Professional Content</b>	<b>18</b>		
1. ENGL 1101	3			SPMG 3661 Sociology of Sport	3		
2. ENGL 1102	3			SPMG 3664 Economics & Finance in Sport <sup>2</sup>	3		
3. MATH (1001 or 1111 recommended)	3			SPMG 3665 Communication in Sport	3		
<b>B. Institutional Priorities</b>	<b>4-5</b>			SPMG 3670 Practicum <sup>2</sup> (take 1st term after admission)	3		
1. B-1 Oral Communication	3			SPMG 4584 Pre-Internship Seminar <sup>2</sup>	3		
2. Elective course in B.				SPMG 4667 Legal Issues for Sport Mgt <sup>2</sup>	3		
<b>C. Humanities/Arts</b>	<b>6</b>			<b>Professional Content Electives (select any)</b>	<b>27</b>		
1. Elective course in C-1	3			PHED 4603 Adv Concepts Personal Training	3		
2. Elective course in C-2	3			SPMG 3660 Managerial Ethics & Gov in Sport	3		
<b>D. Science, Math, Technology</b>	<b>10-11</b>			SPMG 3662 Mgt/Ldrsp Sport Organizations <sup>2</sup>	3		
1. BIOL 1010-1010L (Recommended)	4			SPMG 3663 Sport Facility & Event Mgt <sup>2</sup>	3		
2. Non-Lab Science	3			SPMG 4665 Sport Marketing & Promotion <sup>2</sup>	3		
3. Elective course in D-2	3			SPMG 4668 Human Resource Mgmt in Sport	3		
<b>E. Social Sciences</b>	<b>12</b>			SPMG 4680 Applied Rsrch Method in Sport	3		
1. HIST 1111 or 1112	3			SPMG 4685 Special Topics (may be repeated for credit with different titles)	3		
2. HIST 2111 or 2112	3			SPMG 4686 Internship <sup>4</sup>	12		
3. POLS 1101	3						
4. Elective course in E.	3			<b>Related Content</b>	<b>15</b>		
<b>F. Program Related Courses</b>	<b>18</b>			University Approved Minor <sup>3</sup>			
1. SPMG 2600 Intro to Sport Mgt	3			See Advisor for recommendations			
2. CISM 2201 Computer Applications <sup>1</sup>	3			Accounting, Biology, Business Administration Creative Writing, Economics, English, Finance, Management, Marketing, Mass Communications, Psychology, Sociology			
3. Elective (SPMG 2685 Recommended)	3						
4. Elective (ECON 2100 Recommended)	3						
5. Elective	3						
6. Elective	3						
<b>Physical Education Requirement</b>	<b>3</b>			<b>Total Professional Content</b>	<b>60</b>		
1. PWLA 1600 Personal Wellness	2			<b>Total Core</b>	<b>60</b>		
2. PWLA PE Activity Course	1			<b>Total Program</b>	<b>120</b>		

<sup>1</sup>Or equivalent skills

<sup>2</sup>Requires admission to SPMG major.

<sup>3</sup>See catalog

<sup>4</sup>Must have all course work complete and a 2.5 GPA prior to enrollment in SPMG 4686. Non-qualifiers may take 12 hours of Professional Content Electives in lieu of SPMG 4686. <sup>5</sup>No appeal process for students with less than 2.0 GPA

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Advising Sheet for the B.S. in Sport Management (current program sheet)**

**BACHELOR OF SCIENCE-SPORT MANAGEMENT  
DEPARTMENT OF LEADERSHIP AND INSTRUCTION**  
(Admission to Sport Management requires a cumulative 2.0 GPA<sup>5</sup>)

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

<b>CORE CURRICULUM (60 hours)</b>	<b>Hrs</b>	<b>Gr</b>	<b>Trf</b>	<b>PROFESSIONAL (60 hours)</b>	<b>Hrs</b>	<b>Gr</b>	<b>Trf</b>
<b>A. Essential Skills</b>	<b>9</b>			<b>Required Professional Content</b>	<b>18</b>		
1. ENGL 1101	3			SPMG 3661 Sociology of Sport	3		
2. ENGL 1102	3			SPMG 3664 Economics & Finance in Sport <sup>2</sup>	3		
3. MATH 1111 (Recommended)	3			SPMG 3665 Communication in Sport	3		
<b>B. Institutional Priorities</b>	<b>4-5</b>			SPMG 3670 Practicum <sup>2</sup> (take 1st term after admission)	3		
1. COMM 1110 (Recommended)	3			SPMG 4584 Pre-Internship Seminar <sup>2</sup>	3		
2. Elective course in B.				SPMG 4667 Legal Issues for Sport Mgt <sup>2</sup>	3		
<b>C. Humanities/Arts</b>	<b>6</b>			<b>Professional Content Electives (select any)</b>	<b>27</b>		
1. XIDS 2100 (Recommended)	3			PHED 4603 Adv Concepts Personal Training	3		
2. Elective course in C.	3			SPMG 3660 Managerial Ethics & Gov in Sport <sup>2</sup>	3		
<b>D. Science, Math, Technology</b>	<b>10-11</b>			SPMG 3662 Mgt/Ldrsp Sport Organizations <sup>2</sup>	3		
1. BIOL 1010-1010L (Recommended)	4			SPMG 3663 Sport Facility & Event Mgt <sup>2</sup>	3		
2. Elective course in D.	3			SPMG 4665 Sport Marketing & Promotion <sup>2</sup>	3		
3. Elective course in D.	3			SPMG 4685 Special Topics (may be repeated for credit with different titles)	3		
<b>E. Social Sciences</b>	<b>12</b>			SPMG 4685 tba	3		
1. HIST 1111 or 1112	3			SPMG 4685 tba	3		
2. HIST 2111 or 2112	3			SPMG 4685 tba	3		
3. POLS 1101	3			SPMG 4686 Internship <sup>4</sup>	12		
4. Elective course in E.	3			<b>Related Content</b>	<b>15</b>		
<b>F. Program Related Courses</b>	<b>18</b>			University Approved Minor <sup>3</sup>			
1. SPMG 2600 Intro to Sport Mgt	3			See Advisor for recommendations			
2. CISM 2201 Computer Applications <sup>1</sup>	3			Accounting, Biology, Business Administration, Creative Writing,			
3. Elective	3			Economics, English,			
4. Elective	3			Finance, Management, Marketing,			
5. Elective	3			Mass Communications,			
6. Elective (ECON 2100 recommended)	3			Psychology, Sociology			
<b>Physical Education Requirement</b>	<b>3</b>			<b>Total Professional Content</b>	<b>60</b>		
1. PWLA 1600 Personal Wellness	2			<b>Total Core</b>	<b>60</b>		
2. PWLA PE Activity Course	1			<b>Total Program</b>	<b>120</b>		

<sup>1</sup>Or equivalent skills

<sup>2</sup>Requires admission to SPMG major.

<sup>3</sup>See catalog

<sup>4</sup>Must have all course work complete and a 2.5 GPA prior to enrollment in SPMG 4686. Non-qualifiers may take 12 hours of Professional Content Electives in lieu of SPMG 4686. <sup>5</sup> No appeal process for students with less than 2.0 GPA

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Addendum III

Course View (Read Only)

Attachments

Current File: MAT\_Comp\_Syllabus.pdf

Originator

Learning and Teaching

Department

College of Education

College

Bucholz, Jessica

Originator

What would you like to do?

Add New Course  Modify Existing Course  Delete Existing Course

Modifications

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

Course Details

SPED 6705 Comprehensive Exam for the Master of Arts in Teaching  
Prefix Number Course Title

A comprehensive final examination is administered during the fall, spring, or summer semester immediately preceding graduation to all candidates seeking a Master of Arts in Teaching: Special Education degree. The exam will be proctored either at the UWG campus in a computer lab or through the proctoring services of Distance Education. This course should be taken during the last semester in the program.

Course Catalog Description

0	0	0	Summer - 2016	Every Term	S/U/I
Lea Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

This course has been created to streamline the Comprehensive Exam process for the M.A.T program. The current process is for the student's advisor to email and let the student know that he or she should register for comp. This new course will be added to the program sheet so that students are aware from the beginning of the program that registering for the Comprehensive Exam is necessary.

<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 35	<b>Comments</b>	
<b>Attachments</b> Current File: MAT_Comp_Syllabus.pdf		
<b>College Approvals</b> <hr/> <b>Laura Smith</b> [APPROVED 2015-10-27] <hr/> Associate Dean, College of Education <hr/> <b>Jill Drake</b> [APPROVED 2015-10-26] <hr/> Chair, Course Department	<b>Other Approvals</b> <hr/> <b>Dawn McCord</b> [APPROVED 2015-11-20] <hr/> Chair, Graduate Programs Committee	<b>Final Approval</b> <hr/> <b>Myrna Gantner</b> [REQUIRED] <hr/> Final Approver

**SPED 6705: Comprehensive Exam for the Master of Arts in Teaching: Special Education**

*Rationale: This course has been created to streamline the Comprehensive Exam process for the MAT program. The current process is for the student's advisor to email and let the student know that he or she should register for comps. This new course will be added to the program sheet so that students are aware from the beginning of the program that registering for the Comprehensive Exam is necessary.*

**Semester/Year**

**Time/Location**

**Instructor**

**Office Location**

**Office Hours**

**Online Hours**

**Telephone**            Direct Line:  
                                 Department Line:

**Email**

**Online Support**        CourseDen Home Page  
<https://wcstga.view.usg.edu/>

CourseDen Help & Troubleshooting  
<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning  
<http://distance.westga.edu/>

UWG On-Line Connection  
<http://www.westga.edu/~online/>

Distance Learning Library Services  
<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services  
<http://westga.edu/~library/info/library.shtml>

University Bookstore  
<http://www.bookstore.westga.edu/>

**COURSE DESCRIPTION**

A comprehensive final examination is administered during the fall, spring, or summer semester immediately preceding graduation to all candidates seeking a Master of Arts in Teaching: Special Education degree. The exam will be proctored either at the UWG campus in a computer lab or through the proctoring services of Distance Education. This course should be taken during the last semester in the program.

## CONCEPTUAL FRAMEWORK

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

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

## APPROACHES TO INSTRUCTION

The comprehensive examination will be administered in a UWG computer lab or at a proctored site during the second half of the semester.

## COURSE OBJECTIVES

Students will:

1. demonstrate competence in the first CEC standard: Learner Development and Individual Learning Differences
2. demonstrate competence in the second CEC standard: Learning Environments
3. demonstrate competence in the third CEC standard: Curricular Content Knowledge
4. demonstrate competence in the fourth CEC standard: Assessment
5. demonstrate competence in the fifth CEC standard: Instructional Planning and Strategies
6. demonstrate competence in the sixth CEC standard: Professional Learning and Practice
7. demonstrate competence in the seventh CEC standard: Collaboration

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

**Required Text(s):** none

**Suggested Text(s):** A review of each text or other instructional materials required for courses taken throughout the MAT program

**Required Instructional Resource:** Tk20 Subscription, available at the University Bookstore or at [http://www.westga.edu/coe/index\\_550.php](http://www.westga.edu/coe/index_550.php). If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see [http://www.westga.edu/coe/index\\_550.php](http://www.westga.edu/coe/index_550.php).

For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).

## **ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING**

### **Assignments**

A test comprised of multiple choice and true false questions will be completed in a computer lab at UWG or at a proctored site.

1. **One group of questions will be based on the first CEC standard (objective 1).**
2. **One group of questions will be based on the second CEC standard (objective 2).**
3. **One group of questions will be based on the third CEC standard (objective 3).**
4. **One group of questions will be based on the fourth CEC standard (objective 4).**
5. **One group of questions will be based on the fifth CEC standard (objective 5).**
6. **One group of questions will be based on the sixth CEC standard (objective 6).**
7. **One group of questions will be based on the seventh CEC standard (objective 7).**

### **Evaluation Procedures**

Each test item will be worth 1 point. Students will have two opportunities to take and pass the exam. Students must score a minimum of 70% on the exam to pass.

### **Grading**

The final grade for the MAT Comprehensive Exam will be recorded as Pass / Fail. Written exams may be retaken one time during a future semester. Students who do not pass the second time will have a third and final opportunity as an oral exam with three professors as questioners.

## **CLASS OUTLINE**

Announcements concerning the exam, including procedures to prepare for and take the exam, will be posted online.

## CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

**Attendance:** Attendance on the exam date is mandatory; there will not be a make-up date. An absence on the exam date will be recorded as an "F" and the student will be required to re-enroll in a future semester. Students who arrive late to the exam session will not be granted extended time at the end of the session.

**Disability:** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

**Student Email Policy:** University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

Course View (Read Only)

Attachments

Current File: MEd\_Special\_Education\_Comp\_Syllabus.pdf

Originator

Learning and Teaching

Department

College of Education

College

Bucholz, Jessica

Originator

What would you like to do?

Add New Course  Modify Existing Course  Delete Existing Course

Modifications

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

Course Details

SPED 6795 Comprehensive Exam for the Master of Education: Spec  
Prefix Number Course Title

A comprehensive final examination is administered during the semester immediately preceding graduation to all candidates seeking a Master of Education degree. The exam is administered on the UWG campus in a computer lab or at a proctored site. Should be taken during the last semester in the program.

Course Catalog Description

0	0	0	Summer - 2016	Every Term	S/U/I
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

This course has been created to streamline the Comprehensive Exam process for the MEd program. The current process is for the student's advisor to email and let the student know that he or she should register for comps. This new course will be added to the program sheet so that students are aware from the beginning of the program that registering for the Comprehensive Exam is necessary.

<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? <b>NO</b> (See Policy) Present or Projected Annual Enrollment: <u>20</u>	<b>Comments</b>	
<b>Attachments</b> Current File: MEd Special Education Comp. Syllabus.pdf		
<b>College Approvals</b> <b>Jill Drake [APPROVED 2015-10-26]</b> Chair, Course Department <b>Laura Smith [APPROVED 2015-10-27]</b> Associate Dean, College of Education	<b>Other Approvals</b> <b>Dawn McCord [APPROVED 2015-11-20]</b> Chair, Graduate Programs Committee	<b>Final Approval</b> <b>Myrna Gantner [REQUIRED]</b> Final Approver

## **SPED 6795: Comprehensive Exam for the Master of Education: Special Education**

*Rationale: This course has been created to streamline the Comprehensive Exam process for the MEd program. The current process is for the student's advisor to email and let the student know that he or she should register for comps. This new course will be added to the program sheet so that students are aware from the beginning of the program that registering for the Comprehensive Exam is necessary.*

**Semester/Year**

**Time/Location**

**Instructor**

**Office Location**

**Office Hours**

**Online Hours**

**Telephone**            Direct Line:  
                                 Department Line:

**Email**

**Online Support**        CourseDen Home Page  
<https://wcstga.view.usg.edu/>

CourseDen Help & Troubleshooting  
<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning  
<http://distance.westga.edu/>

UWG On-Line Connection  
<http://www.westga.edu/~online/>

Distance Learning Library Services  
<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services  
<http://westga.edu/~library/info/library.shtml>

University Bookstore  
<http://www.bookstore.westga.edu/>

## **COURSE DESCRIPTION**

A comprehensive final examination is administered during the semester immediately preceding graduation to all candidates seeking a Master of Education degree. The exam is administered on the UWG campus in a computer lab or at a proctored site. Should be taken during the last semester in the program.

## CONCEPTUAL FRAMEWORK

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

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

## APPROACHES TO INSTRUCTION

The comprehensive examination will be administered in a UWG computer lab or at a proctored site during the second half of the semester.

## COURSE OBJECTIVES

Students will:

1. demonstrate competence in the 1st NBPTS-EN standard;
2. demonstrate competence in the 2nd NBPTS-EN standard;
3. demonstrate competence in the 3rd NBPTS-EN standard;
4. demonstrate competence in the 4th NBPTS-EN standard;
5. demonstrate competence in the 5th NBPTS-EN standard;
6. demonstrate competence in the 6th NBPTS-EN standard;
7. demonstrate competence in the 7th NBPTS-EN standard;
8. demonstrate competence in the 8th NBPTS-EN standard;
9. demonstrate competence in the 9th NBPTS-EN standard;
10. demonstrate competence in the 10th NBPTS-EN standard;
11. demonstrate competence in the 11th NBPTS-EN standard;
12. demonstrate competence in the 12th NBPTS-EN standard;

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

**Required Text(s):** none

**Suggested Text(s):** A review of each text or other instructional materials for courses taken throughout the MEd program

**Required Instructional Resource:** Tk20 Subscription, available at the University Bookstore or at [http://www.westga.edu/coe/index\\_550.php](http://www.westga.edu/coe/index_550.php).  
If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see [http://www.westga.edu/coe/index\\_550.php](http://www.westga.edu/coe/index_550.php).  
For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).

## **ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING**

### **Assignments**

The exam will consist of multiple choice and true/false questions that will be completed in a computer lab at UWG or at a proctored site.

1. **One group of questions will be based on the 1st NBPTS-EN standard (objective 1).**
2. **One group of questions will be based on the 2nd NBPTS-EN standard (objective 2).**
3. **One group of questions will be based on the 3rd NBPTS-EN standard (objective 3).**
4. **One group of questions will be based on the 4th NBPTS-EN standard (objective 4).**
5. **One group of questions will be based on the 5th NBPTS-EN standard (objective 5).**
6. **One group of questions will be based on the 6th NBPTS-EN standard (objective 6).**
7. **One group of questions will be based on the 7th NBPTS-EN standard (objective 7).**
8. **One group of questions will be based on the 8th NBPTS-EN standard (objective 8).**
9. **One group of questions will be based on the 9th NBPTS-EN standard (objective 9).**
10. **One group of questions will be based on the 10th NBPTS-EN standard (objective 10).**
11. **One group of questions will be based on the 11th NBPTS-EN standard (objective 11).**
12. **One group of questions will be based on the 12th NBPTS-EN standard (objective 12).**

### **Evaluation Procedures**

Each test item will be worth 1 point. Students will have two opportunities to take and pass the exam. Students must score a minimum of 70% on the exam to pass.

### **Grading**

The final grade for the MEd Comprehensive Exam will be recorded as Pass / Fail. Written exams may be retaken one time during a future semester. Students who do not pass the second time will have a third and final opportunity as an oral exam with three professors as questioners.

## **CLASS OUTLINE**

Announcements concerning the exam, including procedures to prepare for and write the exam, will be posted online.

## CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

**Attendance:** Attendance on the exam date is mandatory; there will not be a make-up date. An absence on the exam date will be recorded as an “F” and the student will be required to re-enroll in a future semester. Students who arrive late to the exam session will not be granted extended time at the end of the session.

**Disability:** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

**Student Email Policy:** University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information.

Course View (Read Only)

Attachments

Current File: EdS.Comps.Syllabus.pdf

Originator

Learning and Teaching

Department

College of Education

College

Bucholz, Jessica

Originator

What would you like to do?

- Add New Course
- Modify Existing Course
- Delete Existing Course

Modifications

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

Course Details

SPED 8795 Comprehensive Exam for the Specialist of Education: S

Prefix: Number Course Title

A comprehensive final examination is administered during the semester immediately preceding graduation to all candidates seeking a EdS degree. The exam is administered on the UWG campus in a computer lab or at a proctored site. This course should be taken during the last semester in the program.

Course Catalog Description

Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	S/UT Grading
0	0	0	Summer - 2016	Every Term	S/UT

Prerequisites

Corequisites

Rationale

This course has been created to streamline the Comprehensive Exam process for the EdS program. The current process is for the student's advisor to email and let the student know that he or she should register for comps. This new course will be added to the program sheet so that students are aware from the beginning of the program that registering for the Comprehensive Exam is necessary.

<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 35	<b>Comments</b>	
<b>Attachments</b> Current File: EdS Comp Syllabus.pdf		
<b>College Approvals</b> <b>Jill Drake [APPROVED 2015-10-26]</b> Chair, Course Department <b>Laura Smith [APPROVED 2015-10-27]</b> Associate Dean, College of Education	<b>Other Approvals</b> <b>Dawn McCord [APPROVED 2015-11-20]</b> Chair, Graduate Programs Committee	<b>Final Approval</b> <b>Myrna Gantner [REQUIRED]</b> Final Approver

## **SPED 8795: Comprehensive Exam for the Specialist of Education: Special Education**

*Rationale: This course has been created to streamline the Comprehensive Exam process for the EdS program. The current process is for the student's advisor to email and let the student know that he or she should register for comps. This new course will be added to the program sheet so that students are aware from the beginning of the program that registering for the Comprehensive Exam is necessary.*

**Semester/Year**

**Time/Location**

**Instructor**

**Office Location**

**Office Hours**

**Online Hours**

**Telephone**

Direct Line:

Department Line:

**Email**

**Online Support**

CourseDen Home Page

<https://wcstga.view.usg.edu/>

CourseDen Help & Troubleshooting

<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning

<http://distance.westga.edu/>

UWG On-Line Connection

<http://www.westga.edu/~online/>

Distance Learning Library Services

<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services

<http://westga.edu/~library/info/library.shtml>

University Bookstore

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

## **COURSE DESCRIPTION**

A comprehensive final examination is administered during the semester immediately preceding graduation to all candidates seeking a EdS degree. The exam is administered on the UWG campus in a computer lab or at a proctored site. This course should be taken during the last semester in the program.

## CONCEPTUAL FRAMEWORK

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

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

## APPROACHES TO INSTRUCTION

The comprehensive examination will be administered in a UWG computer lab or at a proctored site during the second half of the semester.

## COURSE OBJECTIVES

Students will:

1. demonstrate professional growth in the first advanced-program CEC standard
2. demonstrate professional growth in the second advanced-program CEC standard
3. demonstrate professional growth in the third advanced-program CEC standard
4. demonstrate professional growth in the fourth advanced-program CEC standard
5. demonstrate professional growth in the fifth advanced-program CEC standard
6. demonstrate professional growth in the sixth advanced-program CEC standard
7. demonstrate professional growth in the seventh advanced-program CEC standard

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

**Required Text(s):** none

**Suggested Text(s):** A review of each text or other reading required for courses taken throughout the MEd program

**Required Instructional Resource:** Tk20 Subscription, available at the University Bookstore or at [http://www.westga.edu/coe/index\\_550.php](http://www.westga.edu/coe/index_550.php). If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see [http://www.westga.edu/coe/index\\_550.php](http://www.westga.edu/coe/index_550.php). For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).

## **ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING**

### **Assignments**

Complete essay exam questions that will be completed in a computer lab at UWG or at a proctored site; essays will be uploaded to Tk20.

1. Answer a question based on the first advanced-program CEC standard (objective 1).
2. Answer a question based on the second advanced-program CEC standard (objective 2).
3. Answer a question based on the third advanced-program CEC standard (objective 3).
4. Answer a question based on the fourth advanced-program CEC standard (objective 4).
5. Answer a question based on the fifth advanced-program CEC standard (objective 5).
6. Answer a question based on the sixth advanced-program CEC standard (objective 6).
7. Answer a question based on the seventh advanced-program CEC standard (objective 7).

### **Evaluation Procedures**

Scoring will be done on Tk20 using rubrics. Each item will receive a score based on the rubric categories for that item. Successful candidates will have a final score of 3 or greater based on the average of the final scores from all test items. Overall average scores of less than 3 WILL NOT be rounded up.

### **Grading**

The final grade for the EdS Comprehensive Exam will be recorded as Pass / Fail. Written exams may be retaken one time during a future semester. Students who do not pass the second time will have a third and final opportunity as an oral exam with three professors as questioners.

### **CLASS OUTLINE**

Announcements concerning the exam, including procedures to prepare for and write the exam, will be posted online.

## CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

Attendance: Attendance on the exam date is mandatory; there will not be a make-up date. An absence on the exam date will be recorded as an "F" and the student will be required to re-enroll in a future semester. Students who arrive late to the exam session will not be granted extended time at the end of the session.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

Course View (Read Only)

Attachments

Current File: MKTG 5868 01 marketing metrics syllabus.docx

Originator

Marketing and Real Estate  
Department

Richards College of Business  
College

Talpade, Sallil M.  
Originator

What would you like to do?

Add New Course  Modify Existing Course  Delete Existing Course

Modifications

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

Course Details

MKTG 5868 Marketing Metrics  
Prefix Number Course Title

The Marketing Metrics Course will provide students with a methodology to measure and track marketing performance. The course has three primary objectives: Learn and understand key marketing metrics; Employ Microsoft Excel to analyze a firm's marketing performance through marketing metrics; Use the resulting analyses to make optimal marketing decisions.

Course Catalog Description

3		3	Spring - 2016	Spring and Fall	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

This is a new MBA elective being offered in view of the changing demands of the workplace, and the need for students to develop data analytics and application skills.

**Planning Info**

Library Resources are Adequate  
 Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

**Comments**

**Attachments**  
 Current File: MKTG 5888 01 marketing metrics syllabus.docx

**College Approvals**

**Sallil M. Talpade [APPROVED 2015-10-07]**  
 Chair, Course Department

**Faye McIntyre [APPROVED 2015-11-16]**  
 Dean, RCOB

**Other Approvals**

**Jeannie Pridmore [APPROVED 2015-11-13]**  
 RCOB  
 Graduate Program Committee  
 Chair

**Dawn McCord [APPROVED 2015-11-20]**  
 Chair,  
 Graduate Programs Committee

**Final Approval**

**Myrna Gantner [REQUIRED]**  
 Final Approver

# Marketing Metrics - MKTG-5868

Spring Semester – 2016

**Professor:** Dr. David Nickell  
**Contact Information:** office: 678 839 5486  
email: dnickell@westga.edu  
**Office Hours:** MW 9:30 – 10:55 a.m.

**Course Objectives:** To provide marketers and those that manage marketing or will have responsibility for the marketing function with an understanding of the tools and approaches that can be used to measure the effectiveness of marketing expenditures and the understanding of how to assess and communicate the returns from marketing spending to management.

Specifically, participants will leave this course knowing:

- How to determine which marketing metrics are the most appropriate for their industry (i.e. consumer-packaged goods, services, on-line, etc.)
- How to assess the marketing data available to them as input metrics
- How to calculate the most relevant output metrics
- How to develop additional sources of data as required by firm management
- How to implement a marketing measurement program/dashboard in their business or firm/company
- In addition participants will be better able to identify and manage resources outside of their business or firm/company and to assist, if needed, in developing and implementing a measurement system with dashboard/flow board

**Text:** *Marketing Metrics: The Definitive Guide to Measuring Marketing Performance*, 2nd Ed. by Paul W. Farris, Neil T. Bendle, Phillip E. Pfeifer, David J. Reibstein, (2010) by Pearson Education, Inc.; ISBN: 978-0137058297

**Cases:** Harvard Business School Executive Education: Balancing Online and Offline Marketing, \$8.95 (<https://hbr.org/product/harvard-business-school-executive-education-balancing-online-and-offline-marketing/510091-PDF-ENG>)

Customer Profitability and Customer Relationship Management at RBC Financial Group (Abridged), \$8.95 (<https://hbr.org/product/customer-profitability-and-customer-relationship-management-at-rbc-financial-group-abridged/102072-PDF-ENG>)

**Class Schedule:** Mondays and Wednesdays 2:00 p.m. – 3:20 p.m. in room 2327 of Miller Hall on the Carrollton Campus

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

**The grading for this course is:**

Exams (3)	60%
Case Write-ups	30%
Class Involvement	10%

**Make-up exam policy.**

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

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

**Class Involvement consists of:**

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

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

**Cases:** Cases describe interesting marketing problems encountered by real firms. We use them as good examples that illustrate and apply marketing concepts and skills in the course. Cases also give you an opportunity to make and justify marketing decisions. In these cases, we will focus on identifying the marketing problems, introducing marketing concepts and skills that can help solve these problems, and applying these concepts and skills to recommend a course of action for the firm. There is no "right" answer to a case, but usually some answers are better than others. The strength of your reasoning and analysis is as important as your recommendations. We are not most concerned with what a firm did, since the firm may not have made a good decision, but rather how to analyze and solve the firm's problem. Be sure and support your point of view with data from the case.

We will use cases to learn about elements of the strategic marketing mix, and about particular skills and techniques that create successful marketing strategy and tactics. I will supply a set of study questions for each case. Please read them carefully before starting a case, as they will help you focus your effort on important case topics. In class, we will discuss your answers to these study questions to help us better understand and organize the important issues in the case. Sometimes in the case discussion, I will also introduce new frameworks and techniques that help address the marketing problems in the case. The study questions do not always cover every important case issue, however.

The amount you learn from a case depends on how carefully you read and analyze it. You are expected to read each case thoroughly and come to class ready to contribute to case discussions. In many cases some of the material is, by design, not particularly relevant to the problem at hand, while the case omits other data you would like to have, and would try to obtain using market research or some other source, if you were the decision-maker. This can be a pain, but it does reflect the real world of business. Some of our discussion may revolve around what "missing information" we would like to have.

Case write-ups are to be done individually.

Analyzing a case:

While the case study questions are designed to help you focus on important case topics, you also should begin to establish your own, independent ability to analyze marketing situations. Analyzing cases is a good way to start developing this ability. A good case analysis should look at the following:

1. What are the important problems confronting this firm? This includes anticipating problems before they occur so the firm can take steps to prevent them, as well as identifying existing problems.
2. What information do you have that is useful for addressing these problems? What information would you like that you don't have?
3. What are the different solutions to these problems? What are the strengths and weaknesses of each solution?
4. Which solution would you choose, and why is it better than the others?
5. How would you implement this solution?
6. If a firm faces several problems, what are the relationships between them and between the solutions you have chosen? This is especially important in marketing, where each part of marketing strategy, and each part of the marketing mix, affects the others.
7. Please use footnotes to indicate sources of data/information to support your point of view.

#### Case Assignments

The write-ups for "Harvard Business School Executive Education: Balancing Online and Offline Marketing" and "Customer Profitability and Customer Relationship Management at RBC Financial Group (Abridged)" will be a complete analysis for each and should be no longer than 7 pages with footnotes.

#### The grades will be assigned as follows:

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

**Student Rights and Responsibilities:** Please carefully review the information at the following link:

[http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

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

### **Americans with Disabilities Act**

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

### **UWG Email Policy**

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

### **Credit Hour Policy**

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

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

### **University of West Georgia Honor Code**

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

**Course Agenda:** All assignments are due by the beginning of the class period unless otherwise stated by the instructor.

11-Jan	Orientation, Excel Review
13-Jan	Excel Review
18-Jan	MLK Day
20-Jan	Chapter 2: Share of Hearts, Minds, and Markets
25-Jan	Chapter 2: Share of Hearts, Minds, and Markets
27-Jan	Chapter 3: Margins and Profits
1-Feb	Chapter 3: Margins and Profits
3-Feb	EXAM 1
8-Feb	Chapter 4: Product and Portfolio Management
10-Feb	Chapter 4: Product and Portfolio Management
15-Feb	Chapter 5: Customer Profitability
17-Feb	Chapter 5: Customer Profitability CASE DUE: Balancing Online and Offline Marketing
22-Feb	EXAM 2
24-Feb	Chapter 6: Sales Force and Channel Management
29-Feb	Chapter 6: Sales Force and Channel Management
2-Mar	Chapter 7: Pricing Strategy
7-Mar	Chapter 7: Pricing Strategy
9-Mar	EXAM 3
14-Mar	Spring Break
16-Mar	Spring Break
21-Mar	Chapter 8: Promotion
23-Mar	Chapter 8: Promotion
28-Mar	Chapter 9: Advertising Media and Web Metrics
30-Mar	Chapter 9: Advertising Media and Web Metrics
4-Apr	Chapter 9: Advertising Media and Web Metrics
6-Apr	Chapter 10: Marketing and Finance
11-Apr	Chapter 10: Marketing and Finance
13-Apr	EXAM 4
18-Apr	Review for Final Review for Final
20-Apr	Customer Profitability and Customer Relationship Management at RBC Financial Group
25-Apr	FINAL EXAM

The course syllabus provides a general plan for the course; deviations may be necessary.

Program View (Read-Only)

Attachments

Current File: Ph.D. in Psychology Consciousness and Society.zip

Originator

College of Social Sciences

Psychology Department

Korobov, Neill

College

Department

Originator

What would you like to do?

Add New Program  Modify Existing Program  Deactivate Existing Program  Terminate Existing

Modifications

Program Name  Program Description  Degree Name  See Details  
 Senate Action Item (See Procedure)

Program  Reactivate Existing Program

Program Selection

College of Social Sciences

Ph.D. in Psychology: Consciousness and Society

College

Program

Ph.D. in Psychology: Consciousness and Society

Program Name

On Campus

Graduate

Program Location

Degree Level

Doctor of Philosophy

Fall

2016

Degree Name

Effective Semester/Year

Modification Details

Psyc 8006 (Advanced Human Science Methodologies) should no longer be a required class.

(Max 4000 characters)

Rationale

Course is redundant with material in another class.

We are also going to offer specialty methods courses in distinct qualitative methods (rather than another broad survey) so that students can get an in-depth exposure to methods that more closely reflect their interests and dissertation work.

(Max 4000 characters)

Attachments

Current File: Ph.D. in Psychology Consciousness and Society.zip

Planning Info

Library Resources are Adequate

Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 40

Comments

Course is redundant with material in another class.

We are also going to offer specialty methods courses in distinct qualitative methods (rather than another broad survey) so that students can get an in-depth exposure to methods that more closely reflect their interests and dissertation work.

(Max 4000 characters)

<p><b>College Approvals</b></p> <hr/> <p><b>Donadrian Rice</b> [APPROVED 2015-10-22] Chair, Course Department</p> <hr/> <p><b>Amber Smallwood</b> [APPROVED 2015-10-30] Coordinator, COSS Executive Committee</p>	<p><b>Other Approvals</b></p> <hr/> <p><b>Dawn McCord</b> [APPROVED 2015-11-20] Chair, Graduate Programs Committee</p>	<p><b>Final Approval</b></p> <hr/> <p><b>Myrna Gantner</b> [REQUIRED] Final Approver</p>
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New

## CHECKLIST FOR PH.D. STUDENTS IN PSYCHOLOGY

1. Earn 60 credits in approved doctoral level courses.

These requirements are in accordance with prevailing standards for psychology doctoral programs. At least 48 credits must be attained from the Psychology Department. The remaining 12 may, upon approval, be comprised of coursework from outside of the Psychology Department but within the University of West Georgia; 9 of these 12 hours can be transferred in from outside of the University, pending approval. Hours counted towards the completion of another degree will not transfer. At least 40 credits must consist of courses numbered 8000 or above. The remainder may include courses numbered 7000 or above. All required course credits are 4 hours with the exception of PYSC 9002 (which is 2 hours).

2. Earn credit for the following required courses named below. Other 8000 level courses require permission of instructor if required doctoral courses have not been completed.

3. Required 60 hours do not include dissertation hours.

4. No more than 9 credits of Independent Study (8581) can count towards the 60 required hours.

### Core Courses

- \_\_\_ PSYC 8000 Consciousness and Experience
- \_\_\_ PSYC 8001 Culture & Subjectivity
- \_\_\_ PSYC 8002 Studies in Mind/Body

### Foundations

#### Take one of the following:

- \_\_\_ PSYC 7004 Historical Foundations of Psychology
- \_\_\_ PSYC 8007 Critical Foundations of Psychology
- \_\_\_ PSYC 8008 Humanistic Foundations of Psychology
- \_\_\_ PSYC 8009 Transpersonal Foundations of Psychology

### Research Methods

- \_\_\_ PSYC 8005 Human Science Methodologies

### Other

- \_\_\_ PSYC 9002 Doctoral Qualifying Seminar (2 hrs)
- \_\_\_ PSYC 9087 Teaching Practicum (only required for GTAs)
- \_\_\_ Fulfillment of quant/stats requirement (requires approval by Doctoral Director and Chair)

### Electives:



old

## CHECKLIST FOR PH.D. STUDENTS IN PSYCHOLOGY

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2. Earn credit for the following required courses named below. Other 8000 level courses require permission of instructor if required doctoral courses have not been completed.
3. Required 60 hours do not include dissertation hours.
4. No more than 9 credits of Independent Study (8581) can count towards the 60 required hours.

### Core Courses

- PSYC 8000 Consciousness and Experience
- PSYC 8001 Culture & Subjectivity
- PSYC 8002 Studies in Mind/Body

### Foundations

#### Take one of the following:

- PSYC 7004 Historical Foundations of Psychology
- PSYC 8007 Critical Foundations of Psychology
- PSYC 8008 Humanistic Foundations of Psychology
- PSYC 8009 Transpersonal Foundations of Psychology

### Research Methods

- PSYC 8005 Human Science Methodologies
- PSYC 8006 Advanced Human Science Methodologies

### Other

- PSYC 9002 Doctoral Qualifying Seminar (2 hrs)
- PSYC 9087 Teaching Practicum (only required for GTAs)
- Fulfillment of quant/stats requirement (requires approval by Doctoral Director and Chair)

Electives:

Electives may also be taken outside of the psychology department. Transfer credits, up to 9 hours, may be applied to program and electives chosen by the student, pending conditions of approval noted above.

Electives List:

Course Number	Course Name	Semester Taken	Approval by (if needed)

**Psychology Electives:**

At the 8000 Level:

- \_\_\_\_\_ PSYC 8010 -- Theoretical Foundations of Psychological Inquiry 4 credit hours
- \_\_\_\_\_ PSYC 8185 -- Special Topics in Human Development 4 credit hours
- \_\_\_\_\_ PSYC 8102 -- Psychospirituality and Transformation 4 credit hours
- \_\_\_\_\_ PSYC 8103 -- Science, Technology and Consciousness 4 credit hours
- \_\_\_\_\_ PSYC 8260 -- Epistemology and Ethics 4 credit hours
- \_\_\_\_\_ PSYC 8270 -- Depth Psychology 4 credit hours
- \_\_\_\_\_ PSYC 8280 -- History and Consciousness 4 credit hours
- \_\_\_\_\_ PSYC 8290 -- Approaches to Community 4 credit hours
- \_\_\_\_\_ PSYC 8300 -- Exploratory Methods in Consciousness Studies 4 credit hours
- \_\_\_\_\_ PSYC 8301 -- Program Evaluation 4 credit hours
- \_\_\_\_\_ PSYC 8884 -- Psychology Pro-seminar 3 credit hours
- \_\_\_\_\_ PSYC 8887 -- Adv. Practicum in Psychology 1 to 3 credit hours
- \_\_\_\_\_ PSYC 9999 -- Dissertation (Required, but do not count towards 60) 1 to 9 credit hours

At the 7000 Level:

- \_\_\_\_\_ PSYC 7003 -- Statistics for the Social Sciences 3 credit hours
- \_\_\_\_\_ PSYC 7020 -- Transpersonal Development 3 credit hours
- \_\_\_\_\_ PSYC 7030 -- Introduction to Organizational Development 3 credit hours
- \_\_\_\_\_ PSYC 7050 -- Consciousness Studies 3 credit hours
- \_\_\_\_\_ PSYC 7250 -- Foundations of Psychoanalysis 3 credit hours
- \_\_\_\_\_ PSYC 7430 -- Cross-Cultural Communication 3 credit hours
- \_\_\_\_\_ PSYC 7470 -- Advanced Organizational Development 3 credit hours
- \_\_\_\_\_ PSYC 7490 -- Phenomenology of Social Existence 3 credit hours
- \_\_\_\_\_ PSYC 7500 -- Existential Psychology 3 credit hours
- \_\_\_\_\_ PSYC 7600 -- Personality and Motivation 3 credit hours
- \_\_\_\_\_ PSYC 7650 -- Buddhist Psychology 3 credit hours
- \_\_\_\_\_ PSYC 7670 -- Music and the Mind 3 credit hours
- \_\_\_\_\_ PSYC 7810 -- Tutorial 1 1 to 4 credit hours
- \_\_\_\_\_ PSYC 7820 -- Workshop 1 1 credit hours
- \_\_\_\_\_ PSYC 7830 -- Invited Lectures 1 1 credit hours