

Memorandum

To: General Faculty

Date: December 5, 2011

Regarding: Agenda, Faculty Senate Meeting, December 9th at 3:00 pm TLC 1-303

The agenda for the December 9, 2011 Faculty Senate Meeting will be as follows:

1. Call to Order
2. Roll Call
3. Approval of the minutes of the November 11th meeting ([See Addendum I](#))
4. Committee Reports

Committee I: Undergraduate Programs Committee (Chair, Dr. Camilla Gant)

Action Items: ([See Addendum II](#))

A) College of Sciences and Mathematics

1) Biology

- a) BIOL 3825 – Research Methods
Request: Add (review attachment)
Action: Approved

2) Chemistry

- a) CHEM 3825 – Research Methods
Request: Add (review attachment)
Action: Approved
- b) CHEM 4910L – Tools & Applications in Chemical Research and Practice
Request: Add (review attachment)
Action: Approved
- c) STEM 3815 – Perspectives on Science and Mathematics
Request: Add (review attachment)
Action: Approved

3) Mathematics

- a) MATH 3805 – Functions and Modeling
Request: Add (review attachment)
Action: Approved

- b) MATH 3825 – Research Methods
Request: Add (review attachment)
Action: Approved
- 4) Physics
 - a) PHYS 3825 – Research Methods
Request: Add (review attachment)
Action: Approved

Information Items:

- A) College of Sciences and Mathematics
 - 1) Physics
 - a) PHYS 2211 – Principles of Physics I
Request: Modify Prerequisite
 - b) PHYS 2212 – Principles of Physics II
Request: Modify Prerequisite

Committee II: Graduate Programs Committee (Chair, Susan Ashford)
Action Item: (See Addendum III)

- A) College of Social Sciences
 - 1) Criminology Department
 - a) Program: Master of Arts with a Major in Criminology
Request: Modify
Action: Approved
 - b) Program: Master of Arts with a Major in Criminology
Request: Modify
Action: Approved
 - c) Program: Master of Arts with a Major in Criminology
Request: Modify
Action: Approved
 - d) Course: CRIM-6305 Critical Social Analysis
Request: Delete
Action: Approved
 - e) Course: CRIM-6700 Social Protest, Movement, and Change
Request: Delete
Action: Approved
 - 2) Psychology Department
 - a) Program: Master of Arts with Major in Psychology
Request: Modify

Action: Approved

Information Items:

- A) College of Arts and Humanities
 - 1) English and Philosophy Department
 - a) Course: ENGL-5170 Studies in African American Literature
Request: Modify
Action: Approved
 - 2) Music Department
 - a) Program: Master of Music with a Major in Performance
Request: Modify
Action: Approved
 - b) Program: Master of Music with a Major in Music Teacher Education
Request: Modify
Action: Approved
- B) College of Social Sciences
 - 1) Criminology
 - a) Course: CRIM – 6015 Managing Data
Request: Modify
Action: Approved
 - b) Course: CRIM – 6623 Inequality in Society
Request: Modify
Action: Approved
- C) College of Education
 - 1) Educational Innovation
 - a) Course: MEDT-7477 Technology for Media Services
Request: Modify
Action: Approved
 - b) Course: MEDT-7478 Automating School Media Center
Request: Modify
Action: Approved

Committee IV: Academic Policies Committee (Chair, Robert Kilpatrick)

Information Items:

- A) Modification of UWG’s Academic Calendar beginning Fall 2012 ([See Addendum IV](#)).
Explanation: We have developed a table detailing five options for the Fall 2012 Academic Calendar. Our goal is to bring us into compliance with BOR policy 3.4.1 on the minimum minutes of instruction required per credit hour, as well as to produce a calendar that will best

serve the pedagogical needs of faculty and students. Our plan is to submit the five options listed in the addendum to the general faculty in the form of an online survey in early January. We will then bring a formal proposal to the Faculty senate meeting on January 20 so that changes can be made in time for Fall 2012 scheduling and institutional planning.

Committee V: Faculty Development Committee (Chair Gary Schmidt)

Action Items:

- A) The committee requests that the Faculty Handbook Sections 103.01 to 103.05 (Tenure and Promotion) be replaced with **Addendum V**. In addition, the current 103.06 should be deleted up to the beginning of 103.06.01.
- B) The committee recommends the establishment of a faculty advisory group for GLBTQ issues. The purpose of this group is to advise the administration on issues of recruitment and retention of GLBTQ faculty and to provide a forum in which to discuss academic issues of importance to the GLBTQ community.

VI: Strategic Planning Committee (Chair, Tommy Cox)

Information Item:

- C) Assessment of the UWG Strategic Plan (**See Addendum VI**)
- D) QEP at UWG: Undergraduate Student Writing (**See Addendum VII**)

5. Old Business

Action Item:

- A) The Online Degrees Task Force requests an endorsement from the Faculty Senate of the concepts presented in the white paper entitled “Grow West: A Strategic Plan for the Targeted Advancement of Online Teaching and Learning at UWG.” (**See Addendum VIII**)

6. New Business

7. Announcements

8. Adjournment

Addendum I

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

November 11, 2011

1. The meeting convened at 3:00 pm in room 1-303 of the Technology-enhanced Learning Center and called to order by Will Lloyd, officiating for Chair Chris Huff.

2. Roll Call

- Andrea Standfield for Anne Barnhart
- Jim Yoder for Charles Hodges
- Michael Hopper for Kathy Moffeit
- Phyllis Snipes for Abbot Packard
- Michelle Trottman Scott for Ravic Ringlaben
- Clint Samples for Joey Hannaford (Conference)

Not in Attendance:

- Heidi Banford
- Neal Chesnut
- Michael DeNie
- Elizabeth Kramer
- Nancy Penco

3. Approval of the minutes of the October 14, 2011 meeting.

Minutes were approved as read.

4. Committee Reports

Committee I: Undergraduate Programs Committee (Chair, Dr. Camilla Gant)

Action Items:

A) College of Arts and Humanities

1) Foreign Languages and Literatures

a) Minor in Gender and Sexuality Studies

Request: Add

Action: Approved

Recommend that an approved list of elective courses is submitted, including specific titles for Special Topics. This process will ensure that students receive credit for approved courses without the inconvenience of securing petitions; and will serve as a record that specific programs have approved their course(s) to support the minor, i.e., agree to provide seats for the minor, particularly if programs have major restrictions.

Item A approved.

B) College of Education

1) Department of Leadership and Applied Instruction

a) Post-baccalaureate initial Certification in Middle Grades Education

Request: Deactivate

Action: Approved

Rationale: Market demand is for candidates not only for a candidate with certification, but with a Master of Education degree and more content specialization than the middle-degree certification alone provides. Students will be encouraged to pursue the UWG MAT in Secondary Education in lieu of this degree. This action will accomplish both of the above goals.

Item B approved.

Information Items:

A) Proposal for creating the XIDS Subcommittee

B) College of Sciences and Mathematics

1) Department of Biology

a) Bachelor of Science with a Major in Biology

Request: Modify

Action: Approved

C) College of Social Sciences

1) Department of Mass Communications

a) COMM 4421N – Practicum - *The West Georgian*

Request: Modify (title, credit, description, prerequisite)

Action: Approved

b) COMM 4421P – Practicum - Student-Managed Public Relations Firm

Request: Modify (title, credit, description, prerequisite)

Action: Approved

c) COMM 4421R – Practicum – The WOLF Internet Radio

Request: Modify (title, credit, description, prerequisite)

Action: Approved

d) COMM 4421T – Practicum – UTV13

Request: Modify (title, credit, description, prerequisite)

Action: Approved

B) Richards College of Business

1) Department of Marketing and Real Estate

- a) Bachelor of Business Administration with a Major in Marketing (Add MKTG 4861 to marketing minor for non-business majors)
Request: Modify
Action: Approved

- D) School of Nursing
 - a) NURS 2101 - Pathophysiology and Pharmacology I
Request: Add (review attachment)
Action: Approved

 - b) NURS 2102 - Pathophysiology and Pharmacology II
Request: Add (review attachment)
Action: Approved

 - c) NURS 3000 - Holistic Health Assessment
Request: Add (review attachment)
Action: Approved

 - d) NURS 3101 - Professional Nursing Concepts I
Request: Add (review attachment)
Action: Approved

 - e) NURS 3102 - Professional Nursing Concepts II
Request: Add (review attachment)
Action: Approved

 - f) NURS 3201 - Health Care of the Client I
Request: Add (review attachment)
Action: Approved

 - g) NURS 3202 - Health Care of the Client II
Request: Add (review attachment)
Action: Approved

 - h) NURS 3301 - Clinical Practice I
Request: Add (review attachment)
Action: Approved

 - i) NURS 3302 - Clinical Practice II
Request: Add (review attachment)
Action: Approved

 - j) NURS 3400 - Nursing Research and Evidence-Based Practice
Request: Add (review attachment)
Action: Approved

Committee II: Graduate Programs Committee (Chair, Susan Ashford)

Action Item:

- A) Academic Standards for Graduate Programs
- B) Motion to approve Time Limits to Complete a Graduate degree

Time Limits to Complete A Graduate Degree

It is expected that a student will complete the degree program with reasonable continuity.

- Degree programs in the College of Education must be completed within seven years.
- The Ph.D. in Psychology: Consciousness and Society program must be completed within eight years.
- All other graduate degree programs must be completed within six years.

A student called into military service or a student with extraordinary circumstances may apply for an extension of time. The student should submit the Degree Time Limit Extension Form and a letter of appeal to the director of his or her graduate degree program. The time limit exception must be approved by both the Program Director and Director of Graduate Studies in the college or school.

Request was made to make the Degree Time Limit Extension Form an active link that takes the reader to the form.

Motion approved by voice vote

- C) College of Education
 - 1) COE Doctoral
 - a) Program: Doctor of Education with a Major in School Improvement
Request: Modify
Action: Approved
 - b) EDSI-9923 Leadership for Diversity in the 21st Century
Request: Add
Action: Approved
 - c) EDSI-9925 Policy Analysis for School Improvement
Request: Add
Action: Approved
 - d) EDSI-9933 Leadership for Change
Request: Add
Action: Approved
 - e) EDSI-9963 Action Research for Change I

Request: Add
Action: Approved

- f) EDSI-9964 Action Research II
Request: Add
Action: Approved
- g) EDSI-9998 Research for Doctoral Dissertation
Request: Add
Action: Approved
- h) EDSI-9942 Instructional Leadership that Facilitates School Improvement
Request: Add
Action: Approved
- i) EDSI-9943 Models of Professional Development
Request: Add
Action: Approved

Items C.1.a-i approved as a block.

- 2) Department of Leadership and Applied Instruction
 - a) SEED 7288 - Teaching Internship
Request: Add
Action: Approved

Item approved.

- D) College of Social Sciences
 - 1) Department of Psychology
 - a) Doctor of Philosophy with a Major in Psychology: Consciousness and Society
Request: Modify (Modify time to complete)
Action: Approved
 - b) PSYC-8007 Foundations of Critical Psychology
Request: Add
Action: Approved

Items D.1.a-b approved as a block.

- 2) Department of Sociology
 - a) Program: Master of Arts with a Major in Sociology
Request: Modify
Action: Approved

- b) SOCI-5132 Human Life Cycle and Cross-Cultures
Request: Delete
Action: Approved
- c) SOCI-5153 Women and Aging
Request: Delete
Action: Approved
- d) SOCI-5182 Aging Families
Request: Delete
Action: Approved
- e) SOCI-5203 Women in American Society
Request: Delete
Action: Approved
- f) SOCI-5204 Women in American Society
Request: Delete
Action: Approved
- g) SOCI-5513 Comparative Social Psychology
Request: Delete
Action: Approved
- h) SOCI-5913 Sociology of Everyday Life
Request: Delete
Action: Approved
- i) SOCI-6241 Legal Theories
Request: Delete
Action: Approved
- j) SOCI-6250 The Color of Justice
Request: Delete
Action: Approved
- k) SOCI-6342 Crisis Intervention
Request: Delete
Action: Approved

Items D.2.a-k approved as a block.

Committee IV: Academic Policies Committee (Chair, Robert Kilpatrick)

Action Items:

- A) The Academic Policies Committee requests that the Faculty Senate approve the following modifications to the language on Transient Student Status in the Undergraduate Catalog.

Proposed New Transient language:

Students wishing to complete classes at another college or university to count towards their degree at West Georgia must maintain good standing at West Georgia. Prior to taking the course(s), students must complete a [Transient Status Permission Form](#), which includes the signatures of their advisor, the chair of the department in which the credit shall be granted, and the dean/designee of their major college. It is each student's responsibility to consult the [Undergraduate Transfer Course Equivalents link](#), or contact the Registrar's Office to determine if the course will be accepted as transfer credit at UWG and count toward a given degree. Transient status is given for one semester at a time, and students must have the other college send a transcript of the courses taken to the Registrar at West Georgia in order to receive credit for the work. For final term transient status restrictions, see [Graduation Policies](#) in the [Undergraduate Catalog](#).

Motion approved.

- B) The Academic Policies Committee requests that the Faculty Senate approve two new 200-minute time slots to be available beginning in the Fall 2012 semester. These slots would also be available for shorter class periods.
- a. Fridays, 9-12:20
 - b. Fridays, 1-4:20

Motion approved.

- C) The Academic Policies Committee requests that the Faculty Senate approve a new External Researcher Policy

Motion approved.

Committee V: Faculty Development Committee (Chair, Gary Schmidt)

Action Item:

- A) The committee request that the Faculty Handbook Section 104.04 (Evaluation of Academic Deans) be replaced (See [Addendum](#))

Motion approved.

- B) The committee requests that the Faculty Handbook Sections 103.01 to 103.05 (Tenure and Promotion) be replaced. In addition, the current 103.06 should be deleted up to the beginning of 103.06.01.

CONCERNS:

- *No info about ratings but language about ratings.*
- *B. Sethna: “Prerogative of the Department and not the Departmental Committee to understand the rules”.*
- *Salary issues associated with Promotion and Tenure*
- *Horvath: There may be a reason for a person to apply for P/T in year 4 on campus but it is not universal.*
- *Horvath: Insert the word “after”—easy one word change.*

Motion was not approved with a request was made to send the work back to the committee for revisions

Information Item:

A) The Provost has announced that funding for the LRC Faculty Research grants was cut in Spring 2011 and that these grants will not be offered this year. In response, the Faculty Development Committee has requested information from the colleges, the library, and the School of Nursing regarding past grant recipients and scholarly/creative work that resulted from those grants to assess the impact upon the institution of cancelling the grants.

5. New Business

A) Request for Faculty Senate feedback upon and then endorsement of the white paper developed by the UWG Online Degrees Task Force.

6. Announcements

Pres. Sethna gave statements in regards to Penn State sexual harassment. If a student reports an incident to a faculty member regardless of hierarchy, that person sees the faculty member as a person of authority. Faculty and the University are “put on notice”. Faculty should report info to multiple sources-police, administrators, etc.

Meeting was adjourned.

Clint Samples, Senator
Designated Substitute Secretary
(Dawn McCord, Secretary)

Addendum

104.04 Evaluation of Academic Deans

104.0401 General Policy Statements

The Provost shall conduct annual reviews and periodic evaluations of academic Deans.

A. Purpose

The purpose of this policy is to:

1. Guide the Provost in carrying out his or her responsibilities with regard to appointing, renewing, and/or terminating Deans of academic units, and to facilitate the professional development of those Deans.
2. Ensure that faculty and staff participate in the evaluation of their academic Deans.
3. Ensure Deans are afforded due process in the evaluation.
4. Afford all appropriate constituencies the opportunity to provide input.
5. Clarify the process of assembling the Review Committee, and the procedures for how it shall conduct the periodic evaluation.
6. Guide the Review Committee in producing an Evaluation Report of its findings, and delivering it to interested parties.

B. Definitions

1. For the purposes of this policy, an Academic Dean is one who carries a title of Dean, bears responsibility for an academic unit containing faculty members, and reports to the Provost.
2. In Sections 104.04, 104.05, and 104.06, a unit refers to a college, school, or the library.

104.05 Annual Reviews of Deans

104.0501 General Policy Statement

The Provost shall review the performance of Deans reporting to him or her annually. The following characteristics of that process shall be common to all units.

104.0502 Procedures

- A. Interval of Annual Review: before the conclusion of each fiscal year.
- B. Purpose and Objectives: the purpose of annual reviews of Deans is to improve the effectiveness of the unit administered, including its contribution to the effectiveness of other units and the institution as a whole. The overall objectives are:
 - 1. To review goals and accomplishments of the Dean and unit supervised, especially as these relate to the continuing mission and strategic goals of the institution.
 - 2. To review the Dean's job description and responsibilities, as well as the organization of the unit.
 - 3. To review the level of resources and other support provided to the Dean and unit.
 - 4. To discuss concerns and opportunities and to plan for changes that may be warranted or desirable.

C. Components of the Annual Review:

- 1. *Feedback.* The Provost shall direct the annual review process. Faculty members and staff, whenever possible, may be asked to provide input.
- 2. *Self report.* Each Dean under review shall provide the Provost a brief written report:
 - a. Listing initiatives and professional activities undertaken during the review period.
 - b. Listing achievements, areas in need of improvement, and efforts related to those areas, as well as future plans and goals for the unit.
 - c. Indicating any changes that seem warranted in the Dean's job description.
- 3. *Conference with the Provost.* The conference will be an occasion to discuss the feedback received, the Dean's and the Provost's views, and future plans and goals for the unit.
- 4. *Dean's Annual Review Letter.* The Annual Review Letter shall be shared with the Dean and placed in his or her personnel file. The Dean may issue a written response to this document, which shall also be retained in the file.

104.06 Periodic Evaluations of Deans

104.0601 General Policy Statement

Procedures for the periodic evaluation of Deans shall be guided by three essential principles: shared governance, impartiality, and transparency. The procedures enumerated below seek to realize these principles.

A. Interval of Periodic Evaluation:

The first periodic evaluation of an academic Dean shall cover a full three-year period occurring in the Dean’s fourth year of appointment. Thereafter, periodic evaluations shall cover a full four-year period and occur every five years. All periodic evaluations begin in the Fall semester and conclude in the Spring semester of one academic year. Credit for service as an Interim Dean shall be determined by the Provost in consultation with the Dean at the time of permanent appointment. After the first periodic evaluation the Provost may initiate an evaluation of a Dean at any time, but shall explain its necessity and appropriateness. Refer to Table 1 below for a sample periodic evaluation sequence.

Table 1. Sample Periodic Evaluation Sequence.

Appointment Year	Academic Year	Evaluation Year	Evaluation Review Period
1	2011-2012		
2	2012-2013		
3	2013-2014		
4	2014-2015	2014 – 2015	Evaluates Fall 2011 - Summer 2014
5	2015-2016		
6	2016-2017		
7	2017-2018		
8	2018-2019	2018 – 2019	Evaluates Fall 2014 - Summer 2018

B. Purpose and Objectives:

1. To provide the faculty and administration with information on the performance of academic Deans who report to the Provost, both annual reviews and periodic evaluations shall be practiced.
2. The periodic evaluation will help guide the Provost in carrying out his or her responsibilities with regard to appointing, renewing, and/or terminating Deans of academic units and facilitate the professional development of those Deans.
3. To this end, a Review Committee shall be charged with collecting information about the performance of an academic Dean. Findings of the Review Committee shall supplement information from other sources (e.g., Annual Review Letters, unit financial documents) to provide the Provost with a comprehensive record of the Dean’s performance.

C. Timeline of Evaluation:

1. The Provost shall notify the Dean of the pending evaluation and appoint the Chair of the Review Committee in the Fall semester.
2. Within five working days of receiving the Provost's notification, the Dean under evaluation notifies the faculty and staff of his or her unit of the pending evaluation.
3. Within five working days of receiving the Provost's appointment, the Chair of the Review Committee shall call for the election of six faculty members from within the unit led by the Dean. Refer to section 104.0601(D)(3) for guidance on the manner in which the Review Committee members shall be elected.
4. The Review Committee will provide its Evaluation Report to the Dean no later than February 28th of the academic year during which the evaluation is conducted.
5. The Dean has the right to review and respond to the Review Committee's Evaluation Report no later than March 28th.
6. The Review Committee's Evaluation Report and the Dean's response shall be forwarded to the Provost no later than March 30th.
7. The Chair of the Review Committee presents the results of the Dean's Evaluation Report to the faculty of the Dean under evaluation no later than April 30th.
8. In the event that the dates in this timeline fall on a weekend or holiday, the documents are due the following business day.

D. Composition of Review Committee:

1. The Review Committee will be composed of seven members.
2. A Review Committee Chair, who is a senior faculty member from outside the unit led by the Dean being evaluated. The Provost shall appoint the Review Committee Chair. The Chair of the Review Committee shall receive one course reassigned time.
3. Six faculty members from within the unit led by the Dean, one of which must be a department chair. The faculty governance body from the unit led by the Dean under evaluation determines the manner in which the committee members shall be elected. In the case of a unit that does not have an elected faculty governance body, the faculty at large of the unit determine the manner in which the committee members shall be elected.
4. The Provost and the Dean under evaluation shall have the right to object to the inclusion of a member of the committee. Both parties shall each be allowed only one objection.

5. No person with a conflict of interest may serve as a member of the Review Committee. All personal and professional conflicts of interest must be revealed to and reviewed by the Review Committee Chair prior to the selection of faculty to serve on the Review Committee. Such conflicts of interest include, but are not limited to, personal and professional interactions and relationships that would preclude dispassionate, disinterested, correct, complete, and unbiased participation in these matters. Spouses, immediate family members, and colleagues with an intimate personal relationship with the Dean are explicitly prohibited from participation.

E. Review Committee Procedures:

1. The Review Committee meets with the Provost and then with the Dean to be evaluated. At these meetings, the Review Committee:
 - a. Outlines the timeline for review and the evaluation criteria.
 - b. Requests relevant information to be considered during the evaluation. At this time, the Provost and the Dean may specify topics, questions, or concerns for the Review Committee to consider in making its evaluation, as well as particular individuals whose input would contribute to a complete review.
 - c. Informs the Provost and the Dean of:
 1. Their right to object to one member of the Review Committee, which shall trigger the search for a new member.
 2. The right to communicate with the Review Committee throughout the evaluation process. That is, the Committee must guarantee the Provost and the Dean the right to provide input at any time during the evaluation.
2. The Review Committee shall notify the faculty of the Dean under review of the procedures guiding the evaluation process and how the principles of shared governance, impartiality, and transparency shall be realized.
 - a. The notification shall include information about data collection, administration of the Dean Evaluation Questionnaire, how the identity of participants will be protected from unnecessary disclosure to the extent allowed by applicable law, and the Review Committee's guarantee to grant full access to anyone wishing to provide input at any time during the evaluation, unless a significant conflict of interest can be demonstrated.
 - b. Among its procedures, the Review Committee must administer the Dean Evaluation Questionnaire to the Dean's constituency. The Dean's constituency shall include, but not be limited to, Vice Presidents, Deans, Directors, the faculty and staff of the unit, the faculty governance body of the unit, and any other individuals who interact with the Dean on a regular basis.

- c. In addition to the Dean Evaluation Questionnaire, the Review Committee shall gather information related to the topics, questions, and concerns noted by the Provost and Dean in their initial meetings.

F. Components of the Evaluation:

1. Evaluation Criteria

The evaluation criteria should be based on the duties specified in Article III, Section 2 of the Policies and Procedures of the University of West Georgia and the By Laws of the unit of the Dean under evaluation.

2. Evaluation Report

The Review Committee shall produce an Evaluation Report of its findings, which shall be descriptive in nature. The Evaluation Report shall not include interpretations of the findings, nor recommendations regarding personnel actions. The Evaluation Report shall include, but not be limited to, the following sections:

Introduction

- a. Purpose of the evaluation.
- b. Description of how the principles of shared governance, impartiality, and transparency have been realized through the process.
 1. Description of the procedures that guided the composition of the Review Committee.
 2. Disclosure of conflicts of interest, if any, and how they were handled.
 3. Discussion of the timeline of the evaluation.

Methodology

- a. Data collection efforts (e.g. description of the Dean Evaluation Questionnaire, distribution methods, response rate).
- b. Procedures to protect the identity of participants from unnecessary disclosure to the extent allowed by applicable law.

Results

- a. Descriptive analysis of data from the Dean Evaluation Questionnaire.
- b. Descriptive summary of additional data collected.

Conclusion

- a. Purpose of the evaluation (briefly revisited).
- b. Timeline for the next periodic evaluation, per guidelines in Table 1 in Section 104.0601.

- G. Post-Evaluation Conference with the Faculty. The Chair of the Review Committee shall present the Evaluation Report to the faculty of the unit no later than April 30th.

104.0602 Dean Evaluation Questionnaire

The Review Committee shall use the following questionnaire to evaluate the Dean. However, each unit may include additional context-specific items to the instrument. Additional items must be placed at the end of the questionnaire in a new section labeled Unit Specific Items. Please tell us, what is your role at UWG?

- A. Faculty
- B. Staff

In your role as faculty or staff, please rate the Dean on the following questions related to leadership, faculty and program development, fairness and ethics, communication, and administration. Please use the following scale to help with your answer:

1 = Strongly Agree; 2 = Agree; 3 = Somewhat Agree; 4 = Neither Agree Nor Disagree; 5 = Somewhat Disagree; 6 = Disagree; 7= Strongly Disagree; 8 = Unable to Judge.

Leadership

The Dean...

1. articulates a clear vision for the future of the unit.
2. involves the faculty in developing plans for the unit.
3. demonstrates a commitment to intellectual integrity and the pursuit of knowledge.
4. demonstrates administrative leadership of the unit.
5. is a professional role model for the unit.
6. weighs the opinions of all segments of the unit.

Faculty and Program Development

The Dean...

7. promotes a favorable environment for individual faculty development.
8. emphasizes teaching in consideration of tenure, promotion, and merit raises.
9. emphasizes service in consideration of tenure, promotion, and merit raises.
10. emphasizes professional growth and development in consideration of tenure, promotion, and merit raises. (Note: each unit should adapt item #10 to reflect its P & T standards. For example, replace the term “professional growth and development” with “scholarship.”)
11. encourages creative approaches to teaching, research, and program development.
12. is responsive to the educational needs of the region when developing new programs.
13. supports student learning outcomes in work related to faculty and program development.

Fairness and Ethics

The Dean...

14. treats all members of the unit fairly irrespective of age, race, color, religion, sex, national origin, sexual orientation, disability, or veteran status.
15. respects views that are contrary to his or her own views.
16. exhibits high ethical standards in his or her official duties.
17. strongly encourages high ethical professional standards for all members of the unit.
18. exercises sound judgment in matters relating to faculty promotion and tenure.
19. exercises sound judgment in matters relating to staff hiring and promotion.
20. arbitrates disputes among faculty, staff, and department heads fairly.
21. affords departments opportunities to explain their resource needs.
22. affords all members of the unit opportunities to explain their individual needs and concerns.

Communication

The Dean...

23. welcomes constructive criticism from all members of the unit.
24. creates an environment where individuals are free to communicate without concern of rejection or reprisal.
25. provides feedback in a constructive manner.
26. is well-informed about my department's accomplishments, challenges, and future plans.
27. communicates changes affecting all the members of the unit in a timely manner.
28. recognizes and expresses appreciation for the accomplishments of all members of the unit.
29. fosters and maintains positive external relationships.

Administration

The Dean...

30. uses administrative procedures that are clear and unambiguous for promotions, tenure, merit raises, leave, and other personnel actions.
31. exercises sound judgment in appointing associate and assistant Deans.
32. attends to administrative matters in a timely fashion.
33. conducts productive meetings.
34. handles concerns from all members of the unit well.
35. makes administrative decisions that facilitate improvement of the undergraduate programs.
36. makes administrative decisions that facilitate improvement of graduate programs.
37. integrates planning, assessment, and budgeting when making decisions.
38. is transparent about the unit's budget.
39. makes evidence-based decisions.
40. is a team player.

Open Ended Items

41. In your opinion, what are the Dean's strengths and/or contributions?
42. In your opinion, what are the Dean's weaknesses?
43. Please present any further comments you think would be helpful to the Dean in carrying out the academic mission of the school.
44. Please present any further comments you think would be helpful to the Provost.

Unit Specific Items

Units may use Likert scale or open-ended items; regardless, the items should begin with number 45. Units that opt to use a Likert scale must employ the same response options used in items 1-40.

Addendum II

Course Update Request (Add, Delete, Modify)

Originator

Biology Department

Department

College of Science and Mathematics

College

Tabit, Christopher

Originator

Action

Add

Modify

Delete

Modifications

Prerequisites

Description

Title

Credit

See Comments

Course Details

BIOL

Prefix

3825

Number

Research Methods

Course Title

Specially designed to meet the needs of future teachers, students design and carry out four independent inquiries, which they write up and present in the manner that is common in the scientific community. Course is restricted to UTeach students.

Course Catalog Description

3

Lec Hrs

Lab Hrs

3

Credit Hrs

Fall - 2013

Effective Term

Spring and Fall

Frequency

Letter Grade

Grading

Prerequisites

Corequisites

Rationale

Required for the UTeach curriculum

Planning Info

Library Resources are Adequate

Library Resources Need Enhancement

Present or Projected Annual Enrollment: 24

Comments

College Approvals

Henry Zot [APPROVED 2011-11-03]

Chair, Course Department

Scott Gordon [APPROVED 2011-11-04]

Coordinator, COSM Curriculum Committee

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2011-12-02]

Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]

Chair, Faculty Senate

Catalog Description

Specially designed to meet the needs of future teachers, students design and carry out four independent inquiries, which they write up and present in the manner that is common in the scientific community. Course is restricted to UTeach students.

Course Description

Research Methods is a one-semester, three-hour course in the required UTeach sequence. It is one of several content courses specially designed to meet the needs of future teachers (others include Perspectives on Science and Mathematics and Functions and Modeling). Sections are limited to 30 students, who meet two hours per week for non-traditional, interactive lectures and two hours per week for lab. The course is cross-listed in Physics, Chemistry, Mathematics, Geology and Biology.

The goals of the course are:

- to provide UTeach students with the tools that scientists use to solve scientific problems;
- to give students the opportunity to use these tools in a laboratory setting;
- to make students aware of how scientists communicate with each other through peer-reviewed scientific literature; and
- to enable students to understand how scientists develop new knowledge and insights, the most important of which are eventually presented in textbooks and taught in conventional science classes.

Students design and carry out four independent inquiries, which they write up and present in the manner that is common in the scientific community. The inquiries incorporate mathematics and the various science disciplines, thus the team of instructors teaching this course have expertise in different disciplines and are available to supervise all students as they work on their inquiries in the lab. Teaching Assistants (TAs) and Master Teachers are also members of the instructional team.

The combination of Research Methods and Perspectives on Mathematics and Science provides prospective science and mathematics teachers with an in-depth understanding of how the scientific enterprise works.

Class	Topic
Unit 1: Curiosity and Scientific Inquiry	
Topic 1:	Curiosity and Scientific Inquiry
Topic 2:	Scientific Methods
Topic 3:	Lab: Inquiry 1, Preparation
Unit 2: Experimental Design and Analysis	
Topic 4:	Error Analysis
Topic 5:	Reducing Systemic Error
Topic 6:	Lab: Safety, Introduction to Inquiry 2
Topic 7:	Graphical Analysis of Data
Topic 8:	Evaluating Inquiries
Topic 9:	Lab: Inquiry 2, Calibrating Equipment
Unit 3: Statistics	
Topic 10:	Introduction to Statistics
Topic 11:	Sampling and Averaging
Topic 12:	Lab: Inquiry 2
Topic 13:	Standard Deviation
Topic 14:	Standard Error
Topic 15:	Lab: Inquiry 2, Applying Statistics to Data
Topic 16:	Distributions and Central Limit Theorem
Topic 17:	Z Test
Topic 18:	Lab: Inquiry 3: Starting Off
Topic 19:	t Test
Topic 20:	Inquiry 2 Partner Grading
Topic 21:	Lab: Inquiry 3, χ^2 test
Topic 22:	Inquiry 2 Presentations

Class	Topic
Unit 4: Scientific Information	
Topic 23:	Lab: Inquiry 4 Planning
Topic 24:	Scientific Literature: Existence
Topic 25:	Scientific Literature: Searching
Topic 26:	Lab: Inquiry 4
Unit 5: Modeling	
Topic 27:	Order of Magnitude
Topic 28:	Dimensional Analysis
Topic 29:	Lab Inquiry 4
Topic 30:	Describing Physical Phenomena with Mathematics
Topic 31:	Temperature Change - The Big Idea with Calculus
Topic 32:	Lab: Inquiry 4
Topic 33:	Presentation Preparation
Topic 34:	Topic Presentations
Topic 35:	Lab: Inquiry 4 Partner Grading
Topic 36:	Final Exam: Inquiry 4 Presentations

Course Objectives and Expectations

Course Objectives and Evidence of Student Learning and Engagement	
Students will:	Evidence:
create their own experiments to answer scientific questions.	<ul style="list-style-type: none"> Four papers on four separate independent inquiries, designed and carried out by the student: (1) brief home inquiry, (2) laboratory inquiry using high school equipment, (3) survey involving human subjects, and (4) extended laboratory inquiry
design experiments to reduce systematic and random errors and use statistics to interpret the results.	<ul style="list-style-type: none"> Papers on inquiries 2, 3, and 4 Proposals for inquiries 2 and 4

Students will:	Evidence:
use probes and computers to gather and analyze data.	<ul style="list-style-type: none"> • Instructor observations during inquiry 2 or 4 or both
use statistics to interpret experimental results and deal with sampling errors.	<ul style="list-style-type: none"> • Two homework assignments • Two brief in-class papers • Class performance • Write-ups for inquiries 2, 3, and 4
treat human subjects in an ethical fashion.	<ul style="list-style-type: none"> • Certificate demonstrating completion of human subjects training • Satisfactory completion of inquiry 3, which involves human subjects
apply safe laboratory procedures.	<ul style="list-style-type: none"> • Instructor observations during inquiries 2 and 4
find and read articles in the scientific literature.	<ul style="list-style-type: none"> • Two homework assignments • Performance assessment during debate
create mathematical models of scientific phenomena.	<ul style="list-style-type: none"> • Two homework assignments • Personalized modeling assignments as part of inquiries 2 and 4
apply scientific arguments in matters of social importance.	<ul style="list-style-type: none"> • Student presentations of open questions
write scientific papers.	<ul style="list-style-type: none"> • Four written inquiries, with inquiries 2 and 4 involving at least two drafts
review scientific papers.	<ul style="list-style-type: none"> • Student evaluations of each other, in pairs
give oral presentation of scientific work.	<ul style="list-style-type: none"> • In-class oral reports on inquiries 2 and 4

Course Requirements and Expectations

- You must purchase the book *Surely You are Joking, Mr. Feynman*. Other materials will be provided.
- Some course topics will be covered only in class, and you must be present to receive credit. If you turn assignments late without approval, you will lose 10% of the value of the assignment for each day it is late.
- Write-ups of your final inquiries will be graded according to a rubric you will find in your course packet and checklists you can find on the course Web site.
- Inquiry drafts will be graded by checking whether the major sections of the report have been completed (Abstract, Introduction, Design, Analysis, Conclusions).
- Rewrite policy: Final drafts of Inquiries 1, 2, and 3 that have been turned in on time can be rewritten for additional credit. Contact your lecture instructor for details of the policy.
- Please note that the final inquiry must be related to the subject for which you have signed up for the class. For example, if you are registered in biology, your final inquiry must be a biology inquiry.
- Research Methods is a "substantial writing component course." Therefore, your inquiries will be evaluated both **on content** and the quality of written expression. There will be no formal examinations.

Assignments and Grading Policy

Activities	Points
Class and Laboratory Attendance. as determined by checks of active participation and submission of in-class assignments.	10
Homework Assignments.	25
Inquiry 1	5
Inquiry 2 Proposal	2
Inquiry 2 Draft. The draft may not be accepted if the proposal was not turned in on time.	3
Inquiry 2 Oral Presentation	3
Inquiry 2 Final Write-up. The formal write-up may not be accepted if the first draft was not turned in on time, the presentation was delivered, and the student participated in partner grading.	10
Inquiry 3 Write-up.	10
Inquiry 4 Proposal.	2
Debate Presentation.	5
Inquiry 4 Draft. The draft may not be accepted if the proposal was not turned in on time.	5
Inquiry 4 Oral Presentation.	5
Inquiry 4 Final Write-up. The formal write-up may not be accepted if the first draft was not turned in on time, the presentation was delivered, and the student participated in partner grading.	15
TOTAL	100

Grading Scale

90 – 100 = A

80 – 89 = B

75 – 79 = C

70 – 74 = D

Below 70 = F

Late Work Policy: Some course topics will be covered only in class, and you must be present to receive credit. If you turn assignments late without approval, you will lose 10% of the value of the assignment for each day it is late.

Policy on Scholastic Dishonesty: Students who violate university rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

Sample Research Methods Semester Overview

Date	Topic	Project in Progress	Reading	Homework Start	Due
Aug 27	Curiosity and scientific inquiry				
Lab	Balloons: Inquiry I Preparation	Inquiry I	Feynman, part II		
Sep 1	Labor Day				
Sep 3	Falling objects; Experimental design I		Notes, Chapter 1	1 (Inquiry Grading)	Inquiry I
Lab	Safety, Inquiry II	Inquiry II			
Sep 8	Sliding objects: Experimental design II		Notes, Chapter 2		
Sep 10	Homework 1 Grading Discussion		Notes, Appendix A	2 (Excel)	Homework 1
Lab	Graphical analysis of data: Inquiry II				Inquiry II Proposal
Sep 15	Statistics: Motivation, Overview		Sample Inquiries		
Sep 17	Statistics: sampling and averaging			3 (Human Subjects)	Homework 2
Lab	Inquiry II				
Sep 22	Statistics: Standard Deviation, Standard Error		Notes, Chapter 3	4 (Statistics)	Homework 3
Sep 24	Statistics: Standard Error				
Lab	Inquiry II				
Sep 29	Statistics: Distributions, Central Limit Thm.			5 (Inquiry grading)	Homework 4
Oct 1	Statistics: Z tests				Inquiry II draft
Lab	Inquiry III	Inquiry III			
Oct 6	Statistics: t tests: and now it's up to you.				Homework 5
Oct 8	Inquiry II partner grading				
Lab	Inquiry III+ χ^2			6 (χ^2)	
Oct 13	Scientific Literature: Existence		Notes, Chapter 5		Homework 6
Oct 15	Scientific Literature: Searching				
Lab	Inquiry IV planning	Inquiry IV			Inquiry III
Oct 20	Inquiry II presentations			7 (Literature Search)	Inq IV Proposal 1
Oct 22	Inquiry II presentations				
Lab	Inquiry IV; proposal review				Homework 7
Oct 27	Modeling: Order of magnitude I		Notes, Chapter 4	8 (Estimation)	Inq IV Proposal 2
Oct 29	Modeling: Order of magnitude II				Inquiry II final
Lab	Inquiry IV				
Nov 3	Modeling: M&Ms [M&Ms, plates]			9 (M&Ms)	Homework 8
Nov 5	Modeling: Temperature Probe				
Lab	Inquiry IV				
Nov 10	Numerical Modeling: [heat equation in Excel]	Presentations	Presentation articles	10 (Position paper)	Homework 9
Nov 12	Numerical Modeling: [Nonlinear equations]				
Lab	Inquiry IV				
Nov 17	Presentation Preparation				
Nov 19	Presentations				
Lab					
Nov 24	Thanksgiving				Homework 10
Nov 26	Thanksgiving				
Lab	Thanksgiving				
Dec 1	Presentations		Feynman, Cargo Cult...	11 (Inquiry Grading)	Inquiry IV draft
Dec 3	Presentations				
Lab	Inquiry discussions with partners				Homework 11

Sample Research Methods Semester Overview

Date	Topic	Project in Progress	Reading	Homework Start	Due
Final Exam Periods: Final Presentations					Inquiry IV final

Course Update Request (Add, Delete, Modify)

Originator

Chemistry Department

College of Science and Mathematics

Slattery, Spencer J.

Department

College

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

CHEM 3825 Research Methods

Prefix Number Course Title

Specially designed to meet the needs of future teachers, students design and carry out four independent inquiries, which they write up and present in the manner that is common in the scientific community. Course is restricted to UTeach students.

Course Catalog Description

3 0 3 Fall - 2012 Yearly Letter Grade
Lec Hrs Lab Hrs Credit Hrs Effective Term Frequency Grading

Prerequisites

Corequisites

Rationale

Research Methods is a one-semester, three-hour course in the required UTeach sequence. It is one of several content courses specially designed to meet the needs of future teachers (others include Perspectives on Science and Mathematics and Functions and Modeling). Sections are limited to 30 students, who meet two hours per week for non-traditional, interactive lectures and two hours per week for lab. The course is cross-listed in Physics, Chemistry, Mathematics, Geology and Biology.

Planning Info

Library Resources are Adequate
Library Resources Need Enhancement
Present or Projected Annual Enrollment: 5

Comments

Course Syllabus is attached.

College Approvals

Spencer J. Slattery [APPROVED 2011-11-01]

Chair, Course Department

Scott Gordon [APPROVED 2011-11-04]

Coordinator, COSM Curriculum Committee

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2011-12-02]

Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]

Chair, Faculty Senate

CHEM 3825 Research Methods

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Inquiry 4 Proposal.	2
Debate Presentation.	5
Inquiry 4 Draft. The draft may not be accepted if the proposal was not turned in on time.	5
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Sep 15	Statistics: Motivation, Overview		Sample Inquiries		
Sep 17	Statistics: sampling and averaging			3 (Human Subjects)	Homework 2
Lab	Inquiry II				
Sep 22	Statistics: Standard Deviation, Standard Error		Notes, Chapter 3	4 (Statistics)	Homework 3
Sep 24	Statistics: Standard Error				
Lab	Inquiry II				
Sep 29	Statistics: Distributions, Central Limit Thm.			5 (Inquiry grading)	Homework 4
Oct 1	Statistics: Z tests				Inquiry II draft
Lab	Inquiry III	Inquiry III			
Oct 6	Statistics: <i>t</i> tests: and now it's up to you.				Homework 5
Oct 8	Inquiry II partner grading				
Lab	Inquiry III+ χ^2			6 (χ^2)	
Oct 13	Scientific Literature: Existence		Notes, Chapter 5		Homework 6
Oct 15	Scientific Literature: Searching				
Lab	Inquiry IV planning	Inquiry IV			Inquiry III
Oct 20	Inquiry II presentations			7 (Literature Search)	Inq IV Proposal 1
Oct 22	Inquiry II presentations				
Lab	Inquiry IV; proposal review				Homework 7
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Oct 29	Modeling: Order of magnitude II				Inquiry II final
Lab	Inquiry IV				
Nov 3	Modeling: M&Ms [M&Ms, plates]			9 (M&Ms)	Homework 8
Nov 5	Modeling: Temperature Probe				
Lab	Inquiry IV				
Nov 10	Numerical Modeling: [heat equation in Excel]	Presentations	Presentation articles	10 (Position paper)	Homework 9
Nov 12	Numerical Modeling: [Nonlinear equations]				
Lab	Inquiry IV				
Nov 17	Presentation Preparation				
Nov 19	Presentations				
Lab					
Nov 24	Thanksgiving				Homework 10
Nov 26	Thanksgiving				
Lab	Thanksgiving				
Dec 1	Presentations		Feynman, Cargo Cult...	11 (Inquiry Grading)	Inquiry IV draft
Dec 3	Presentations				
Lab	Inquiry discussions with partners				Homework 11

Sample Research Methods Semester Overview

Date	Topic	Project in Progress	Reading	Homework Start	Due
Final Exam Periods: Final Presentations					Inquiry IV final

Course Update Request (Add, Delete, Modify)

Originator

Chemistry Department

Department

College of Science and Mathematics

College

Slattery, Spencer J.

Originator

Action
 Add

 Modify

 Delete

Modifications
 Prerequisites

 Description

 Title

 Credit

 See Comments

Course Details

CHEM

Prefix

4910L

Number

Tools and Applications in Chemical Research and Prac

Course Title

Tools and Applications in Chemical Research and Practice is a 3 credit hour laboratory based course that introduces students to a research experience using a series of small-scale, multi-week research modules. This capstone course capitalizes on previous knowledge and skills from multidisciplinary chemistry courses and focuses on a narrow problem in a practical application. Each module begins with skill building activities followed by an in-depth exploration of one aspect of the problem allowing students access to research experiences as part of the mainstream curriculum.

Course Catalog Description

1

Lec Hrs

5

Lab Hrs

3

Credit Hrs

Spring - 2012

Effective Term

Yearly

Frequency

Letter Grade

Grading

Prerequisites

Must have passed CHEM 3310K and CHEM 3510 with a C or higher.

Corequisites
Rationale

Currently, the B.A. chemistry program track lacks sufficient research experience; hence, this course is designed specifically for the B.A. Chemistry program to further expose students to research, via research modules in a laboratory setting.

Planning Info
 Library Resources are Adequate

 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 10

Comments
College Approvals

Spencer J. Slattery [APPROVED 2011-11-01]

Chair, Course Department

Scott Gordon [APPROVED 2011-11-04]

Coordinator, COSM Curriculum Committee

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2011-12-02]

Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]

Chair, Faculty Senate

Tools and Applications in Chemistry

Chem 4910L

Instructors: XXXXXX Office: TLC 2120 E-mail: vgeisler@westga.edu Phone: (678) 839-XXXX Office Hours: M 1:30-3:30; T & W 10-12, other times by appointment	XXXXXX TLC 2131 sbdutt@westga.edu (678) 839-XXXX M, W noon – 2 pm; T & R 11 am - noon, other times by appointment
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Laboratory Schedule: Tuesdays 2:00 – 5:00 pm and Thursdays 3:00pm-5:00pm in TLC 3115

Classroom: R: 2 – 3 pm in TLC 2105

Course Material:

- Permanent Bound Laboratory Notebook (not spiral-bound)
- Safety Glasses must be worn at all times in the laboratory and can be purchased from the Chemistry Department.

Learning Outcomes:

1. Design and carry out authentic experimental protocol for scientific investigations.
2. Learn to use chemical methods and instrumentation.
3. Write and revise formal lab reports containing abstract, introduction, experimental, results, and discussion sections and be able to appropriately prepare figures, tables, reaction schemes, and a bibliography according to the format commonly used in chemistry journals.
4. Utilize manual and on-line literature searching to retrieve information on:
 - a. Chemical and physical properties of substances
 - b. References for chemical reactions
 - c. CAS Registry Number ® of compounds
 - d. Recent review articles on a subject plus complete bibliography of an author
 - e. Patents
5. Prepare and present a well-reasoned oral presentation on a scientific topic:
 - a. Ethical problem in scientific research and practice.
 - b. Grand engineering/environmental challenge.

Grading:

Lab Reports	44%
Lab Notebook	6%
Oral Presentation (Chemical Year in Review)	10%
Oral Presentation (Ethics of Gulf Oil Spill)	10%
Midterm Oral Exam	15%
Final Oral Exam	15%

Grading Scale: 90-100 A, 80-89 B, 70-79 C, 60-69 D, <59 F

Tardiness / Missed Lab: Lab attendance is mandatory. At the beginning of each laboratory we will discuss theory and principles related to the laboratory. Lateness will be penalized by deduction of points from your lab report. Do not leave the lab early unless your task is completed. You will earn the grade of zero for any missed lab.

Policies: Read all laboratory material before coming to lab. You are responsible for the cleanliness of the laboratory. You must clean all apparatus at the end of each experiment. Borrowed equipment or chemicals should be returned by the end of each lab. All chemical waste should be disposed properly. Special care should be made to keep the area around the balances free of spills.

Safety goggles and closed-toe shoes must be worn at all time during lab activities.

Academic Misconduct: Honesty in reporting results is one of the essential characteristics of your laboratory work. You will be more severely penalized for misrepresenting results than for honestly reporting "poor" results. Copying any part of journal articles, books, or website without proper citation are considered academic misconduct and will be penalized to the fullest extent possible. **Do not copy any part of other people's lab reports, including your lab partner's (this applies to all parts of reports, including contents, figures and tables). Even if you worked with a lab partner, you must write your report individually.**

Discipline-Specific Writing: This course has been designated as a Discipline-Specific Writing (DSW) course. The writing components of this course are essential part of this course and are designed to train you in scientific writing. This will entail writing in your laboratory notebook and laboratory reports. Your laboratory notebook will be a place for planning, calculation, procedure and record of all raw data and observation. Detailed instruction will be given in class. Your laboratory reports must follow appropriate scientific writing format and some may require several rewrites to improve your writing of scientific papers. See attached guideline for the format.

Lab Notebook: You are expected to keep an up-to-date hand-written original record of all experiments you perform. All records must be entered directly into the notebook in non-erasable ink. **The notebook must be up to date all the time. Make all entries on the same day of the experiment and as you perform the experiment.**

As you carry out your experiments, you will record the procedure that you actually performed (written in the past tense and in the third person), observation, physical data (e.g. melting point) and types of spectra collected (e.g. ^1H NMR in DMSO- d_6). The spectra themselves will most likely be attached to your reports, so they do not have to be included in the notebook.

The lab notebook will be graded several times throughout the semester. Your lab notebook will be collected at the end of the semester for final grading.

Reports: You will be given a basic outline of each experiment or project and specific goals to achieve. After completion of each project, you are expected to write a comprehensive report in a proper, scientific format, following the guidelines (see below). **Remember, writing a report is individual work and you may never copy or share ANY part of other people's reports, including drawings and tables,** even of your lab partner's. The only part you would share with your partner is the raw data, which is to be recorded in each individual's lab notebook.

Report Due: The report should be submitted on the due date announced in class. There will be a deduction of 5% (5 points) per day for late submissions.

Tentative Schedule for Spring XXXX

Week #	Tuesday	Thursday
1	Jan 4 – No class	Jan 6 – Syllabus, Intro Generating and managing data: Penny Lab
2	Jan 11 – Design experiments, control variables Ink and absorbance	Jan 13 – Communicating scientific work Accuracy & precision of glassware
3	Jan 18 – Library research: read a scientific article <i>DUE – 1st draft of 3 lab report and notebook for peer and instructor review</i>	Jan 20 – STUDENT PPT. PRESENTATION Topic: Ethics in Gulf Oil Spill Antioxidant lab – Introduction
4	Jan 25 – Antioxidant lab -Prepare solutions <i>DUE - Revised first 3 lab reports</i>	Jan 27 – Antioxidant lab - Prepare solutions
5	Feb 1 – Antioxidant lab TEAC assay using UV-Vis spectroscopy	Feb 3 – Antioxidant lab TEAC assay using UV-Vis spectroscopy
6	Feb 8 – Antioxidant lab Analysis of ascorbate & total phenolics	Feb 10 – Antioxidant lab - Extension <i>DUE: Data analysis and experimental</i>
7	Feb 15 – Antioxidant lab - Extension	Feb 17 – Effective Scientific Writing Webinar Intro to Carbon Nanotubes – Concept maps <i>DUE: 1st draft of antioxidant formal report</i>
8	Feb 22 – Dispersion of CNT, NIR spectroscopy	Feb 24 – Dispersion of CNT, NIR spectroscopy <i>DUE: Final antioxidant formal report</i>
9	March 1 – Functionalization of CNT and FTIR <i>DUE: 1st draft of CNT report</i>	March 3 – MIDTERM - Oral Exam <i>DUE: Lab notebook for review</i>
March 8 and 10 – SPRING BREAK		
10	March 15 – Analysis of water Physical methods <i>DUE: Revised draft of CNT report</i>	March 17 – Analysis of water Chemical methods
11	March 22 – Analysis of water Biological methods	March 24 – Guest lecture Careers at EPA and professionalism <i>DUE: 1st draft of water analysis report</i>
12	March 29 – Herbicide lab Synthesis of herbicide	March 31 – Herbicide lab NMR/IR analysis of herbicide <i>DUE: Revised draft of water analysis report</i>

13	April 5 – Herbicide lab Fate of herbicide via HPLC	April 7 – STUDENT PPT. PRESENTATION Topic: Chemical Year in Review 2010 <i>DUE: 1st draft of herbicide report</i>
14	April 12 – Solar Cells Prepare solutions	April 14 – Solar Cells Spray photolysis to prepare films <i>DUE: Revised draft of herbicide report</i>
15	April 19 – Solar Cells Testing cells	April 21 – Solar Cells Testing cells <i>DUE: Data analysis and experimental of solar cells</i>
16	April 26 – FINALS - Oral Exam <i>DUE: Lab notebook for review</i>	

Guidelines for Formal Reports

Title, Byline and affiliation: The title should clearly state the main objective of the experiment or project. Below the title add your name and the names of those who made substantial contribution to the work and your institution.

Abstract: Provides a summary overview of all parts of the report, usually in a paragraph, often emphasizing the major findings in the study.

Introduction: States the problem and the reason for studying it. Give relevant background of what has been done before problem and what will be addressed by the study. Insert proper reference numbers for citations (see under Citation and References).

Experimental Procedure: Write a detailed procedure for the experiments you performed (write in the past tense, passive voice and in the third person). Instead of rewriting the procedure given in the lab handout, **write what was actually done. It is important to give sufficient detail so that a person with similar knowledge level as yourself can follow and repeat the experiment.**

Data and Calculations: The first step in completing this section is to use your data and generate any tables or graphs necessary for the analysis. This should be done in your lab notebook. Data may be graphed or tabulated. Whether the results are graphed or tabulated will depend on the data and the conclusions you draw. You need to use your judgment.

Then examine your data and select the appropriate, pertinent items for your formal report. Not everything in the data tables in your notebook will necessarily go into tables in your report. In your notebook you might have recorded initial and final buret readings, but in your report you would only state the volume of titrant used, i.e., the difference between the initial and final buret volumes. Once the reliability of your data has been assessed, you may tabulate your results. Having achieved this, you can discuss and interpret your results.

Conclusions you draw from your data must be presented in a clear, concise manner. Tables and figures (graphs are considered figures) should be integrated into your text, as you would find them in your textbook or in a journal article. You should introduce data tables and figures with words using complete

sentences. Refer to figures and tables sequentially as they are introduced. Figures and tables should be identified with a separate series of number

Figures: Figures can be graphs of data, photographs, sketches, flow charts, and so on. Figures can play a major role in highlighting, clarifying, and summarizing data and results and can substantially increase the reader's comprehension of the text by communicating visually. All figures **must** be mentioned or discussed by name and number in the text.

- Capitalize the word "Figure" when it is followed by the figure number.
- Number figures sequentially with arabic numerals in order of discussion in the text (Figure 1, Figure 2, etc.)
- Chemical structures and schemes should not be numbered as figures.
- Every figure **must** have a caption that includes the figure number and a brief, informative description.

Tables: Use tables when data cannot be presented clearly as narrative. Like figures, all tables must be mentioned or discussed by number in text. A table should consist of at least three interrelated columns and three rows.

- Capitalize the word "Table" when it is followed by the table number.
- Number tables sequentially with arabic numerals in order of discussion in the text (Table 1, Table 2, etc.)
- Needs a brief, informative title that describes its content. Begin the table title with the word Table and its number.
- Every column must have a heading

Results and Discussion: This section is the meat of a formal report as it is where you demonstrate your understanding of the experiment and its results. It is also the most difficult to write, should take the most time, and is generally worth the most points in your score.

Begin this section with a statement of results. When you have finished working up your data, look it over to decide what conclusions may be drawn. State your results briefly, using the past tense. Write something about each table or figure, keeping in mind that they present the data but they do not state the results. Do not simply offer the data as your results. Be sure to introduce all your results in this section.

This section will also contain error analysis. Before one can draw conclusions from data, one must assess the precision and accuracy of the results. A result is only as good as the accuracy to which it was measured. To evaluate your data you must know how reliable it is. Acquiring data on a brand-new instrument does not mean that there is no error in the data, nor are computer calculated results error free.

There is always some error in your measurements. In the discussion of each error, a discussion of its effect on the experimental outcome/results should be included. Listed below are some common sources of error, all of which should be considered in assessing your data.

Once you have assessed the reliability of your data, you can discuss and interpret your results. You should first consider whether you accomplished what was proposed in the introduction and if your results were successful. What are the significant sources of error in the experiment? At least three procedural errors should be identified. How might they be minimized in the future?

Begin the "Results and Discussion" section with your interpretation of the results, and then perhaps a comparison of them with expected values. Always try to put a positive spin on your results if possible. You must also discuss the reliability of your data, how the reported uncertainty was determined and what its primary source was.

Things may go wrong in lab. However, even if your results are questionable, it is still possible to write a good lab report. Begin by stating what should have happened, then discuss what actually happened and why the experiment went wrong. Never begin your discussion with what went wrong. It is important that you demonstrate that you understand both what should have happened and what might have gone wrong. Note also that there is a big difference between a null result and a failure to get results.

Conclusion: The purpose of the Conclusion section is to summarize the pertinent concepts discussed in the R&D section. Always begin your Conclusion by clearly stating your results and the “goodness” or significance of your results, and relating them to ideas presented in the introduction. In other words, if the objective of the study was to determine the percent calcium carbonate in an unknown sample, you should restate the percentage, with its uncertainty, in this Conclusion section.

Important observations may go in this section as well. Discuss the significance of the results. When possible, compare your results with literature values. Discuss significant errors and suggest improvements to the procedure or possible ideas for additional experiments that could further support your conclusion.

Then make a concluding statement(s) and relate your conclusion to the ideas presented in the introduction. Note: Stating that “overall the experiment went well” or that “I learned how to use a piece of equipment” are not strong conclusions.

The conclusion is not to be a lengthy discourse. One paragraph (about four to seven sentences) is the amount to be presented in conclusion

Discuss and interpret the data and results. This includes (but not limited to) analysis of the spectral data to draw conclusion, identification of the product(s) if unknown, and/or comparison of the characterization data with literature data if the product is known. You may discuss problems you encountered, briefly summarize how the chemical reaction worked and roles of each reagent and condition in the reaction itself as well as the purification process.

Citation: If you cite or rephrase from literature in any part of your report, you must give a **reference number** after the cited or rephrased sentence and list the references under Reference section (see below). Especially your Introduction will need to show appropriate citations, because most likely the theories and background information discussed are not your original idea! Rephrase and resummarize the citation as much as possible... and **NEVER SIMPLY COPY AND PASTE!** You are encouraged to change the wordings in the citation to best suite the context. Example:

A spectrochemical series of ligands is a list of ligands ordered on ligand field-strength exerted on the metal center in metal complexes.[1] In crystal field theory, ligands split the energy levels of the d-orbitals of the metal center (Δ - crystal-field splitting parameter; Δ_{oct} for octahedral crystal field), and the nature of the ligand affects the magnitude of Δ .[2] This energy splitting is reflected in differences in color of metal complexes, where an electron in the lower energy d-orbital is excited to the higher energy d-orbital by absorbing the photon with energy corresponding to Δ .[2]

References: List all relevant literature citations using a proper format (see JACS format below). Numbers must be given in the order of appearance in your main text, and must be consistent. If you use MS Word, use the Reference function is a convenient one to use (instruction will be given on the first day of class).

Sample format for a journal article (JACS format)

[1] Guo, Z.; Dowddy, E. D.; Li, W.-S.; Polniaszek, R.; Delaney, E.; A novel method for the mild and selective amidation of diesters and the amidation of monoesters; *Tetrahedron Lett.* **2001**, *42*, 1843-1845.

* If the article was found online, write all the bibliographical information as above and then add the URL in <>. URL by itself is not sufficient.

Samples format for a book

[2] *Activation and Catalytic Reactions of Saturated Hydrocarbons in the Presence of Metal Complexes*; Shilov, A. E.; Shul'pin, G. B. Ed.; Kluwer Academic Publishers: Dordrecht/Boston/London, 2000; xi-xiv.

[3] Lide, D. R., *CRC Handbook of Chemistry and Physics*, 83rd ed.; CRC, New York, **2002**.

Samples format for a website

[4] EG&G Services, Parsons, Inc. .Fuel Cell Handbook, Fifth edition. October 2000.
<http://www1.eere.energy.gov/hydrogenandfuelcells/pdfs/pemfc_econ_2006_report_final_0407.pdf>

[5] Prof. R.J. Lancashire, CHEM1902 (C 10K) Coordination Chemistry. An Introductory course at UWI, Mona, March 1996. <<http://wwwchem.uwimona.edu.jm:1104/courses/IC10Kout.html>>

* Note that web pages may disappear anytime and many of them are not considered appropriate sources.

*Wikipedia is a useful site to get basic information, but it is not suitable to cite in an academic writing.

* First check if it is an online version of a published article. If it is, follow the journal article citation format (see above). Otherwise, after making sure that the qualification of the author of the website and the quality/validity of the site, use the following examples as a guideline.

Oral Presentation Guidelines

<http://acs-careers.wordpress.com/2010/11/29/oral-presentations-preparation-is-everything/>

Course Update Request (Add, Delete, Modify)

Originator

Chemistry Department

Department

College of Science and Mathematics

College

Slattery, Spencer J.

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

STEM

Prefix

3815

Number

Perspectives on Science and Mathematics

Course Title

Specially designed to meet the needs of future teachers, students design and carry out two lesson plans which they write up and present in the manner that is common in the scientific community. Course is restricted to UTeach students.

Course Catalog Description

3	0	3	Fall - 2012	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

Course requirement under the UTeach initiative.

Planning Info

Library Resources are Adequate
Library Resources Need Enhancement

Present or Projected Annual Enrollment: **5**

Comments

Course discription is attached that contains the objectives and expectations.

College Approvals

Spencer J. Slattery [APPROVED 2011-11-01]

Chair, Course Department

Scott Gordon [APPROVED 2011-11-04]

Coordinator, COSM Curriculum Committee

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2011-12-02]

Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]

Chair, Faculty Senate

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STEM 3815 Perspectives on Science and Mathematics

Catalog description

Specially designed to meet the needs of future teachers, students design and carry out two lesson plans which they write up and present in the manner that is common in the scientific community. Course is restricted to UTeach students.

Course Description

This upper-division history course explores a selection of topics and episodes in the history of science and mathematics. The specific objectives and expectations in the table following this section are part of four broad, interlocking goals:

- to provide you with an overview of the history of science and mathematics;
- to enable you to put these historical perspectives and context to work in pedagogy;
- to promote intellectual curiosity and sharpen your critical thinking skills; and
- to improve your presentation and writing skills.

As a key component of this course, you will design and prepare two 5E Lesson Plan of 1200 words each. You will select the subject of these lesson plans from a variety of options. (Detailed instructions will be distributed separately.) Once graded, you will incorporate corrections into your lesson plan and electronically post the revised product for an opportunity to improve your grade. Additionally, you will give a formal presentation of one of your lesson plans to a group of peers, and participate in critiquing presentations of others.

The course includes a midterm exam designed to test the extent to which you have followed, engaged, and learned from the topics discussed in class, as well as from assigned readings. And as a final exam, you will compose in one of the final class periods an essay of about 800 words.

The assigned readings for this course vary in length, and you are encouraged to read thoughtfully in all cases. Lightly skimming the material will not adequately prepare you for the level of critical thinking and engagement you are expected to display in class discussions. Some of the readings are from primary sources (such as writings by prominent scientists), other readings are from secondary texts (such as by historians). You are also required to do additional research and reading to inform your lesson plans. (Keep this in mind when budgeting your time for this course.)

Classes are conducted as a mixture of lecture and discussion. Accordingly, attendance and participation are important, as you can see from the grading distributions, below. Attendance will be taken daily, and will be used in evaluating your overall grade for class participation. You are encouraged ask questions at any time during lectures, as well as to speak up and offer thoughts, ideas, and opinions during class discussions.

Course Objectives and Expectations

Course Objectives and Evidence of Student Learning and Engagement	
<i>Students will...</i>	<i>Evidence</i>
describe the historical development of aspects of science and mathematics relevant to future teachers.	<ul style="list-style-type: none"> • Reading confirmation quizzes • Participation in class and weekly section discussions • Mid-term and final exam responses
describe several analytic frameworks for understanding the history of science and mathematics.	<ul style="list-style-type: none"> • Reading confirmation quizzes • Participation in class and weekly section discussions • Mid-term and final exam responses
analyze the history and content of evolutionary theory.	<ul style="list-style-type: none"> • Reading confirmation quizzes • Participation in class and weekly section discussions • Written responses to questions high school students are likely to raise about evolution • Mid-term and final exam responses • 5E lesson plans
express ideas and opinions clearly and effectively in formal writing.	<ul style="list-style-type: none"> • 5E lesson plans • Various writing assignments
develop skills in searching for, retrieving, and evaluating the provenance and reliability of, source materials, on- and offline, including specific resources available to teachers.	<ul style="list-style-type: none"> • Participation in class and weekly section discussions • Research skills workshop with university librarian • 5E lesson plan citations
integrate approaches and material learned in the course with independent research and science or math content to design middle and high school science and math lessons	<ul style="list-style-type: none"> • Two 5E lesson plans designed for middle or high school students that address standards and integrate approaches and material learned in the course with independent research and science or math content. • Teaching 5E lesson plan to peers • Feedback to peers on 5E lessons
reflect on and critique their own work, particularly lesson plans, and that of others.	<ul style="list-style-type: none"> • Two 5E lesson plans designed for middle or high school students that address standards and integrate approaches and material learned in the course with independent research and science or math content. • Teaching 5E lesson plan to peers • Feedback to peers on 5E lessons

Expectations

1. Everyone is expected to attend class. You have one free absence without consequences. After that you must provide written medical proof of illness, or another acceptable exemption, otherwise, you will lose .5 percentage points for each absence.
2. Work turned in late without an extension negotiated at least a week in advance will be penalized one full letter grade.
3. Alongside the present syllabus, you should soon have a handout titled "Avoiding Plagiarism in History Courses," which has been prepared by the History Department to help prevent this problem. Accordingly, university policies on plagiarism and academic dishonesty will be enforced in this class.
4. There is a required Course Packet. Also, some additional readings will be handed out in class (if they are from outdated original sources) and others will be available online (from reliable sources). All readings will be announced on a weekly basis; if for whatever reason you miss a day of class, you are responsible for obtaining the assignment.

Assignments/Grading Policy

Activities	Points
Class Participation and Attendance.	10
Reading Confirmation Quizzes. There will be short quizzes each day for any reading assignments.	16
First Lesson Plan.	16
Midterm Exam.	16
Second Lesson Plan.	16
Presentation.	10
Final Exam. This is a comprehensive final in essay format, sampling from all that we have talked about.	16
TOTAL	100

Grading Scale

- 90 -- 100 = A
- 80 -- 89 = B
- 75 -- 79 = C
- 70 -- 74 = D
- Below 70 = F

Late Work Policy: Assignments must be submitted on the dates indicated on the course outline. In general, late work will not be accepted. One half of the assigned points will be deducted for work that is submitted after the due date if there is a legitimate excuse.

Policy on Scholastic Dishonesty: Students who violate university rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

Course Update Request (Add, Delete, Modify)

Originator

Mathematics Department

Department

College of Science and Mathematics

College

Nguyen, Minh

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

MATH 3805 Functions and Modeling

Prefix Number Course Title

This is a mathematics course designed to address the unique needs of future teachers of mathematics. It is required of UTeach math majors and also counts toward their mathematics degree. In this course, students engage in explorations and lab activities designed to strengthen and expand their knowledge of the topics found in secondary mathematics.

Course Catalog Description

3 3 Fall - 2012 Every Term Letter Grade
 Lec Hrs Lab Hrs Credit Hrs Effective Term Frequency Grading

Prerequisites

Math 1634, Math 2853, UTCH 2002

Corequisites

Rationale

This course is created to realign the Math secondary education program to fit in UTeach program

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement
 Present or Projected Annual Enrollment: 40

Comments

College Approvals

Van Nguyen [APPROVED 2011-10-31]

Chair, Course Department

Scott Gordon [APPROVED 2011-11-04]

Coordinator, COSM Curriculum Committee

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2011-12-02]

Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]

Chair, Faculty Senate

Math 3805: Functions and Modeling

Sample Syllabus

Instructor:

Office:

Office Phone:

Office Hours:

E-mail:

Course Prerequisite(s):

- Successful completion of the course UTeach Step 2,
- Math 1634 (Calculus 1), Math 2853 (Elementary Linear Algebra), or the equivalent with permission of instructor
- A serious interest in becoming a better mathematician and mathematical scientist, and in exploring the teaching of mathematics to prospective scientists, engineers, and mathematicians.

Course Description/Overview:

The purpose of this course is to deepen and broaden your mathematical knowledge, with an emphasis on understanding concepts connected to secondary mathematics at a deeper level than before. Additionally, the approach of the course is to have each student participate in ways that may not have been the norm in other undergraduate mathematics courses that you have taken. That is, we expect students to seize the opportunities in the course by taking the initiative and more deeply engaging the course material (both in class and out of class) via self-learning, whenever possible, and when required. You do this by digging deeper into class topics and directions of interest using multiple resources, by taking risks, proposing conjectures, testing and devising solution methods, raising questions, and by contributing your acquired knowledge, questions, speculations, and solutions daily to small-group or whole-class discussions and investigations, in a responsible, and professional way. Thus, you will engage in explorations and lab activities designed to strengthen and expand your mathematical knowledge. Course activities are designed to:

1. Guide you to a second, deeper look at topics you should have been exposed to previously;
2. Illuminate the connections between secondary and college mathematics;
3. Illustrate appropriate and resourceful use of technology in teaching and learning mathematics;
4. Illuminate the connections between various areas of mathematics and the role of functions and models in the world; and
5. Engage you in serious (i.e., non-routine) problem solving, in problem-based learning, and in the applications of mathematics.

Specific topics of investigation may include function and model properties and analysis, complex numbers, parametric equations, polar equations, vectors, and exponential growth and decay, and differential equations and simulations. Explorations involve the use of multiple representations, transformations, data analysis techniques (such as curve fitting) and interconnections among topics in algebra, analytic geometry, statistics, trigonometry, calculus, numerical analysis and

dynamical systems, for example. The lab investigations involve the use of various technologies including computers, mathematical software (including graphing software), and calculators and probeware.

Course Objectives and Evidence of Student Learning:

<i>Students will be able to...</i>	<i>Evidence of Student Learning:</i>
Demonstrate proficiency in working with the concept of function and function related topics such as rate of change, limit, and accumulation.	Classroom activities, student presentation of findings (e.g., poster presentations), assessments, and classroom performance (e.g., participation)
Demonstrate a depth of content knowledge with regard to important secondary mathematics topics such as parametric relations, polar relations, matrices, exponential and logarithmic functions, vectors, and complex numbers.	Classroom activities, student presentation of findings, assessments, and classroom performance
Generate data, or work with relevant given lab or exploration data; and, use regression, matrix, function pattern, and other methods to generate, analyze, and model the data.	Classroom activities and lab activity write-ups and presentations (e.g., analysis)
Present mathematical ideas and topics in a knowledgeable and effective manner.	Classroom presentations of findings, small group participation, and whole class participation, and classroom performance
Demonstrate proficiency in the use of technology in the mathematics classroom.	Classroom activities, labs, assessments, and classroom performance
Search for and identify mathematics content connections between the various levels of secondary mathematics curriculum and between secondary and university level curriculum.	Classroom activities, student presentation of findings, and classroom performance

Grading:

The course will have 3 tests and one comprehensive final examination. The students are required to do the homework assignments including but not limited to presentations, lab-write-ups etc.

Letter grades will be assigned as follows:

- 90—100% A
- 80—89.99% B
- 70—79.99% C
- 60—69.99% D
- 00—59.99% F

Course Update Request (Add, Delete, Modify)

Originator

Mathematics Department

Department

College of Science and Mathematics

College

Nguyen, Minh

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

MATH 3825 Research Methods

Prefix Number Course Title

Specially designed to meet the needs of future teachers, students design and carry out four independent inquiries, which they write up and present in the manner that is common in the scientific community. Course is restricted to UTeach students.

Course Catalog Description

3	0	3	Fall - 2012	Spring and Fall	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

This course is created to realign the Math Dept secondary education track to fit in UTeach program

Planning Info

Library Resources are Adequate
Library Resources Need Enhancement

Present or Projected Annual Enrollment: **40**

Comments

College Approvals

Van Nguyen [APPROVED 2011-10-31]

Chair, Course Department

Scott Gordon [APPROVED 2011-11-04]

Coordinator, COSM Curriculum Committee

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2011-12-02]

Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]

Chair, Faculty Senate

Math 3805: Functions and Modeling

Sample Syllabus

Instructor:

Office:

Office Phone:

Office Hours:

E-mail:

Course Prerequisite(s):

- Successful completion of the course UTeach Step 2,
- Math 1634 (Calculus 1), Math 2853 (Elementary Linear Algebra), or the equivalent with permission of instructor
- A serious interest in becoming a better mathematician and mathematical scientist, and in exploring the teaching of mathematics to prospective scientists, engineers, and mathematicians.

Course Description/Overview:

The purpose of this course is to deepen and broaden your mathematical knowledge, with an emphasis on understanding concepts connected to secondary mathematics at a deeper level than before. Additionally, the approach of the course is to have each student participate in ways that may not have been the norm in other undergraduate mathematics courses that you have taken. That is, we expect students to seize the opportunities in the course by taking the initiative and more deeply engaging the course material (both in class and out of class) via self-learning, whenever possible, and when required. You do this by digging deeper into class topics and directions of interest using multiple resources, by taking risks, proposing conjectures, testing and devising solution methods, raising questions, and by contributing your acquired knowledge, questions, speculations, and solutions daily to small-group or whole-class discussions and investigations, in a responsible, and professional way. Thus, you will engage in explorations and lab activities designed to strengthen and expand your mathematical knowledge. Course activities are designed to:

1. Guide you to a second, deeper look at topics you should have been exposed to previously;
2. Illuminate the connections between secondary and college mathematics;
3. Illustrate appropriate and resourceful use of technology in teaching and learning mathematics;
4. Illuminate the connections between various areas of mathematics and the role of functions and models in the world; and
5. Engage you in serious (i.e., non-routine) problem solving, in problem-based learning, and in the applications of mathematics.

Specific topics of investigation may include function and model properties and analysis, complex numbers, parametric equations, polar equations, vectors, and exponential growth and decay, and differential equations and simulations. Explorations involve the use of multiple representations, transformations, data analysis techniques (such as curve fitting) and interconnections among topics in algebra, analytic geometry, statistics, trigonometry, calculus, numerical analysis and

dynamical systems, for example. The lab investigations involve the use of various technologies including computers, mathematical software (including graphing software), and calculators and probeware.

Course Objectives and Evidence of Student Learning:

<i>Students will be able to...</i>	<i>Evidence of Student Learning:</i>
Demonstrate proficiency in working with the concept of function and function related topics such as rate of change, limit, and accumulation.	Classroom activities, student presentation of findings (e.g., poster presentations), assessments, and classroom performance (e.g., participation)
Demonstrate a depth of content knowledge with regard to important secondary mathematics topics such as parametric relations, polar relations, matrices, exponential and logarithmic functions, vectors, and complex numbers.	Classroom activities, student presentation of findings, assessments, and classroom performance
Generate data, or work with relevant given lab or exploration data; and, use regression, matrix, function pattern, and other methods to generate, analyze, and model the data.	Classroom activities and lab activity write-ups and presentations (e.g., analysis)
Present mathematical ideas and topics in a knowledgeable and effective manner.	Classroom presentations of findings, small group participation, and whole class participation, and classroom performance
Demonstrate proficiency in the use of technology in the mathematics classroom.	Classroom activities, labs, assessments, and classroom performance
Search for and identify mathematics content connections between the various levels of secondary mathematics curriculum and between secondary and university level curriculum.	Classroom activities, student presentation of findings, and classroom performance

Grading:

The course will have 3 tests and one comprehensive final examination. The students are required to do the homework assignments including but not limited to presentations, lab-write-ups etc.

Letter grades will be assigned as follows:

- 90—100% A
- 80—89.99% B
- 70—79.99% C
- 60—69.99% D
- 00—59.99% F

Course Update Request (Add, Delete, Modify)

Originator

Physics Department

Department

College of Science and Mathematics

College

Powell, Bobby E.

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

PHYS

Prefix

3825

Number

Research Methods

Course Title

Specially designed to meet the needs of future teachers, students design and carry out four independent inquiries, which they write up and present in the manner that is common in the scientific community. Course is restricted to UTEACH students.

Course Catalog Description

2 2 3 Fall - 2012 Yearly Letter Grade
 Lec Hrs Lab Hrs Credit Hrs Effective Term Frequency Grading

Prerequisites

Completion of 12 hours of upper level physics courses

Corequisites

Rationale

This course is part of the UTEACH program and is needed in the revised Plan D of the B.S. degree with a major in Physics

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 5

Comments

College Approvals

Bobby E. Powell [APPROVED 2011-11-02]

Chair, Course Department

Scott Gordon [APPROVED 2011-11-04]

Coordinator, COSM Curriculum Committee

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Camilla Gant [APPROVED 2011-12-02]

Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]

Chair, Faculty Senate

PHYS 3825 Research Methods

Catalog Description

Specially designed to meet the needs of future teachers, students design and carry out four independent inquiries, which they write up and present in the manner that is common in the scientific community. Course is restricted to UTEACH students.

Course Description

Research Methods is a one-semester, three-hour course in the required UTeach sequence. It is one of several content courses specially designed to meet the needs of future teachers (others include Perspectives on Science and Mathematics and Functions and Modeling). Sections are limited to 30 students, who meet two hours per week for non-traditional, interactive lectures and two hours per week for lab. The course is cross-listed in Physics, Chemistry, Mathematics, Geology and Biology.

The goals of the course are:

- to provide UTeach students with the tools that scientists use to solve scientific problems;
- to give students the opportunity to use these tools in a laboratory setting;
- to make students aware of how scientists communicate with each other through peer-reviewed scientific literature; and
- to enable students to understand how scientists develop new knowledge and insights, the most important of which are eventually presented in textbooks and taught in conventional science classes.

Students design and carry out four independent inquiries, which they write up and present in the manner that is common in the scientific community. The inquiries incorporate mathematics and the various science disciplines, thus the team of instructors teaching this course have expertise in different disciplines and are available to supervise all students as they work on their inquiries in the lab. Teaching Assistants (TAs) and Master Teachers are also members of the instructional team.

The combination of Research Methods and Perspectives on Mathematics and Science provides prospective science and mathematics teachers with an in-depth understanding of how the scientific enterprise works.

Class	Topic
Unit 1: Curiosity and Scientific Inquiry	
Topic 1:	Curiosity and Scientific Inquiry
Topic 2:	Scientific Methods
Topic 3:	Lab: Inquiry 1, Preparation
Unit 2: Experimental Design and Analysis	
Topic 4:	Error Analysis
Topic 5:	Reducing Systemic Error
Topic 6:	Lab: Safety, Introduction to Inquiry 2
Topic 7:	Graphical Analysis of Data
Topic 8:	Evaluating Inquiries
Topic 9:	Lab: Inquiry 2, Calibrating Equipment
Unit 3: Statistics	
Topic 10:	Introduction to Statistics
Topic 11:	Sampling and Averaging
Topic 12:	Lab: Inquiry 2
Topic 13:	Standard Deviation
Topic 14:	Standard Error
Topic 15:	Lab: Inquiry 2, Applying Statistics to Data
Topic 16:	Distributions and Central Limit Theorem
Topic 17:	Z Test
Topic 18:	Lab: Inquiry 3: Starting Off
Topic 19:	t Test
Topic 20:	Inquiry 2 Partner Grading

Class	Topic
Topic 21:	Lab: Inquiry 3, χ^2 test
Topic 22:	Inquiry 2 Presentations
Unit 4: Scientific Information	
Topic 23:	Lab: Inquiry 4 Planning
Topic 24:	Scientific Literature: Existence
Topic 25:	Scientific Literature: Searching
Topic 26:	Lab: Inquiry 4
Unit 5: Modeling	
Topic 27:	Order of Magnitude
Topic 28:	Dimensional Analysis
Topic 29:	Lab Inquiry 4
Topic 30:	Describing Physical Phenomena with Mathematics
Topic 31:	Temperature Change - The Big Idea with Calculus
Topic 32:	Lab: Inquiry 4
Topic 33:	Presentation Preparation
Topic 34:	Topic Presentations
Topic 35:	Lab: Inquiry 4 Partner Grading
Topic 36:	Final Exam: Inquiry 4 Presentations

Course Objectives and Expectations

Course Objectives and Evidence of Student Learning and Engagement	
<i>Students will:</i>	<i>Evidence:</i>
create their own experiments to answer scientific questions.	<ul style="list-style-type: none"> Four papers on four separate independent inquiries, designed and carried out by the student: (1) brief home inquiry, (2) laboratory inquiry using high school equipment, (3) survey involving human subjects, and (4) extended laboratory inquiry

Students will:	Evidence:
design experiments to reduce systematic and random errors and use statistics to interpret the results.	<ul style="list-style-type: none"> • Papers on inquiries 2, 3, and 4 • Proposals for inquiries 2 and 4
use probes and computers to gather and analyze data.	<ul style="list-style-type: none"> • Instructor observations during inquiry 2 or 4 or both
use statistics to interpret experimental results and deal with sampling errors.	<ul style="list-style-type: none"> • Two homework assignments • Two brief in-class papers • Class performance • Write-ups for inquiries 2, 3, and 4
treat human subjects in an ethical fashion.	<ul style="list-style-type: none"> • Certificate demonstrating completion of human subjects training • Satisfactory completion of inquiry 3, which involves human subjects
apply safe laboratory procedures.	<ul style="list-style-type: none"> • Instructor observations during inquiries 2 and 4
find and read articles in the scientific literature.	<ul style="list-style-type: none"> • Two homework assignments • Performance assessment during debate
create mathematical models of scientific phenomena.	<ul style="list-style-type: none"> • Two homework assignments • Personalized modeling assignments as part of inquiries 2 and 4
apply scientific arguments in matters of social importance.	<ul style="list-style-type: none"> • Student presentations of open questions
write scientific papers.	<ul style="list-style-type: none"> • Four written inquiries, with inquiries 2 and 4 involving at least two drafts
review scientific papers.	<ul style="list-style-type: none"> • Student evaluations of each other, in pairs
give oral presentation of scientific work.	<ul style="list-style-type: none"> • In-class oral reports on inquiries 2 and 4

Course Requirements and Expectations

- You must purchase the book *Surely You are Joking, Mr. Feynman*. Other materials will be provided.
- Some course topics will be covered only in class, and you must be present to receive credit. If you turn assignments late without approval, you will lose 10% of the value of the assignment for each day it is late.
- Write-ups of your final inquiries will be graded according to a rubric you will find in your course packet and checklists you can find on the course Web site.
- Inquiry drafts will be graded by checking whether the major sections of the report have been completed (Abstract, Introduction, Design, Analysis, Conclusions).
- Rewrite policy: Final drafts of Inquiries 1, 2, and 3 that have been turned in on time can be rewritten for additional credit. Contact your lecture instructor for details of the policy.
- Please note that the final inquiry must be related to the subject for which you have signed up for the class. For example, if you are registered in biology, your final inquiry must be a biology inquiry.

- Research Methods is a "substantial writing component course." Therefore, your inquiries will be evaluated both **on content** and the quality of written expression. There will be no formal examinations.

Assignments and Grading Policy

Activities	Points
Class and Laboratory Attendance. as determined by checks of active participation and submission of in-class assignments.	10
Homework Assignments.	25
Inquiry 1	5
Inquiry 2 Proposal	2
Inquiry 2 Draft. The draft may not be accepted if the proposal was not turned in on time.	3
Inquiry 2 Oral Presentation	3
Inquiry 2 Final Write-up. The formal write-up may not be accepted if the first draft was not turned in on time, the presentation was delivered, and the student participated in partner grading.	10
Inquiry 3 Write-up.	10
Inquiry 4 Proposal.	2
Debate Presentation.	5
Inquiry 4 Draft. The draft may not be accepted if the proposal was not turned in on time.	5
Inquiry 4 Oral Presentation.	5
Inquiry 4 Final Write-up. The formal write-up may not be accepted if the first draft was not turned in on time, the presentation was delivered, and the student participated in partner grading.	15
TOTAL	100

Grading Scale

90 - 100 = A

80 - 89 = B

75 - 79 = C

70 - 74 = D

Below 70 = F

Late Work Policy: Some course topics will be covered only in class, and you must be present to receive credit. If you turn assignments late without approval, you will lose 10% of the value of the assignment for each day it is late.

Sample Research Methods Semester Overview

Date	Topic	Project in Progress	Reading	Homework Start	Due
Aug 27	Curiosity and scientific inquiry				
Lab	Balloons: Inquiry I Preparation	Inquiry I	Feynman, part II		
Sep 1	Labor Day				
Sep 3	Falling objects; Experimental design I		Notes, Chapter 1	1 (Inquiry Grading)	Inquiry I
Lab	Safety, Inquiry II	Inquiry II			
Sep 8	Sliding objects: Experimental design II		Notes, Chapter 2		
Sep 10	Homework 1 Grading Discussion		Notes, Appendix A	2 (Excel)	Homework 1
Lab	Graphical analysis of data: Inquiry II				Inquiry II Proposal
Sep 15	Statistics: Motivation, Overview		Sample Inquiries		
Sep 17	Statistics: sampling and averaging			3 (Human Subjects)	Homework 2
Lab	Inquiry II				
Sep 22	Statistics: Standard Deviation, Standard Error		Notes, Chapter 3	4 (Statistics)	Homework 3
Sep 24	Statistics: Standard Error				
Lab	Inquiry II				
Sep 29	Statistics: Distributions, Central Limit Thm.			5 (Inquiry grading)	Homework 4
Oct 1	Statistics: Z tests				Inquiry II draft
Lab	Inquiry III	Inquiry III			
Oct 6	Statistics: <i>t</i> tests: and now it's up to you.				Homework 5
Oct 8	Inquiry II partner grading				
Lab	Inquiry III+ χ^2			6 (χ^2)	
Oct 13	Scientific Literature: Existence		Notes, Chapter 5		Homework 6
Oct 15	Scientific Literature: Searching				
Lab	Inquiry IV planning	Inquiry IV			Inquiry III
Oct 20	Inquiry II presentations			7 (Literature Search)	Inq IV Proposal 1
Oct 22	Inquiry II presentations				
Lab	Inquiry IV; proposal review				Homework 7
Oct 27	Modeling: Order of magnitude I		Notes, Chapter 4	8 (Estimation)	Inq IV Proposal 2
Oct 29	Modeling: Order of magnitude II				Inquiry II final
Lab	Inquiry IV				
Nov 3	Modeling: M&Ms [M&Ms, plates]			9 (M&Ms)	Homework 8
Nov 5	Modeling: Temperature Probe				
Lab	Inquiry IV				
Nov 10	Numerical Modeling: [heat equation in Excel]	Presentations	Presentation articles	10 (Position paper)	Homework 9
Nov 12	Numerical Modeling: [Nonlinear equations]				
Lab	Inquiry IV				
Nov 17	Presentation Preparation				
Nov 19	Presentations				
Lab					
Nov 24	Thanksgiving				Homework 10
Nov 26	Thanksgiving				
Lab	Thanksgiving				
Dec 1	Presentations		Feynman, Cargo Cult...	11 (Inquiry Grading)	Inquiry IV draft
Dec 3	Presentations				
Lab	Inquiry discussions with partners				Homework 11

Sample Research Methods Semester Overview

Date	Topic	Project in Progress	Reading	Homework Start	Due
Final Exam Periods: Final Presentations					Inquiry IV final

Addendum III

Program View Request (Read-Only)

Originator		
College of Social Sciences <small>College</small>	Criminology Department <small>Department</small>	Johnson, Mike <small>Originator</small>

Action Add <input type="checkbox"/> Modify <input type="checkbox"/> Deactivate <input type="checkbox"/> Terminate <input type="checkbox"/> Reactivate <input type="checkbox"/>	Modifications				
	<table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:33%;"><small>Program Name</small></td> <td style="width:33%;"><small>Program Description</small></td> <td style="width:15%;"><small>Degree Name</small></td> <td style="width:19%;"><small>See Modification Details</small></td> </tr> </table>	<small>Program Name</small>	<small>Program Description</small>	<small>Degree Name</small>	<small>See Modification Details</small>
<small>Program Name</small>	<small>Program Description</small>	<small>Degree Name</small>	<small>See Modification Details</small>		

Program Selection			
College of Social Sciences <small>College</small>	Master of Arts with a Major in Criminology <small>Program</small>		
Master of Arts with a Major in Criminology <small>Program Name</small>	On Campus <small>Program Location</small>	Graduate <small>Degree Level</small>	
Master of Arts <small>Degree Name</small>	Spring <small>Effective Semester/Year</small>	2012	

Modification Details
Remove the following statement from the Graduate Catalog: "In addition, all students must satisfy the Graduate School's foreign language requirement." <small>(Max 4000 characters)</small>

Rationale
With the dissolution of the Graduate College each college and graduate program has the prerogative of establishing its own foreign language requirement. The Criminology Department does not wish to have a foreign <small>(Max 4000 characters)</small>

Planning Info
<input type="checkbox"/> Library Resources are Adequate <input type="checkbox"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 20

Comments
 <small>(Max 4000 characters)</small>

Document To Upload
Choose File No file chosen
<small>(e.g. syllabi, other supporting documentation)</small>

College Approvals
<hr/> Heather Mbaye [APPROVED 2011-11-04] <small>Coordinator, COSS Executive Committee</small>
<hr/> David Jenks [APPROVED 2011-11-02] <small>Chair, Course Department</small>

Cross Listing Approvals
<hr/> N/A <small>Chair, Cross Listed Department</small>
<hr/> N/A <small>Associate Dean, Cross Listed College</small>

Other Approvals

Final Approval
<hr/> Jon Anderson [REQUIRED] <small>Chair, Faculty Senate</small>

Program View Request (Read-Only)

Originator

College of Social Sciences
College

Criminology Department
Department

Johnson, Mike
Originator

Action

Add Modify Deactivate Terminate Reactivate

Modifications

Program Name Program Description Degree Name See Modification Details

Program Selection

College of Social Sciences
College

Master of Arts with a Major in Criminology
Program

Master of Arts with a Major in Criminology
Program Name

On Campus
Program Location

Graduate
Degree Level

Master of Arts
Degree Name

Spring 2012
Effective Semester/Year

Modification Details

Remove CRIM 6015: Managing Data as a core requirement,

(Max 4000 characters)

Rationale

Managing Data is an advanced course that specifically prepares students to become data analysts, which many students will not choose to become. CRIM 6003: Applied Statistics in Criminology will replace 6015 as a core requirement.

(Max 4000 characters)

Planning Info

Library Resources are Adequate

Library Resources Need Enhancement

Present or Projected Annual Enrolment: 20

Comments

(Max 4000 characters)

Document To Upload

Choose File No file chosen

(e.g. syllabi, other supporting documentation)

College Approvals

David Jenks [APPROVED 2011-11-02]

Chair, Course Department

Heather Mbaye [APPROVED 2011-11-04]

Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson [REQUIRED]

Chair, Faculty Senate

Program View Request (Read-Only)

Originator College of Social Sciences <small>College</small>	Criminology Department <small>Department</small>	Johnson, Mike <small>Originator</small>
---	--	---

Action Add <input type="checkbox"/> Modify <input checked="" type="checkbox"/> Deactivate <input type="checkbox"/> Terminate <input type="checkbox"/> Reactivate <input type="checkbox"/>	Modifications <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:30%;">Program Name</th> <th style="width:30%;">Program Description</th> <th style="width:20%;">Degree Name</th> <th style="width:20%;">See Modification Details</th> </tr> </thead> </table>	Program Name	Program Description	Degree Name	See Modification Details
Program Name	Program Description	Degree Name	See Modification Details		

Program Selection			
College of Social Sciences <small>College</small>	Master of Arts with a Major in Criminology <small>Program</small>		
Master of Arts with a Major in Criminology <small>Program Name</small>	On Campus <small>Program Location</small>	Graduate <small>Degree Level</small>	
Master of Arts <small>Degree Name</small>	Spring <small>Effective Semester/Year</small>	2012	

Modification Details Make CRIM 6003: Applied Statistics in Criminology a core requirement. <small>(Max 4000 characters)</small>
--

Rationale CRIM 6003: Applied Statistics in Criminology provides students with a more broadly applicable knowledge of statistics compared to the current required statistics course--6015: Managing Data. Managing Data is an advanced <small>(Max 4000 characters)</small>

Planning info Library Resources are Adequate Library Resources Need Enhancement Present or Projected Annual Enrollment: 20
--

Comments <small>(Max 4000 characters)</small>

Document To Upload Choose File No file chosen <small>(e.g. syllabi, other supporting documentation)</small>
--

College Approvals David Jenks [APPROVED 2011-11-02] _____ Chair, Course Department Heather Mbaye [APPROVED 2011-11-04] _____ Coordinator, COSS Executive Committee

Cross Listing Approvals N/A _____ Chair, Cross Listed Department N/A _____ Associate Dean, Cross Listed College
--

Other Approvals

Final Approval Jon Anderson [REQUIRED] _____ Chair, Faculty Senate
--

Course Update Request (Add, Delete, Modify)

Originator

CrimInology Department

Department

College of Social Sciences

College

Johnson, Mike

Originator

Action

Modifications

Course Details

CRIM 6305 Critical Social Analysis

Prefix Number Course Title

This course highlights theory as applied practice. Selected aspects of postmodernist, Frankfurt School critical theory, critical and conflict sociology, and feminist theories are used to analyze and critique selected contemporary issues (e.g., identity, body, media, ethics, aging, law, gender, art, etc.), as well as selected issues within the discipline of sociology itself.

Course Catalog Description

3 Lec Hrs 0 Lab Hrs 3 Credit Hrs Spring - 2012 Effective Term Frequency Grading

Prerequisites

Corequisites

Rationale

This course has become obsolete with the creation of an independent MA Criminology program. The course was created as a specialty for Sociology and currently does not help characterize a distinct crime and criminal justice studies curriculum. Also, generally speaking, critical social analysis is incorporated into most graduate criminology courses. The course was a better fit when criminology was a concentration within the MA Sociology program.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement
 Present or Projected Annual Enrollment:

Comments

College Approvals

Heather Mbaye [APPROVED 2011-11-04]
 Coordinator, COSS Executive Committee

David Jenks [APPROVED 2011-10-28]
 Chair, Course Department

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson [REQUIRED]

Chair, Faculty Senate

Course Update Request (Add, Delete, Modify)

Originator

Criminology Department

Department

College of Social Sciences

College

Johnson, Mike

Originator

Action

Add

Modify

Delete

Modifications

Prerequisites

Description

Title

Credit

See Comments

Course Details

CRIM

Prefix

6700

Number

Social Movements, Protest, and Change

Course Title

The first part of this course will examine the history of social change from the classical perspective to contemporary theories. Collective behavior and social movement theory will then be explored as we move toward an understanding of how movements emerge in order to promote or resist social change.

Course Catalog Description

3	0	3	Spring - 2012		
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

This course has also become obsolete with the creation of an independent MA Criminology program, was created as a specialty for Sociology, and does not fit within a distinct crime/criminal justice curriculum. Any criminal or criminal justice system aspects of social movements, protests, and change are likely to be covered in other courses in the criminology graduate curriculum.

Planning Info

Library Resources are Adequate

Library Resources Need Enhancement

Present or Projected Annual Enrollment:

Comments

College Approvals

Heather Mbaye [APPROVED 2011-11-04]

Coordinator, COSS Executive Committee

David Jenks [APPROVED 2011-10-28]

Chair, Course Department

Gross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson [REQUIRED]

Chair, Faculty Senate

Program View Request (Read-Only)

Originator

College of Social Sciences
College

Psychology Department
Department

Malone, Karen R.
Originator

Action

Add Modify Deactivate Terminate Reactivate

Modifications

Program Name Program Description Degree Name See Modification Details

Program Selection

College of Social Sciences
College

Master of Arts with a Major in Psychology
Program

Master of Arts with a Major in Psychology
Program Name

On Campus
Program Location

Graduate
Degree Level

Master of Arts
Degree Name

Spring 2012
Effective Semester/Year

Modification Details

The Masters in Psychology does not have a formal language requirement.

(Max 4000 characters)

Rationale

Given the college wide requirement is no longer in place, the Department will examine a cross-cultural requirement for the future, but is no longer instituting the general language requirement.

(Max 4000 characters)

Planning Info

Library Resources are Adequate

Library Resources Need Enhancement

Present or Projected Annual Enrollment: 80

Comments

(Max 4000 characters)

Document To Upload

Choose File No file chosen

(e.g. syllabi, other supporting documentation)

College Approvals

Donadrian Rice [APPROVED 2011-09-29]

Chair, Course Department

Heather Mbaye [APPROVED 2011-10-25]

Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson [REQUIRED]

Chair, Faculty Senate

Addendum IV

Options for Fall 2012 Academic Calendar:

A few things to consider as you look at these options:

I) our options must comply with **BOR policy 3.4.1** (Board of Regents Policy Manual)

"All USG institutions shall be on the semester system (BoR Minutes, December, 1995). The academic year shall consist of two (2) regular semesters, each not to be less than fifteen (15) calendar weeks in length, excluding registration. A minimum of 750 minutes of instruction or equivalent is required for each semester credit hour."

II) We have chosen to use the actual Fall 2012 dates instead of a generic calendar for start and end dates (i.e. "classes begin the second week of August.."). We hope this will help us think about the different scenarios more clearly.

III) There are a number of variables we can change to get to the 2250 required contact minutes, but we have chosen to only modify:

- a) number of weeks / semester
- b) start and end dates
- c) minutes per class period

--the faculty voted last spring to eliminate fall break and to extend Thanksgiving break to a whole week. Because of this, and because we would like to focus our discussion on the other variables, we have decided to preserve these breaks.

--We have not included the option of longer final exam periods, since we believe most faculty would prefer to have more instruction rather than longer final exams to get to 2250 minutes.

IV) regardless of the options we eventually decide choose, we **MUST** have a minimum of 750 minutes per credit hour (2250 minutes for a 3-hour course)

Scheduling options for Fall 2012 (to be used as a model for subsequent semesters)	Number of weeks, including final exam week	start date	end date (not including final exams week)	minutes per class period	minimum minutes between class periods	total minutes of instruction, including final exams week (750/credit hour required = 2250 total); number of class meetings, including finals week, in parentheses
Option 1	16	Mon, Aug. 13	Fri., Nov. 30 (final exams end Dec. 7)	MTWH* * = 75 MWF = 50 MW = 75 TH = 75 M = 155* W = 150 F = 150	MWF = 10 TH = 20	MTWH =2272 (60) MWF = 2320 (45) MW = 2295 (30) TH = 2370 (31) M = 2290 (15) W = 2370 (16) F = 2370 (16)
Option 2	16	Mon., Aug 20	Fri., Dec 7 (final exams end Dec. 14)	MTWH = 75 MWF = 50 MW = 75 TH = 75 M = 155* W = 150 F = 150	MWF = 10 TH = 20	MTWH =2272 (60) MWF = 2320 (45) MW = 2295 (30) TH = 2370 (31) M= 2290 (15) W = 2370 (16) F = 2370 (16)
Option 3 (*these start and end dates are currently in place for Fall 2012)	15	Mon., Aug. 20	Fri., Nov. 30 (final exams end Dec. 7)	MTWH = 80 MWF = 51 MW = 80 TH = 80 M = 165* W = 155 F = 155	MTWH = 10 MWF = 9 TH = 10	MTWH = 2260 (56) MWF = 2262 (42) MW = 2360 (28) TH = 2360 (29) M = 2265 (14) W = 2290 (15) F = 2290 (15)
Option 4	15.5	Wed., Aug. 15	Fri, Nov. 30 (final exams end Dec. 14)	MTWH = 80 MWF = 50 MW = 75 TH = 75 M =165* W = 150 F = 150	MWF = 10 TH = 20	MTWH =2340 (58) MWF = 2270 (44) MW = 2295 (29) TH = 2295 (30) M = 2290 (14) W = 2370 (16) F = 2370 (16)
Option 5	15.5	Wed., Aug. 22	Fri., Dec. 7 (final exams end Dec. 14)	MTWH = 80 MWF = 50 MW = 75 TH = 75 M = 165* W = 150 F = 150	MWF = 10 TH = 20	MTWH = 2340 (58) MWF = 2270 (44) MW = 2295 (29) TH = 2295 (30) M = 2290 (14) W = 2370 (15) F = 2370 (15)

*Extra minutes are needed for Monday 150-minute courses because of Labor Day / MLK. This change might necessitate a change to the options available for Monday evening scheduling

- This designates the foreign language block classes, which cover 1001-1002 or 2001-2002 in one semester (so students get 6 hours of credit), and which meet four days per week for 75 minutes each day. They are typically scheduled in the afternoon slots. In options 4 and 5 this class would need to meet for 80 minutes each day because of Labor Day/MLK.

Addendum V

103.01 Foreword

These procedures are designed to select those persons in the University qualified for promotion and tenure.

The number of faculty members who advance in rank and/or achieve tenure is dependent on various factors, several of which are beyond the control of the University of West Georgia. The external factors include the following: the Board of Regents, which must maintain a sound and equitable structure within the University System; financial appropriations; appointments of new faculty members; and resignations or retirement of faculty members within departments.

Beyond these factors, advance in rank shall be controlled within the University by an annual promotion recommendation system, which shall promote qualified members to advanced professional positions. Promotions in rank are based on merit and are not automatic. The University approves faculty for promotion in accordance with *Section 8.3.6, Board of Regents Policy Manual*. The University approves faculty for tenure in accordance with *Section 8.3.7, Board of Regents Policy Manual*, which includes a comprehensive statement of tenure policies in the University System. The annual promotion recommendation system shall also apply to tenure recommendations. In recognition of professional achievement and service, tenure shall be extended ~~to provide an element of economic security and~~ to ensure academic freedom in teaching and research.

Tenure is the keystone for academic freedom; it is essential for safeguarding the right of free expression and for encouraging risk-taking inquiry at the frontiers of knowledge. Both tenure and academic freedom are part of an implicit social compact which recognizes that tenure serves important public purposes and benefits society. The people of Georgia are best served when faculty are free to teach, conduct research, and provide service without fear of reprisal and to pursue those activities with regard for long term benefits to society rather than short term rewards. In return, the faculty has the responsibility of furthering the institution's programs of research.

The annual promotion recommendation system shall be administered according to the procedures herein established.

If there exists a significant conflict of interest, no person with such a conflict may participate in promotion and/or tenure recommendations; advisement of candidates; and/or preparation of materials. All personal and professional conflicts of interest must be revealed and reviewed. Such conflicts of interest include, but are not limited to, personal and professional interactions and relationships that would preclude dispassionate and disinterested recommendations and correct, complete, and unbiased participation in these matters. Spouses, immediate family members, and colleagues with an intimate personal relationship with a candidate are explicitly prohibited from participation. (This paragraph also applies to any and all recommendations made during the probationary period. See Section 102.0201)

103.02 Procedures

By the end of the first week of fall semester classes, the Provost and Vice President for Academic Affairs shall establish the date by which recommendations shall be submitted at each level of the promotion/tenure process. Any faculty member who meets the criteria for promotion and tenure established herein and who desires to be considered shall submit a dossier to his or her department chair, ~~or~~ library supervisor, or other designated supervisor (in the absence of a department chair). Department chairs or supervisors shall see that dossiers are organized uniformly according to the appropriate criteria specified. Each dossier shall include, at a minimum, the following:

- a curriculum vitae;
- the three evaluations of teaching effectiveness and performance of allied duties specified in Section 103.05 and 103.06;
- any letters of recommendation which the department chair has received;
- reprints of scholarly publications or other evidence of scholarly or creative work.

The promotion/tenure process shall include reviews at the levels of both the Department and the College or School. Given the diverse nature of academic disciplines and the rigorous professional standards associated with each, departments may formulate specific criteria appropriate to their discipline. If a department specifies unique criteria, such criteria must be in written form and approved by the governing body of the College, the Dean, and the Provost. - Such approved department criteria must be made available to candidates at their point of entry into UWG, and reinforced during periodic pre-tenure / promotion reviews; they must also be included as part of a candidate's dossier at each subsequent level of review.

Departmental criteria must not conflict with University criteria.

Each subsequent level of review must consider the dossier in terms of these stated criteria, thus ensuring that candidates are considered in the professional contexts of both their discipline and of the University.

103.0201 Formation and Operation of Faculty Promotion and Tenure Evaluation Committees

A. Departmental Evaluation

1. Faculty Committee

~~A departmental committee, faculty promotion and tenure evaluation committee, consisting exclusively of no fewer less than three composed exclusively of~~ tenured faculty members selected by the voting members of the department, shall formally review dossiers submitted to the department chair. In the event that a department does not have a sufficient number of tenured faculty members, tenured faculty from other departments ~~must~~ should be invited to serve. ~~Alternatively, non-tenured faculty may be invited to serve. Departments may elect to function as a committee of the whole; however, in no case shall the person being considered for promotion and/or tenure serve on the committee. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No department chair may serve as a member of the committee. Academic units such as the School of Nursing that do not have departments~~

must develop their own procedures for committee formation and review at this level; these procedures should be delineated in a separate document that is approved by the governing body of that entity and must be otherwise consistent with section 103.0201 of the Faculty Handbook.

The departmental committee (or other review body of academic units that do not have departments) shall be guided by all of the specific university, college/school/college, and, for academic units that contain departments, departmental criteria for promotion or tenure in their formal review of dossiers submitted to the department chair and shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding each case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation. If a candidate is not recommended for promotion and/or tenure, the chair of the department (or Dean in the case of a unit that does not have departments) shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0205.

2. Department Chair

The department chair shall include the faculty committee's written evaluation along with his or her own written evaluation in the dossier of the candidate. Formal written evaluations shall include a discussion of the candidate's strengths and shall identify areas where the candidate failed to meet the criteria.

3. Evaluation of a Department Chair

When a department chair is under consideration for promotion and/or tenure, the faculty committee (see above) shall review the candidate's dossier submitted to the Dean. The committee shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding the case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation. If a candidate is not recommended for promotion and/or tenure, the chair of the Committee shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0205.

4. Evaluations of other faculty holding administrative positions

Faculty above the level of department chair (e.g., deans, vice presidents) shall be evaluated in accordance with the same promotion and/or tenure criteria and procedures outlined in this Handbook including an independent evaluation by the candidate's immediate supervisor.

5. Appeals

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0205.

B. College, School or Library Evaluation

1. A Faculty Promotion and Tenure Evaluation Committee shall be established in each of the following: The College of Arts and Humanities, the ~~School~~ College of Business, the College of Education, the College of Science and Mathematics, the College of Social Sciences, the Library, and the School of Nursing. Each committee shall be composed exclusively of tenured faculty members selected by the voting members of the academic unit and shall formally review dossiers submitted to the ~~dean~~ Dean. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which he or she is being considered by the committee. Each department shall have representation on the committee, but no department shall have more than two members. In the event that a department does not have any eligible tenured faculty members, a non-tenured member may be selected from the department to serve. Deans shall be responsible for calling the initial meeting of this committee. At the initial meeting, the members of each committee shall elect one of the members as chair, who will be a voting member of the committee.
2. Each committee shall meet at the call of its committee chair. At the initial meeting, the committee chair shall review the qualifications for each rank so that members will be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure.
3. Dossiers submitted shall be reviewed by committee members prior to committee meetings.
4. The merits of each candidate for promotion or tenure shall be discussed to the extent desired by a simple majority of committee members. Department members serving on the Promotion and Tenure Evaluation Committee are to serve as resource persons to the committee rather than advocates for or adversaries against members of their department under consideration for promotion and/or tenure. Any supervisor may be called to discuss with the committee the qualifications of each person nominated from his or her department.
5. Voting on promotion and tenure shall be by separate secret ballots and according to the following procedures: all candidates for promotion to each academic rank shall be voted on at the same time, and all candidates for tenure shall be voted on at the same time. Each candidate shall receive a vote of approval or disapproval. The committee chair shall total the votes awarded each candidate. A simple majority vote of the committee is required for a positive recommendation. It will be the responsibility of the Dean to preserve the original ballots and to keep these on file for a period of ten years.
6. Each committee chair shall submit a list of the names of those recommended for promotion and/or tenure to the appropriate Dean. The committee chair shall report to the Dean the number of approval/disapproval votes that each candidate received in the voting. The dossiers of those considered by the committee will be submitted with the report.

The committee chair shall prepare a written evaluation for each candidate that includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation, including vote totals ~~and individual ratings~~, shall be forwarded in the dossier of the candidate to the appropriate ~~dean~~ Dean. If a candidate is not recommended for promotion and/or tenure, the ~~dean~~ Dean shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0205.

6. 7. Appeals

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0205.

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103.0202 Dean's Evaluation

Each Dean shall evaluate the qualifications of the people under consideration for promotion and/or tenure. The Dean's review shall be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure, taking into account all the material in their dossiers, vote totals, and recommendations provided in each previous evaluation. The names of those recommended for promotion shall be arranged by academic rank; an additional list shall consist of the names of those recommended for tenure. The names of those not recommended for promotion and/or tenure will be listed separately. The ~~Dean~~Dean shall prepare a written evaluation ~~which~~that includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation shall be included in the dossier of the candidate and forwarded to the Provost. In the event the Dean recommends a candidate who, up to this point, has not been recommended for promotion and/or tenure, or chooses not to recommend a candidate who up to this point has been recommended for promotion and/or tenure, the Dean's written report shall articulate the reasons for differing with prior evaluations. If a candidate is not recommended for promotion and/or tenure, the Dean shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0205. Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0205.

103.0203 The Provost and Vice President for Academic Affairs' Evaluation

The Provost and Vice President for Academic Affairs shall evaluate the qualifications of the people under consideration for promotion and/or tenure. The Provost and Vice President for Academic Affairs' review shall be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure taking into account all the material in their dossiers, vote totals, and recommendations provided in each previous evaluation. The names of those recommended for promotion shall be arranged by academic rank; an additional list shall consist of the names of those recommended for tenure. The names of those not recommended for promotion and/or tenure will be listed separately. The Provost and Vice President for Academic Affairs shall prepare a written evaluation which includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation shall be included in the dossier of the candidate and forwarded to the President. In the event the Provost and Vice President for Academic Affairs recommends a candidate who, up to this point, has not been recommended for promotion and/or tenure, or chooses not to recommend a

candidate who up to this point has been recommended for promotion and/or tenure, the Provost and Vice President for Academic Affairs' written report shall articulate the reasons for differing with prior evaluations. If a candidate is not recommended for promotion and/or tenure, the Provost and Vice President for Academic Affairs shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0205.

The Provost and Vice President for Academic Affairs shall then notify the ~~dean-Dean~~ of each college/school of his or her decisions in each case. The ~~dean-Dean~~ of each College or School shall notify the department chair or area supervisor of the status of each candidate.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0205.

103.0204 Final Approval

The President shall evaluate the qualifications of the people under consideration for promotion and/or tenure as revealed by the material in their dossiers and by the reports from the College, School, or Library Promotion and Tenure Evaluation Committees, the Deans, and the Provost and Vice President for Academic Affairs. The President shall approve or disapprove the candidate's application for promotion and/or tenure.

103.0205 Appeal for Reconsideration

Notification of a negative evaluation shall be communicated in a verifiable method by the appropriate supervisory level no later than ten University Business Days prior to the required notification to the next level. Any candidate appealing for reconsideration at any level shall within five University Business Days of the receipt of the report state in writing the grounds for his or her request and shall include in this appeal such additional material as is pertinent.

Within five University Business Days of receipt of an appeal, the party to whom the appeal has been made shall carefully re-evaluate the candidate's dossier in light of the written appeal. This re-evaluation shall be made in accordance with the procedure established for initial consideration at this level and shall replace this party's previous evaluation in the candidate's dossier. The dossier will then proceed to the next level.

103.0206 Promotion in Professorial Rank of a Member of the Administrative Staff

Members of the administrative staff who hold faculty rank in a teaching area and who wish to be considered for promotion shall submit a dossier to the chair of the department in which they hold rank. Their applications shall be considered under the procedures herein prescribed.

103.03 Time Limits and Minimum Criteria for Promotion

103.0301 Time Limits--Promotion

A Lecturer may serve in rank six years. Reappointment after six consecutive years of service will be permitted only if the lecturer has demonstrated exceptional teaching ability and extraordinary value to the institution. Lecturers who have served for a period of at least six years at the University of West Georgia may be considered for promotion to Senior Lecturer if they have met criteria for Senior Lecturer.

An Instructor may serve in rank a maximum of seven years. He or she should be considered for promotion as soon as he or she has met criteria for Assistant Professor. To be considered for tenure-track appointment at the assistant professor level, BOR policy 8.3.7.6 should be applied regarding years of service.

An Assistant Professor shall normally not be considered for promotion to Associate until [after](#) his or her fourth year in rank at the University of West Georgia. A faculty member's receipt of tenure in rank shall not preclude his or her future consideration for promotion.

An Associate Professor shall normally not be considered for promotion to professor until his or her fifth year in rank.

[The granting of promotion in rank by the university recognizes the significance of a faculty member's contribution to the institution and his/her enhanced value as a scholar-teacher. Because of this, promotion must be accompanied by a salary increase. If in times of extreme financial crisis such salary increases are suspended, the institution must retroactively apply such promotion increases to individuals who did not receive them at the time of promotion.](#)

103.0302 Specific Minimum Criteria for Promotion

Foreword. Four criteria are prescribed by Board of Regents Policies, 8.3.6: 1) superior teaching, 2) outstanding service to the institution, 3) academic achievement, and 4) professional growth and development. According to Regents' Policies, noteworthy achievement should be expected in at least two areas. At the University of West Georgia, one of those "noteworthy" areas must be teaching, except in the case of librarians and administrators whose primary tasks are not teaching. For employment or promotion to Associate Professor or Professor, one must have

demonstrated at least some substantive and documentable achievement in all four areas. For those holding academic rank in the Library, outstanding fulfillment of duties rather than superior teaching shall be the criterion applied although teaching librarians and administrators must supply evidence of excellence in teaching as part of their case for promotion.

As the institution becomes more diverse in the types of programs offered and clientele served, it might reasonably have different levels of expectation for faculty in different programs. All faculty members at the University of West Georgia, however, are expected to participate actively in the intellectual life of their discipline and their profession. This may take the form of professional development activities which involve the practical application of existing knowledge or the creation of new knowledge. All faculty members are expected to have a professional development agenda, to make progress annually in addressing it, and to maintain proper professional ethics. (see Section 109) Below are outlined specific MINIMUM UWG requirements by rank for meeting each criterion:

1. To Be Promoted to Senior Lecturer

- 1.1. Teaching. Demonstration of excellence in teaching with evidence from sources listed in section 103.0302.5.1 .
- 1.2. Service to the Institution. Demonstration of effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2 .
- 1.3. Academic Achievement. Graduate degree in discipline.
- 1.4. Professional Growth and Development. Demonstration of professional development in the candidate's discipline with evidence from the sources listed in section 103.0302.6.

2. To Be Promoted to Assistant Professor

- 2.1. Teaching. Demonstration of excellence in teaching with evidence from sources listed in section 103.0302.5.1.
- 2.2. Service to the Institution. Demonstration of effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2 .
- 2.3. Academic Achievement. Terminal degree in discipline.
- 2.4. Professional Growth and Development. Demonstration of scholarly contributions, creative work, or successful professional practice in the candidate's discipline with evidence from the sources listed in section 103.0302.5.3 .

3. To Be Promoted to Associate Professor

- 3.1. Teaching. Demonstration of significant contributions as a teacher and a high level of sustained excellence in teaching with evidence from sources listed in section 103.0302.5.1.
- 3.2. Service to Institution. Demonstration of significant contributions in such service and a strong likelihood of continuing effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2 .
- 3.3. Academic Achievement. Terminal degree in discipline.
- 3.4. Professional Growth and Development. Demonstration of scholarly contributions, creative work, or successful professional practice in the candidate's discipline and a strong likelihood of continuing effectiveness with evidence from the sources listed in section 103.0302.5.3 .

4. To Be Promoted to Professor

- 4.1. Teaching. Demonstration of a clear and convincing record of a high level of sustained excellence with evidence from sources listed in section 103.0302.5.1.
- 4.2. Service to Institution. Demonstration of a clear and convincing record of a high level of sustained effectiveness as shown by successful, collegial service on departmental, college/school-wide, institutional or system-wide committees and with evidence from additional sources listed in section 103.0302.5.2.
- 4.3. Academic Achievement. Terminal degree in discipline.
- 4.4. Professional Growth and Development. Demonstration of a clear and convincing record of emerging stature as regional, national, or international authority within the candidate's discipline, and/or a clear and convincing record of a high level of sustained effectiveness in the candidate's discipline with evidence from the sources listed in section 103.0302.5.3.

5. ~~Additional evidentiary~~ Acceptable Evidentiary Sources Relevant to Promotion: Each department, school, ~~or~~ college, or the Library must specify acceptable additional evidentiary sources for teaching, service, and professional growth and development. Additional evidentiary sources must be approved by the faculty and the Dean of the respective school or college, the Vice President for Academic Affairs/Provost, and must be published in the academic unit's respective promotion and tenure documents.

5.

5.1. Teaching:

- 5.1.1. Effectiveness as shown by peer or supervisor evaluation
- 5.1.2. Honors or special recognitions for teaching accomplishments
- 5.1.3. Letters from former students attesting to the candidate's instructional abilities
- 5.1.4. Successful direction of individual student work (e.g., independent projects, theses, exit papers, etc.)
- 5.1.5. Scholarship related to teaching
- 5.1.6. Successful development of courses
- 5.1.7. Development of effective curricula and/or instructional methods
- 5.1.8. Faculty directed student research that complements classroom learning
- 5.1.9. Student evaluations

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5.1.10. Evidence of student learning such as student self-assessments, pre- and post-test results, external test scores, rubric-based assessments, portfolios, examples of student work, and other relevant discipline-specific evidence.

5.2. Service to Institution:

- 5.2.1. Successful development of service programs or projects.
- 5.2.2. Effective service-related consultation work or technical assistance.
- 5.2.3. Effective advisement of student organizations.
- 5.2.4. Successful counseling/advising of students.
- 5.2.5. Successful service on local, statewide, regional, national, or international levels in community-service organizations (e.g., committees, boards, panels).
- 5.2.6. Honors, awards and special recognitions for service to the institution or the community.
- 5.2.7. Significant contributions to the improvement of student, faculty or community life.
- 5.2.8. Successful mentoring of colleagues.
- 5.2.9. Collaborating with PK-12 schools, university colleagues, or external agencies to strengthen teaching quality and to increase student learning (as stipulated in B.O.R. policy 8.3.15)

5.3. Professional Growth and Development:

5.3.1. Scholarly Publications (as determined by the disciplines):

- a. Books published by peer-reviewed presses
- b. Other published books related to the candidate's professional field
- c. Articles published in refereed journals
- d. Papers and articles published elsewhere

5.3.2. Presentations before learned societies and professional organizations.
and professional organizations

5.3.3. Grants

- a. Grants received for research, scholarship, or creative activity
 - b. Grants received for curricular development or other academic projects
 - c. Submitted proposals for competitive external grants
- 5.3.4. Honors and aAwards for research, scholarship, or other creative activities
Honors and awards for research, scholarship, or other creative activities

5.3.5. Recognition by professional peers

- a. Reviews of a candidate's publications or creative work by persons of recognized competence in the discipline.
- b. Election or appointment to offices in professional organizations, successful committee work and important service to state, regional, national or international professional associations and learned societies, including editorial work.
- c. Receipt of competitively awarded fellowships, or selective admission to seminars related to one's discipline, scholarship, and/or creative activities.
- d. Successful performances in significant recitals or productions in which such performances are invited or selected after competitive review.
- e. Other performances related to academic field
- f. Exhibitions of creative works in which such works are invited or selected after competitive review.

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- g. Non-refereed exhibitions
- h. Membership on editorial boards, juries judging art works, or juries auditioning performing artists.
- i. Development of scholarly applications of technology, e.g., laboratory devices, computer software packages or programs, videotapes, etc.
- j. Consultation which involves scholarly application of professional expertise

- 5.3.6. Scholarship that promotes and improves student learning and achievement in PK-12 schools and/or in the university (as stipulated in B.O.R policy 8.3.15)
- 5.3.7. Other as approved by departments and colleges

6 Professional Growth and Development for Promotion from Lecturer to Senior Lecturer:

- 6.1. Significant contributions to continuing education programs for the community or local educators.
- 6.2. Significant contributions to workshops on teaching, pedagogy, or educational technology.
- 6.3. Significant consulting work related to teaching, pedagogy, or educational technology.
- 6.4. Completion of coursework required to obtain or maintain teacher certification.
- 6.5. Completion of graduate coursework in one's primary field beyond the Master's level.
- 6.6. Supervision and training of instructors, teaching assistants, lab assistants, or tutors.
- 6.7. Significant contributions to curricular development.
- 6.8. Academic publications and/or presentations at academic conferences.

7 Composition Format of Promotion and Tenure Submissions

The Provost determines the format of tenure/promotion dossiers and must publish relevant guidelines for the following academic year by no later than April 30th.

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~~7.1. The promotion and tenure submission should constitute a carefully constructed argument, not a warehouse full of artifacts.~~

~~7.1.1. Size (or quantity) does not matter nearly as much as clarity, brevity, and careful selection and ordering of evidence.~~

~~7.1.2. Both the narrative and the evidence should flow like a powerful debate case or dissertation.~~

~~7.1.3. the picture that emerges should be a strong, consistent, and focused professional agenda, both in teaching and in research (or creative activity).~~

~~7.2. It is recommended that the promotion and tenure submission be limited to no more than one three ring binder.~~

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103.04 Minimum Tenure Criteria

103.0401 Foreword

The awarding of tenure is a serious and significant step for both the faculty member and the university. It is not awarded merely on the basis of time in service or minimal effectiveness. Retention throughout a probationary period of service, regardless of faculty academic rank held, is by itself insufficient to guarantee the success of a candidate for tenure. To be eligible for consideration for tenure, a candidate must not only meet the required period of service and the minimum criteria specified below but must also show a history of evaluations that merit the award of tenure. Tenure is awarded to individual faculty members upon evidence of the capacity and likelihood for continued intellectual, scholarly, and professional vitality and a sense of responsibility and dedication to make the continuing exemplary performance of duties a reasonable expectation; and upon evidence of maintenance of proper professional ethics. (See AAUP statement on professional ethics, academic freedom and responsibility in "Academic Freedom, Responsibility and Professional Ethics" in this Handbook.) Protected from arbitrary dismissal and from transient political and ideological currents, the individual faculty member assumes a responsibility to make a continuing effort to achieve the expectations upon which the award of tenure was based. Tenure at the University of West Georgia should be regarded as a most valuable possession, signifying a long-term commitment of resources by the University of West Georgia, matched by the sincere commitment by the faculty member to continued professional growth and achievement. Only assistant professors, associate professors, and professors who are normally employed full-time (as defined by Regents' Policies) by an institution are eligible for tenure. Faculty members with the rank of [instructor](#), [L](#)ecturer or [S](#)enior [L](#)ecturer or with adjunct appointments shall not acquire tenure.

The term "full-time" is used in these tenure regulations to denote service on a one hundred percent workload basis for at least two of three semesters.

103.0402 Time Limitations

1. Tenure may be awarded upon recommendation by the President and approval by the Board of Regents upon completion of a probationary period of at least five years of full-time service at the rank of Assistant Professor or higher. The five-year period must be continuous except that a maximum of two years interruption because of a leave of absence or of part-time service may be permitted, provided, however, that no probationary credit for the period of an interruption shall be allowed. A maximum of three years credit toward the minimum probationary period may be allowed for service in tenure track positions at other institutions or for full-time service at the rank of Instructor or Lecturer at the University of West Georgia. Such credit for prior service shall be defined in writing by the President and approved by the Board of Regents at the time of the initial appointment at the rank of assistant professor or higher.

2. The maximum time that may be served at the rank of assistant professor or above without the award of tenure shall be seven years, provided, however, that a terminal contract for an eighth year may be proffered if an institutional recommendation for tenure is not approved by the [President](#).
3. The maximum time that may be served in the combination of full-time instructional appointments as instructor or professorial ranks without the award of tenure shall be ten years, provided, however, that a terminal contract for an eleventh year may be proffered if an institutional recommendation for tenure is not approved by the [President](#). The maximum period of time that may be served at the rank of full-time instructor shall be seven years.
4. Tenure or probationary credit towards tenure is lost upon resignation from the University of West Georgia or upon written resignation from a tenured position in order to take a non-tenured position at the University of West Georgia or upon written resignation from a position for which probationary credit toward tenure is given in order to take a position for which no probationary credit is given at the University of West Georgia. In the event such an individual is again employed as a candidate for tenure at the University of West Georgia, probationary credit for the prior service may be awarded in the same manner as for service at another institution.

103.0403 Specific Minimum Criteria for the Award of Tenure

1. **Teaching.** Same as criteria for promotion to Associate Professor
2. **Service to the Institution.** Same as criteria for promotion to Associate Professor
3. **Academic Achievement.** Same as criteria for promotion to Associate Professor
4. **Professional Growth and Development.** Same as criteria for promotion to Associate Professor

103.05 Instruments for Evaluating Teaching

5. Evaluation of a faculty member's work should be continual because evaluation aids a faculty member in becoming more effective in the performance of his or her duties as well as offers evidence for promotion and/or tenure.
6. Although evaluation of classroom success is necessarily somewhat subjective, three modes of evaluation can, to a significant degree, objectively measure teaching effectiveness: self-evaluation, evaluation by the department chair, and student evaluation. Because the University of West Georgia believes that teaching is the most important function of a faculty member, the focus of evaluation instruments shall be on teaching and related duties.
7. Copies of the forms for student evaluation (103.0601), self-evaluation (103.0602) and the evaluation by the department chair (103.0603) are given on the next pages. 103.0601 Instructor/Course Evaluation Questionnaire

Addendum VI

Assessment of the
UWG STRATEGIC PLAN
2010-2015

Submitted by the Faculty Senate Strategic Planning Committee
Items in red indicate items under consideration

Guiding Principle I: The University will develop and support a distinctive set of quality academic programs ranging from bachelors to doctorates that blend the best of professionalized liberal arts education, experiential learning, and individual transformation.

- **Goal One:** Every undergraduate academic program will demonstrate a distinctive blending of liberal arts education, professional competencies, and experiential learning, preparing students to be ethically responsible and civically engaged professionals in the global economy of the 21st century.
- **Goal Two:** Every undergraduate student will be advised to take advantage of one of multiple available learning communities. Learning communities that are available to students will include communities organized by living arrangement, by year in program, by other co-curricular associations such as the Honors Program, Advanced Academy, Band, Athletics, Debate, or program in the major.
- **Goal Three:** The University will endeavor to **increase enrollment in and graduation from graduate programs**, including doctoral programs, that have as their mark a practical professional purpose, experiential learning opportunities, and an intellectual program informed by a foundation of liberal education.
- **Point of Consideration: Goal #2 as it stands is more or less a strategy for enhancing RPG. Do we need to replace it with RPG instead? Increasing RPG is the Governor's and Board of Regent's number one goal as related to the Complete to Compete Program adopted by the State of Georgia.**
- **Point of Consideration: Goal #3 focuses specifically on increasing graduate enrollment. Do we need to consider including undergraduates as well? Undergraduate enrollment is growing better vis-à-vis graduate enrollment.**

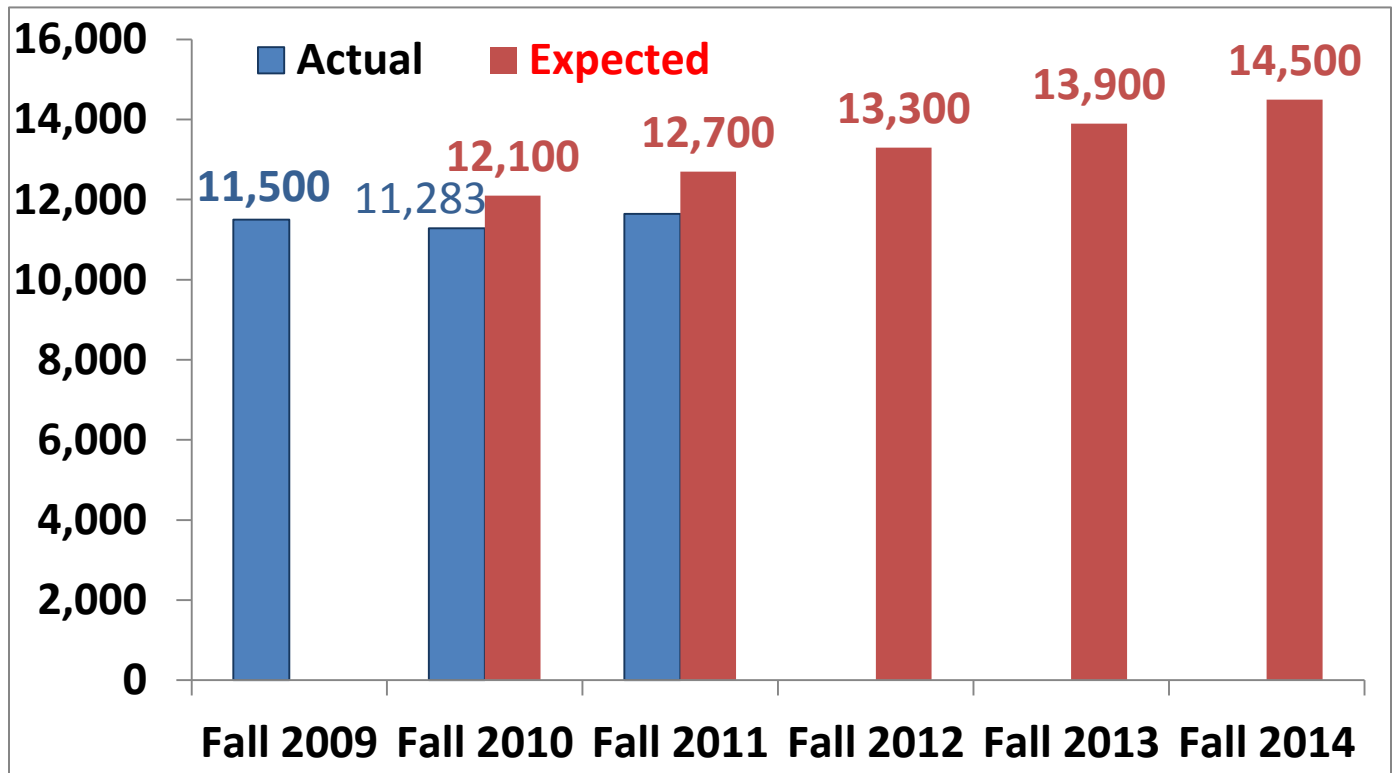
Guiding Principle II: Every responsible agency of the University will be dedicated to creating a safe, supportive, and engaging campus life.

- **Goal 4:** The University will maintain an environment that is safe and conducive to learning.
- **Goal 5:** The University community will provide a balanced variety of cultural, recreational, leisure, and informal education programming opportunities for faculty, staff, and students that enhance the quality of campus life.
- **Goal 6:** All units will strive to improve the compensation and working environment of faculty and staff in order to recruit and retain the best individuals.

Guiding Principle III: The steady enrollment growth over the next five years will be managed to enhance the University's dedication to educational excellence in a personal environment.

- **Goal 7:** The University will endeavor to increase our overall enrollment to 14,500 by the year 2015.

- **Goal 8:** With our enrollment growth, West Georgia will remain committed to the following targets of academic quality: student-faculty ratio of 18 to 1; average class size of 29; full-time to part-time faculty ratio of 4.4 to 1.
- **Goal 9:** West Georgia will develop several new facilities to improve quality along with meeting capacity demands due to enrollment growth
- **Point of Consideration:** Based on enrollment numbers for fall, 2011 (11,646), is target enrollment goal realistic? See chart:



- **Point of Consideration:** With the current budget situation, that is probably not feasible. (However, this was a strategic statement from the original committee, because nationally, more and more students are not being taught by FT faculty; the committee did not want to continue to rely on adjunct faculty who have no long-term investment in the institution—however, we get more seats with PT instructors and so there is pressure to keep using them). In many cases, however, basic level undergraduate instruction is often best done by instructors who are not engaged in serious research, but who are able to teach basic concepts of the discipline.

In considering the full time to part time faculty ratio (currently around 77%), the committee is exploring the following related data:

- **Actual credit hours taught by full time-vs.-part time faculty**
- **Actual courses taught by tenure track faculty-vs.- non tenure track faculty**

Guiding Principle IV: The University will increase its fund-raising and community service to match the needs of all of our stakeholders and communicate our story effectively.

- **Goal 10. Capital Campaign:** The Development Office will prepare for a capital campaign to assist in meeting the long-term needs of the University of West Georgia.
- **Goal 11. Communication and Marketing:** The Office of UCM will internally and externally promote the missions and goals of the strategic plan
- **Goal 12. Community Relations:** The University will engage the local community educationally, culturally and recreationally.

Addendum VII

The QEP at UWG: Undergraduate Student Writing A Proposal for Implementation

**Submitted by the Quality Enhancement Sub-Committee of
The Faculty Senate Strategic Planning Committee**

The QEP initiative at UWG aims to produce graduates who competently deploy standard written English in both their general and their discipline specific writing. The QEP will be implemented in a variety of ways to cover all four years of a student's experience at UWG. This document covers implementation in the Core.

These recommendations come from a series of meetings held with members of the Strategic Planning sub-committee on the QEP, with members of FYW faculty, University Writing Center and Library personnel. The question that generated discussion and led to this series of recommendations was simply how might we best implement a coherent program of writing instruction that includes proficiency in standard written English as an outcome.

All areas of the Core, including Area F, will be affected if these recommendations are approved and implemented. The change in the number of units in core areas is provided at the end of this document and complies with the current BOR standards for the Core.

*A vital principle in planning and implementing the QEP on student writing at UWG is that *this is a University initiative*; departments across campus shall be involved at some level in assuring that UWG students achieve proficiency in standard and discipline specific written English. A portion of this principle will be realized by making the University Writing Center a *University Writing Center* in fact rather than only in name.

Elements of the proposal:

High School to UWG "Bridge":

- Summer program for students identified as "at risk" (by verbal section of SAT?) A bridge between high school and first year college writing expectations would allow students to gauge their skills against the standards expected in ENGL 1101.
- Freshman orientation to include a substantive presentation on the QEP as an initiative that addresses standard English writing competencies from matriculation to graduation.

First Year Writing—New Practices

- **Reconfigure Area A to add two units; ENGL 1101 and 1102 would each acquire a 1 unit lab component. [These two units come from area B-2.]**

- Refocus ENGL 1101 to address rhetorical strategies in reading and writing (rhetorical analysis provides opportunities to engage more extensively matters of sentence structure, sentence variation, vocabulary, punctuation, etc.). Course still based on text-based writing model; this represents a shift in emphasis rather than a paradigm change.
- A one-unit grammar and mechanics lab (as part of ENGL 1101 and 1102) would provide the opportunity to address sentence level problems in exercises as well as in students' own writing. Emphasis on applying grammar/mechanics rules as a matter of the editing process. [This two-unit increase in area A is balanced by eliminating area B-2, which is a catch-all category no longer addressing real student need. The lab focus on producing standard English writing answers an institutional priority: to improve undergraduate student writing.]
- Implement use of *Connect Composition 2.0*, part of the package that comes with *A Writer's Resource*—a reference work that all students are required to purchase for ENGL 1101. This program offers a diagnostic in grammar and mechanics that, depending upon a student's individual needs, provides a guided tutorial for the student and progress reports for the instructor. This online program is available for a student's entire UWG career, and thus at any stage instructors outside English can require students to avail themselves of the customized tutorial.
- Revise FYW grading rubric to make more stringent the requirement for grammatical and mechanical correctness.
- Revise current Course Outcomes for ENGL 1101/1102:
 - To develop skills in effective expository, analytical, and argumentative writing.
 - To develop facility with the whole writing process from invention through revision.
 - To understand and employ a variety of rhetorical modes and techniques of persuasion.
 - To acquire reasonable mastery of conventions of college-level prose writing.
 - To incorporate and document additional textual materials to strengthen and support argument.
 - To acquire competency in standard written English, including grammar, mechanics and accurate vocabulary.[added]

First Year Writing—Assessment

- Essay exam administered in ENGL 1102 assessing issues associated with competence in standard English writing. Assessment would yield a numerical score; students below the minimum score would be (required? advised?) to seek remediation by taking Writing Center workshops.

Second Year Writing—New Practices

- Students will be required to take one course designated as “Writing Intensive” in Core area C or E. These “Writing Intensive” courses are not new courses, but reconfigured *versions* of courses that already exist in these Core areas. Like the former “WAC” courses, these reconfigured courses will incorporate various writing assignments and a minimum number of pages of student writing. Faculty wishing to offer writing intensive courses in these core areas would receive support from the University Writing Center in developing effective writing assignments and grading rubrics. Because these are writing intensive courses, the class size of these sections would be reduced.

New Learning Outcome for W I (Writing Intensive) courses in Core Areas C and E would include:

- To further develop mastery of conventions of college-level prose writing.
 - To develop proficiency in standard written English, including grammar, mechanics and accurate vocabulary.
- Area F for each major would offer a Writing Intensive course that includes in its assessment competency in standard written English and introduces discipline specific considerations for writing in the major. This would not be a new course, but a reconfigured version of an existing course already required in area F. Faculty teaching the Writing Intensive course in Core area F would receive support from the University Writing Center in developing effective writing assignments and grading rubrics.

New Learning Outcomes for W I courses in Core Area F would include:

- To further develop mastery of conventions of college-level prose writing.
 - To develop proficiency in standard written English, including grammar, mechanics and accurate vocabulary.
 - To acquire foundations of writing conventions specific to the major discipline (DSW).

- **Reconfigure Area B, Institutional Priorities: 6 hours [3 units come from Area D; Area D would have 7-8 rather than 10-11 hours; note, however, that the disciplines represented in Core Area D could propose Area B courses that include instruction on Critical Thinking or Professional Communication as described below].**

B.1 Critical Thinking---3 hours

PHIL 2110 can serve as benchmark course. These courses could come from various disciplines but all would have a demonstrated commitment to teaching patterns of valid reasoning as well as logical fallacies in written discourse (reading and writing).

B.2 Professional Communication—3 hours

Professional communication would concentrate on effective oral and written communication. Correctness in oral communication affects written communication because so many students “hear” themselves as they write. These courses would come from various disciplines but all would have a demonstrated commitment to teaching the rhetorical, grammatical and mechanical issues that are foundational to “standard English” and the basis of effective communication.

Area B Learning Outcomes: Demonstrate ability

- to synthesize and logically organize material for oral or written presentations
- to adapt written and oral communication to specific rhetorical purposes
- to employ enhanced problem solving and critical thinking skills
- to use diverse information resources effectively
- to further develop *proficiency* in the conventions of standard English in both oral and written work.

[Note: If approved, the Critical Thinking overlay that has been before The University System of Georgia Council on General Education would add the outcome that students would demonstrate the ability “to interpret, analyze, evaluate and explain various kinds of evidence, statements and arguments,” an outcome in concert with the third outcome above.]

Second Year Writing Assessment: CLA to establish baseline proficiency that can be compared to fourth-year CLA score.

The University Writing Center becomes a university resource *in fact* to support these goals by:

- Continuing to support ENGL 1101 and 1102 students with writing tutorials.

- Adding staff, including graduate students from various disciplines capable of addressing DSW issues.
- Offering Writing Workshops for various disciplines.
- Providing faculty support to incorporate and address writing in their courses.
- Bringing speakers to campus from local businesses and professions to discuss why proficiency in writing matters in the workplace.

The following chart reflects the changes in terms of required hours to Areas A, B and D of the UWG Core Curriculum:

A 9→11 hours	B 5→6 hours	D 10-11→7-8 hours
ENGL 1101 3+1	B-1 3	D-1 3+1
ENGL 1102 3+1	B-2 3	D-2 3 (+1)
MAT 3		

Recommendations comply with BOR Core Curriculum requirements:

3.3 Curriculum

http://www.usg.edu/policymanual/section3/policy/3.3_curriculum/#p3.3.1_core_curriculum

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3.3.1 Core Curriculum

The USG core curriculum was developed with the goals of assuring institutional accountability for learning, incorporating learning requirements in global perspectives and critical thinking, allowing institutions some flexibility in tailoring courses to their institutional mission, while ensuring that core curriculum courses completed at one USG institution are fully transferable to another USG institution.

Each institution's core curriculum shall consist of 60 semester hours, 42 hours in Areas A-E and 18 hours in Area F, as follows:

Area	Name	Hours
Area A1	Communication Skills	<u>At least 6</u> semester hours
Area A2	Quantitative Skills	<u>At least 3</u> semester hours
Area B	Institutional Options	<u>At least 3</u> semester hours
Area C	Humanities/Fine Arts, and Ethics	<u>At least 6</u> semester hours
Area D	<p>Natural Sciences, Mathematics, and Technology At least 4 of these hours must be in a lab science course.</p> <p>*Given the importance of the STEM disciplines, any institution that wishes to drop Area D below 10 hours must make a compelling intellectual case that its core proposal will not lead to students knowing less about the natural sciences, math, and technology. [An example of such a compelling case might be if the institution proposed to put 3 or more hours of math in Area B and 7 hours of natural science in Area D.]</p> <p>[This caveat is addressed by the development of Area B Natural Sciences, Math or Technology courses that could incorporate Critical Thinking skills as a means of understanding “content.”]</p>	<u>At least 7</u> semester hours*
Area E	Social Sciences	<u>At least 6</u> semester hours
Area F	Lower Division Major Requirements	18 semester hours

The specific learning outcomes for areas A through E of an institution's core curriculum are approved by the Council on General Education.

DRAFT

Addendum VIII

Grow West: A Strategic Plan for the Targeted Advancement of Online Teaching and Learning at UWG

Introduction

More than 60% of all the University of West Georgia (UWG) students took one or more online courses in academic year 2011, and nearly 10% of all UWG students were enrolled in fully online degree programs. This translates to three out of five UWG students taking at least one online course and *over 1200 students attending UWG completely online* during the span of FY11. This paper focuses on fully-online students and programs and outlines how additional enrollments can be generated through the delivery of targeted, high-quality, online offerings to *new and underserved audiences*. The taskforce does not advocate diminishing traditional student enrollments or resources for our outstanding campus-based programs in any way. The motivation is to produce a net gain in student enrollments and not to exploit our existing student population merely to increase online enrollments. The working assumption is that UWG can further leverage the potential of online learning to supplement, and not to supplant, existing campus offerings resulting in favorable outcomes for all stakeholders.

In terms of growth numbers and projections across the country, the *2010 Sloan Survey of Online Learning* reveals that enrollment of online postsecondary students rose by almost one million students in *one* year. This survey of more than 2,500 traditional colleges and universities nationwide found approximately 5.6 million students were enrolled in at least one online course in fall 2009. This also represented the single largest year-to-year increase ever and, as of 2009, approximately 30% of all college and university students took at least one online course. Further, a large scale survey of students enrolled in higher education in the United States conducted by Eduventures, Inc. (2010) indicated that 92% of respondents would be willing to consider wholly online courses and programs. Across the country, online enrollments are increasing at rates exceeding 21% annually. This is far greater than the 2% growth of traditional site-based programs (Allen & Seaman, 2010).

It is important to note that more than 90% of this growth is coming from existing traditional brick-and-mortar universities and not from for-profit institutions (Allen & Seaman, 2010). What this means is that UWG's main competition includes not only for-profit schools like *The University of Phoenix* (Atlanta is one of their top two markets), but also other public and private universities developing online learning initiatives. And this growth shows *no signs* of slowing.

It is also important to acknowledge the changing nature of our incoming audience as well. In the current P-12 system, three quarters of public school districts are already offering online or blended courses with 66% of school districts reporting they expect to significantly increase their online enrollments in coming years (Keeping Pace, 2010; Picciano & Seaman, 2008). Some projections expect more than one-half of all high school courses to be delivered online by 2020 (Christensen, Curtis, & Horn, 2008).

Statewide, regionally, nationally, and internationally, enormous opportunities also exist to serve other non-traditional students as well as specific audiences like the military. Currently, the U.S. military is spending more than half a billion dollars annually on tuition assistance for its members, and service members are increasingly expected to hold college degrees (Blumenstyk, 2006). This could be a key new demographic for UWG's distance programs.

In short, our audience has changed, and the institutions that do the best job providing high-quality, flexible, and dynamic technology-enhanced learning experiences to broad audiences will be better positioned to enjoy sustainable growth.

In spring of 2011, a taskforce was convened under the direction of Dr. Myrna Gantner to conduct an analysis of the current status of distance-delivered programs and courses at UWG. The taskforce was also charged with exploring how UWG could leverage the innovative potential of online learning to serve new audiences (like the military and other non-traditional students) as well as how UWG could better position itself in the increasingly competitive regional, national, and international distance education marketplace. This taskforce was composed of more than 20 representatives, including individuals from most colleges and schools across campus, key administrators, and distance education leaders.

This report represents the initial findings of this taskforce and provides a rationale and list of recommendations for accomplishing three main goals:

- 1) position UWG to become a leader in the field of online learning in the regional, national, and global marketplace;
- 2) expand UWG's student audience through distance-delivery of high quality educational experiences to individuals *who would otherwise be unable to attend a strictly campus-based program*; and
- 3) increase revenue.

To accomplish these goals, the taskforce proposes institutionalizing an official "third programmatic strand" that serves the online student. Currently, UWG serves three distinct student audiences or "strands:" traditional students (strand 1), commuter students (strand 2), and online students (strand 3)¹. This report contends that UWG should formalize an institutional strategic plan that fully serves all the stakeholders of the proposed third strand.

The proposed third strand clearly aligns with the mission and vision of UWG as a *Destination University*. Through targeted high-quality online programs, we can attract excellent undergraduate and graduate students to UWG who stay and graduate, thereby positively impacting RPG figures and UWG's standing as a first-class educational institution. Through such programs, we can also draw world-class faculty and staff from around the globe and increase external recognition and stature. We can also use the online delivery medium to expand high quality and innovative doctoral-level programs (as we have recently done with programs in *School Improvement* and *Nursing Education*), further cementing UWG's position as a leader in the Robust Tier and advancing our Carnegie classification. Finally, the Southern Association of Colleges and Schools (SACS), our major regional accrediting body, has released updated and extensive requirements, standards, principles, and best practices for online education, and the proposed third strand along with the following seven recommendations will serve to further facilitate compliance with SACS requirements (*Footnotes are included and matched to specific SACS core requirements and standards where appropriate*).

The taskforce strongly believes we can do all this while maintaining our commitment to *educational excellence in a personal environment* and while staying true to our core values of respect for teaching and learning as well as our pioneering spirit and "Go West" philosophy of blazing new trails in scholarly achievement, creative expression, and service to humanity.

¹ The taskforces acknowledges that the strand categories of "online" and "commuter" overlap to include extended degree programs and satellite campuses such as the Newnan Campus. Many of the recommendations proposed here should have a positive impact on these programs as well. However, for the purposes of this report, we are focused specifically on *online* teaching and learning in the proposed third strand.

Summary

The first charge of the taskforce was to review the current status of distance education at the university. In short, UWG has a long and impressive history of delivering distance education programs. From early correspondence courses, to real-time remote delivery systems like *GSAMS*, to advanced Learning Management System (LMS) course delivery via the Web, UWG has pioneered quality distance education initiatives in the State of Georgia, throughout the region, and recently across the United States and other countries. Since the Board of Regents began keeping records on distance education enrollments in 2000, UWG's distance enrollment, credit hours generated, and number of online course sections consistently ranks among the top two to five schools in the state, depending on the variable. UWG's Distance and Distributed Education Center (DDEC) is well-known for its collaboration with administrators, staff, university colleges, schools, and departments and for its ability to support and facilitate quality distance instruction, technology-enhanced learning, faculty and student support, and other distance learning initiatives. UWG is also internationally known for the *Online Journal of Distance Learning Administration*, the *Distance Learning Administration Conference*, and several certificate programs for distance educators. UWG also competitively obtained the rights to system-wide administrative responsibility for *USG eCore*: a collaborative, multi-institutional program that provides the undergraduate core curriculum fully online. At UWG, eCore has been a resounding success with new affiliate institutions added, course completion rates improving from 68% to 90%, and enrollment tripling in the last two years. Under the DDEC's leadership, UWG also proposed, developed, and implemented the university's eTuition plan, generating \$2 million annually for the institution while providing scalable operations and faculty incentives for online growth.

The growth of online programs at UWG can be called exponential. As of July 2010, the number of fully online programs, certificates, and endorsements stood at nine. In FY11, that number nearly doubled as a record *eight* new programs committed to going online including one of only two online doctorate programs offered in the state and our first fully online bachelor's degree. As of September 2011, at least another five fully online undergraduate and graduate degree/certificate programs are in the planning-to-approval stages including another doctorate in Nursing Education. Clearly, the DDEC has the experience, leadership, and ability to help UWG rethink the role of online learning on an institutional scale and leverage this opportunity in positive ways. The taskforce believes it is time to build on these past successes, address any restraining forces limiting further innovation, and craft an institutional vision and plan for further advancing online teaching and learning at UWG.

Among the current challenges that the taskforce seeks to address:

- Because UWG has yet to adopt a clear institutional mission, vision, and plan for online learning, it is a challenge to prospective and current students, faculty, administrators, and staff to understand exactly what UWG offers in terms of online learning, how online learning is supported, and how it factors into UWG's overall mission and vision.
- Prospective student information regarding online learning at UWG often seems disjointed, fragmented, and confusing. Many university webpages, our main "face" to the global marketplace, are often poorly designed, make little use of emerging technologies, and offer little consistency and information regarding online program availability, requirements, delivery, cost, etc. Pricing of programs is often inconsistent and confusing to students.
- Student services (recruitment through graduation), processes, and policies at UWG are disconnected from the needs of online and off-campus students, who represent a significant and growing portion of institutional enrollment.
- Marketing and branding for online programs have been noticeably absent.

- Current university financial allocations and budgetary processes do not consistently provide support for online programs, in particular for new permanent faculty lines for online programs, resulting in qualified students being turned away from popular online degree programs.

The taskforce believes that now is the time for UWG to make online learning a strategic priority if it hopes to assume a leadership position in online learning, garner an appropriate market share, and remain viable in this new educational landscape.

Recommendations

The taskforce identifies the following recommendations to better serve its growing online student population and position UWG to compete more aggressively in the dynamic world of online education. These recommendations are broad in scope and are intended to serve as a general framework for shaping a long-term strategy for achieving the aforementioned three goals of better positioning UWG in the global marketplace, expanding our potential student base, and increasing revenue. If the need for an institutional-level online teaching and learning strategic plan is agreed upon, further situational analyses and committee work will be required to carry out these, and possibly other, recommendations.

Recommendation One

Formalize and Institutionalize an Official “Third Programmatic Strand” that Targets and Serves the Online Student

UWG is clearly a leader in online teaching and learning for Georgia in terms of course quality and number of students served and is poised to become a national, and even international, leader as well. However, to recognize our potential and to reach new and underserved audiences, we need to build on current successes and enculturate online learning into who we are as an institution.

At UWG, online learning is currently integrated into, and relies upon, our existing organizational processes and practices. As we continue to expand, it will become increasingly important to insure consistency and adequacy of programs across delivery mediums. With this in mind, the university should further examine ways to reengineer the existing organizational processes and practices for maximum efficiency and effectiveness. While the campus has achieved an impressive level of success under its current operational model, further expansion of online programs will require more resources and personnel to develop, deliver, and support online programming across the campus. To ensure appropriate levels of service and accountability, the organizational processes, practices, and personnel may also need to be adjusted to afford more responsibility, authority, and oversight of online programming at UWG. To accomplish this and the three goals outlined in this paper, we need to develop, formalize, institutionalize, and fully support an official third programmatic strand that targets and serves the online student². This will require a cultural shift and a comprehensive strategic plan for online teaching and learning at UWG.

Many competitors such as Kennesaw State University, Georgia Southern University, Georgia Perimeter College, Valdosta State University, and other universities in neighboring states and across the country are adopting clear financial and strategic plans to target *specific* online student populations, to increase revenue through quality online courses/programs, to support online students, and to hire, incentivize, and reward faculty participating in these mission-critical endeavors. To be brief, UWG needs to officially recognize the potential of

² SACS (Core Requirement 2.4, 2.5; Comprehensive Standard 3.1.1, 3.3.1) Provision of distance education courses and programs should be reflected in the institution's mission and approved by the governing board because of the distinct character of distance education and because of human, technological, and financial resources required for a high quality distance education program. Courses and programs offered by distance education should be included in the planning and evaluation processes at the institution.

online learning and make advancing this third programmatic strand a strategic priority. The remaining recommendations build upon this premise.

Recommendation Two

Further Develop Financial Models and Budgeting Practices that Support Innovation and Scalability

Currently, tuition revenues are being used to excellent effect to provide many operational costs of online learning as well as motivation and financial incentives to colleges, departments, and individual faculty to participate in online teaching and learning. Tuition is a tuition differential (currently \$90/credit hour) assessed to students taking fully online courses in lieu of certain other fees typically charged to face-to-face students. While this model is working very well and has served as a model for other USG institutions, the taskforce believes that tuition revenue is somewhat limited in terms of its ability to promote appropriate scalability and to support large enrollments in online programs.

The taskforce recommends UWG continue the successful tuition model, but further explore additional budgeting practices that will provide for adequate permanent funding of new faculty as online programs experience growth.³

Recommendation Three

Incorporate Distance Education into UWG's Advertising and Brand Marketing

UWG's current "Go West" branding campaign has been very successful and even won a coveted Best of Show honor in the *26th Annual Educational Advertising Awards*. While these accomplishments are laudable, the taskforce feels that marketing strategies and tactics that highlight our online programs should be included in advertising campaigns, websites, and other brand marketing. A strong UWG brand with visible inclusion of UWG's online programs allows for the university to ideally position itself in a competitive marketplace and showcases a clear alternative to expensive for-profit and private institutions for students. Most potential online students prefer to attend programs connected to quality brick-and-mortar traditional schools for three reasons: cost, name recognition, and accreditation. These are all areas where UWG holds a clear market advantage. We need to exploit this advantage and make targeted, high-quality online education synonymous with the UWG brand.

Recommendation Four

Develop a System to Incentivize, Train, Support, and Hire Faculty Involved with Online Teaching and Learning

Faculty buy-in and support is an absolute necessity for online programs that desire to build and maintain long-term quality and viability and a must for any planned systematic change. Extensive research has been done over the last decade regarding faculty perceptions and concerns about online learning (McCarthy & Samors, 2009). As educators, faculty are generally positive about online learning and seem to appreciate the opportunity (and the challenge) to advance their technical know-how and develop new teaching and learning skills. However, they have several legitimate concerns that need to be addressed.

Online educators are faced with new and different issues surrounding student interactions, course content design and delivery, multiple levels of communication, defining new types of assignments and performance expectations, and different assessment and evaluation techniques (to name a few). Without training

³ SACS (Core Requirement 2.11.1) The institution, in making distance education, courses/programs a part of its mission, is expected to provide adequate funding for faculty, staff, services, and technological infrastructure to support the methodology.

and support, faculty often design courses using only the simplest technology with little regard to necessary instructional design parameters for the new medium or how advances in emerging technologies, social networking, mobile technologies and other resources can be utilized to enhance motivation, interaction, and instruction. The inclusion of such technology often requires extensive training, new skill sets, new ways of thinking, new time and resource management skills, new ways of communicating and new communication boundaries, additional workers, and interdepartmental, college, and university coordination to be done successfully (Moller & Huett, 2011; Moller, Foshay, & Huett, 2008).

All of this can be very time-intensive for the faculty member in question, leading to feelings of isolation and a sense of being overworked, undercompensated, and underappreciated. In fact, faculty concerns seem to center around three main areas: 1) faculty have the perception that compensation for participating in online learning initiatives is not commensurate with the required additional workload and training; 2) if online learning is not clearly valued and codified at the institution, it is often perceived by faculty to interfere with or be detrimental to promotion and tenure; and 3) faculty often have questions about online course quality (McCarthy & Samors, 2009; Moller, Foshay, & Huett, 2008).

UWG, through the DDEC, has worked to address these issues over the years and recently hired an Associate Dean of Online Development and a Director for Online Faculty Development to further support and train faculty interested in online teaching and learning. Additionally, mentor-mentee models in some colleges, which pair neophyte online instructors with more experienced instructors to design and develop quality distance courses, have been shown to be successful. Moreover, certain colleges on campus are now placing value on developing, teaching, and evaluating online courses and programs through their department-level and college-level promotion and tenure review processes, and tuition money and other revenue is being used to provide some training and compensation models for faculty developing online courses.

However, the taskforce believes that UWG would benefit from the administration supporting 1) the development of a clear campus-wide system of faculty incentives, training, support, and hiring practices that support online learning; 2) a clear articulation of the value of developing, teaching, and revising online programs/courses into the university's tenure and promotion process and; 3) a cultural shift that reflects the stance that online learning is not relegated to an isolated subset of certain faculty, staff, and administrators. Rather, it is a highly valued part of the overall institution's mission and vision.

To further the University's efforts to remain relevant in the digital age, UWG needs to recognize that online learning is a campus-wide issue and promote its growth through appropriate hiring practices and through supporting and training existing faculty at all levels and positions, including those with tenure.⁴

Recommendation Five

Implement a Quality Control Plan for Online Courses/Programs

Online education is coming under greater regulation and scrutiny and many institutions across the country are adopting quality control systems to ensure the high quality of their online offerings and to comply with regulatory and accrediting bodies. These quality assurance, training, and evaluation plans can be a very effective way to help standardize the course creation, evaluation, and revision process as well as increase

⁴ SACS (Core Requirement 2.8; Comprehensive Standard 3.7.1, 3.4.10, 3.4.12) A support system exists for faculty teaching distance education courses. The institution should employ sufficient full time faculty to support its mission...there should be a sufficient number of faculty qualified to plan for, design, and teach distance education courses. The institution should consider and define unique qualifications for faculty members teaching distance education courses...[and] ensure that faculty have played an appropriate role in designing the courses/programs to be offered by distance education.

faculty proficiency with the delivery medium and improve market share and brand recognition through the delivery of consistently high quality online educational experiences.

UWG, through the DDEC, offers a vast menu of training to new and existing faculty to help ensure online course/program quality and has provided funding, extensive resources, and rubrics for designing, developing, implementing, and evaluating online courses/programs. However, the DDEC lacks the necessary institutional support to implement a research-based, practice-based, appropriate quality control plan for online courses/programs.⁵

It is important to note that the taskforce is advocating a quality control (QC) system that centers on the effective and efficient management of the technology and instructional design considerations for online delivery and not a QC system that dictates course content or in any way impinges on academic freedom. In this case, QC focuses on appropriate design and use of the online delivery medium and not on selection of the content itself. The emphasis is on standards for the unique aspects of the online delivery medium such as the appropriate use of distance technologies, online instructional design, online course management, and distance learner interaction and engagement. In other words, the proposed QC system does not concern itself with the message being taught; it is only concerned with ensuring that the message is delivered successfully.

Our competition is clearly outlining organizational strategic plans focused on improving the quality of their online offerings. For instance, Kennesaw State University has adopted the nationally recognized *Quality Matters*⁶ (QM) online course framework institution-wide, and the President has mandated that all faculty members teaching online must complete the required QM training and receive certification. Additionally, the registrar is not allowed to list the class for student enrollment until it can be shown that the faculty member teaching the course has been certified and that the course has been previously and thoroughly reviewed using the QM framework. KSU recognizes that this process is asking a lot of faculty members in terms of time, training, and the acquisition of new skillsets. This process also requires faculty to become more comfortable with increased levels of scrutiny regarding their courses. To address these concerns, KSU and other institutions have established incentives and policies that address the unique demands and considerations associated with online teaching and learning. In fact, Augusta State University, Darton College, Georgia Perimeter College, North Georgia College and State University, and Valdosta State University are all current subscribers to the Quality Matters framework.

UWG needs to begin to implement a consistent but *flexible* quality control plan for its online courses/programs that is *clearly articulated from the highest administrative levels*. This plan should complement our overall mission and vision for online teaching and learning and should include appropriate resources, staffing, and incentives for faculty participating in these valuable undertakings.

⁵ SACS (Core Requirement 2.5, 2.8; Comprehensive Standard 3.3.1, 3.4.7, 3.4.10, 3.4.12, 3.7.1, 3.7.2, 3.7.3) Purpose and outcomes should be identified for the distance education program as a whole. Students learning competencies should be identified and achievement assessed for distance education courses and programs. [T]he institution should be an active participant in ensuring the effectiveness and quality of the courses/programs offered by all of the participants...[and] ensure that faculty members teaching distance education courses are proficient in the use of technology. The institution is expected to make its case that faculty teaching distance education courses are qualified to teach those courses...[and] should regularly evaluate the effectiveness of faculty member who teach distance education courses. The institution should make professional development activities and training available to distance education faculty members and ensure that distance education faculty members engage in training and professional development.

⁶ From the Quality Matters website: Quality Matters (QM) is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses. QM is a leader in quality assurance for online education and has received national recognition for its peer-based approach and continuous improvement in online education and student learning. QM subscribers include community and technical colleges, colleges and universities, K-12 schools and systems, and other academic institutions.

Recommendation Six

Expand Student Services to Specifically Address the Needs of the Online/Distant Student

In general, UWG's student support services and many policies and procedures are fabricated almost entirely on existing brick and mortar operational principles and reliant upon traditional face-to-face business practices. UWG does not have an integrated student support system for its graduate and undergraduate programs that is designed specifically with the needs of *distance students* in mind. In fact, it may be argued that many admissions and enrollment processes and policies are decidedly unfriendly to the potential online or off-campus student⁷.

Competitive research shows that other institutions are making great strides in the area of distant student services such as providing potential online students with real-time video conferencing with faculty and staff for program inquiries, registration, and advising, 24/7 toll free call centers for marketing and online student support, social networking platforms for communication and community building, mobile technology access for classes and campus resources, dynamic Web portals, etc. While the DDEC has implemented many of these strategies for online students, there needs to be adequate support and a campus-wide culture in place that treats our distant students with the same level of consideration and high-quality student support services afforded to our traditional face-to-face students.

Dr. Charles Bird (2011), Vice-President for Regional Higher Education at Ohio University and author of the blog *Creating the Future: Innovation in Higher Education*, correctly notes that successful online and off-campus program delivery means treating students well and "lies in providing outstanding service, from the point of inquiry, through admissions, to graduation . . . the institutions that act now and intelligently will be successful; other institutions will be left behind. (§ 7)"

Recommendation Seven

Explore New Programs, Markets, Audiences, and Partnerships

The market for students has changed, and UWG needs to change its thinking. UWG has a large potential audience for online programs and identifying, understanding, and catering to this audience is critical to the growth, stability, and viability of the institution. It would be difficult to include all of the specific profiles of potential online audiences in this paper, so the following brief review is provided.

In terms of specific programs, online demand has been strongest for complete undergraduate and graduate degree programs in criminal justice, computer and information technology, health care, business, nursing, public administration, liberal arts, communication, education, and psychology (Online Learning: By The Numbers, 2010). UWG has existing strengths in many of these areas and has the opportunity to strategically develop several strong, high-enrollment niche, or carefully targeted online programs.

We are also seeing a dramatic increase in public/private partnerships concerning online degree programs. Our recent campus visits and solicitations from *Academic Partnerships*⁸ is one example as is *Wal-*

⁷ SACS (Core Requirement 2.10; Comprehensive Standard 3.4.9, 3.9.3) The institutions is expected to consider support services needed by distance education students and provide for those needs [including]...staff sufficient to meet support needs...access to advisement, tutorials, and mentoring...[monitoring] of dropout rates, failure rates, and completion rates.

⁸ From the Academic Partnerships website: "Academic Partnerships is a higher education service company working exclusively with state universities. AP helps the faculty of partner institutions convert traditional degree programs to online delivery and builds enrollment by recruiting and retaining qualified students."

Mart partnering with *American Public University (APU)* to offer reduced tuition to all of *Wal-Mart's* employees seeking an online degree. If just 10% of *Wal-Mart's* U.S. workers end up getting degrees through the program, it would be the equivalent of over 180,000 APU graduates (Klopsis, 2010).

In July of 2011, the University of Massachusetts, through its *UMassOnline* initiative, announced it was partnering with the National Education Association (NEA) to become one of only three online learning partners to deliver advanced online degree programs exclusively to NEA members. Through this unique partnership, the NEA estimates that *approximately 500,000 members* are potential candidates for the programs offered by UMass and the other two partner institutions (Business Wire, 2011).

These three different partnership models are just a few examples of the new pattern of competition in the education marketplace. UWG would be wise to explore the possibility of similar arrangements with groups like the US military, large local education agencies (LEA), and companies like *Southwire* and *Walmart.com* and to pay careful attention to and learn from how private companies like *Academic Partnerships* are beginning to conduct the business of online education with public institutions.

These represent only a few instances of new program, market, audience, and partnership possibilities. The taskforce is *not* advocating that UWG try to be all things to all people. Rather, it is suggesting that we focus on what makes us unique and specifically target programs and audiences with demonstrated need that we believe we can successfully serve through online delivery. *The important thing is that UWG begin to think creatively and focus not only on pulling students to our campus but also on pushing targeted high quality online instruction, in distinctive programs, out to new and underserved audiences.*

Conclusion

The taskforce acknowledges that some individuals may be reluctant to adopt online learning as part of UWG's strategic plan and that such an adoption represents a cultural shift for the university. For many years, online education has, at best, been regarded by some as a stepchild to the dominant classroom model, or, at worst, as an oxymoron conjuring an unsavory image of questionable diploma mills. However, one cannot deny that online learning is an impressive force in mainstream education. What was once considered a last option for learners is now a viable opportunity for educational providers in many learning contexts. Technology has advanced to the point where quality online learning is both possible and in dramatically increasing demand by students. Further, while the taskforce does not advocate simply adopting technology for its own ends, we feel that UWG cannot afford to ignore the aggregate impact of decades of breakthrough technological advances and the trend toward more ubiquitous and personal learning opportunities offered through distance technologies. The taskforce strongly believes that UWG can focus on preserving our reputation as an excellent traditional institution of higher learning while fostering the growth and development of quality, targeted, online programs.

Further, the taskforce believes this is less about selecting new technologies and delivery mediums and more about managing change. We have reached a point in the change process, and our own evolution, where UWG needs to articulate a clear, workable, and inspirational strategic plan for a third programmatic strand addressing online learning that aligns with our institution's culture, mission, and values; energizes, empowers, and supports all the stakeholders; and allows us to move aggressively but thoughtfully forward.

The important thing to understand is that this is not an either/or proposition; it is more a symbiotic relationship. We can be the "right fit" for traditional face-to-face students and, in many cases, for distant students as well. Further, exploring high-quality, targeted, and scalable online programs for delivery *to new and*

underserved audiences will generate additional revenue to support campus-based traditional programs resulting in favorable outcomes for all our programs, students, faculty, and other stakeholders.

Finally, we must come to terms with the fact that education has changed, and we have to change our thinking. The question is no longer *if* we have to change to keep up with the new world of learning, but *how*. Online learning is a point of pride for this institution and being a *Destination University* should be about choice and not just geography. UWG needs to realize its potential as a *first-choice Destination University* for its online programs as well.

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