

Memorandum

To: General Faculty

Date: March 12, 2014

Regarding: Agenda, Faculty Senate Meeting, March 14 at 3:00 p.m., TLC 1-303

The agenda for the March 14, 2014 Faculty Senate meeting will be as follows:

1. Call to order
2. Roll call
3. Approval of minutes for the February 21st meeting ([see Addendum I](#))
4. Committee reports

Committee I: Undergraduate Programs Committee (James Mayer, Chair)

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

A. College of Arts & Humanities

Program Proposals:

- 1) Bachelor of Arts with a Major in History, General History
Request: Change credit hour requirements
Action: Approved

B. Richards College of Business

Program Proposals:

- 1) International Business Certificate Economics
Request: Update existing certificate
Action: Approved

C. College of Science & Mathematics

Course Proposals:

- 1) GEOG 2202 Environmental Science
Geosciences
Request: Add
Action: Approved

- 2) GEOG 2202L Environmental Science Lab
Geosciences
Request: Add
Action: Approved

D. College of Social Sciences

1) Course Proposals:

- a. CRIM 2275 Introduction to Corrections
Criminology
Request: Add
Action: Approved
- b. SOCI 4015 Analyzing and Visualizing Data
Sociology
Request: Add
Action: Approved

2) Program Proposals:

- a. Certificate in Social Science Research Skills
Sociology
Request: Add prebaccalaureate certificate program
Action: Approved
- b. Certificate in Global and Comparative Studies
Sociology
Request: Add prebaccalaureate certificate program
Action: Approved
- c. Certificate in Social Diversity
Sociology
Request: Add prebaccalaureate certificate program
Action: Approved
- d. Certificate in Social Services
Sociology
Request: Add prebaccalaureate certificate program
Action: Approved

Information Items:

- A. Program Deactivation
Bachelor of Science with a Major in Environmental Studies
Geosciences Department

Deactivate Program

Committee II: Graduate Programs Committee (Elizabeth Kramer, Chair)

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

A. College of Education

1) Course Change:

- a. EDSI 9171 Program Evaluation
School Improvement
Request: Add
Action: Approved

2) Program Change:

- a. Learning and Teaching
Program: Master of Education with a Major in Special Education and Teaching
Request: Modify
Action: Approved

B. College of Arts and Humanities

1) Course Change:

- a. HIST 6694 Historical Methods and Writing
History
Request: Add
Action: Approved

2) Program Change:

- a. Program: M.A. with a Major in History
History
Request: Modify
Action: Approved

C. College of Social Sciences

1) Course Change:

- a. SOCI 6003 Advanced Statistics for Sociology
Sociology
Request: Add
Action: Approved

2) Program Changes:

- a. Program: Ph.D. in Psychology: Consciousness and Society
Psychology
Request: Modify
Action: Approved
- b. Program: Post-Baccalaureate Certificate in Nonprofit Management and
Community Development
Political Science
Request: Add
Action: Approved
- c. Program: Post-Baccalaureate Certificate in Data Analysis and Evaluation
Methods
Sociology
Request: Add
Action: Approved
- d. Program: Master of Arts with a Major in Sociology
Sociology
Request: Modify
Action: Approved

Policy Changes:

- A. Revision of the Graduate Course Load policy to separate the three sections in the
existing policy to create three new policies to improve clarity.
(see [Addendum III, Appendix A](#))
- B. Addition of an Attendance Policy to the Graduate Catalog.
(see [Addendum III, Appendix B](#))
- C. Modification of Graduation policy in the Graduate Catalog.
(see [Addendum III, Appendix C](#))

Information Item:

A. College of Education

Program Change:

- 1) Leadership and Instruction
Program: Specialist in Education with a Major in Educational Leadership
Request: Modify

Committee VI: Strategic Planning Committee (Rob Sanders, Chair)

Action Items:

- A. Updated draft of the Strategic Plan, 2014-2020 (Kyle Marrero)

Committee XIII: Rules Committee (Linda Haynes, Chair)

Action Items: (see [Addendum IV](#))

- A. Faculty Handbook Revisions for Section 101.02 Minimum Criteria for Appointment (minor editing for consistency in Sections 101 and 103)
- B. Recommendation for Position of Faculty Senate Chair-Elect

5. Old business:

- A. Finalize the ballot for the Faculty Senate Chair

6. New business:

- A. Nominations for Parliamentarian
- B. Update from the March 1 meeting of the USG Faculty Council (Jeff Johnson)
- C. Textbook adoption process (Jon Anderson and Mark Reeves)

7. Announcements:

- A. QEP and the SACS visit (Debra MacComb)

8. Adjournment

Addendum I

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

February 21, 2014

1. Call to order: the meeting convened in room 1-303 of the Technology-enhanced Learning Center and was called to order by Will Lloyd, substituting for Jeff Johnson, Chair at 3:02 p.m.

2. Roll call

Present

Basu-Dutt, Blair, Butler, DeFoor, DeSilva, Farmer, Faucette, Geisler, Halonen-Rollins, Haynes, Kassis, Keim, Kilpatrick, Kramer, Lloyd, Mayer, Moffeit, Noori, Penceo, Ponder, Popov, Helvig (substituting for Robinson and Welch), Samples, Sanders, Schroer, Stanfield, Steere, Van Valen, Vasconcellos, Velez-Castrillon, L. Mike Johnson (substituting for Woodward), Xu

Absent

Banford, Erben, Gant, Griffith, Hannaford, Hooper, Insenga, Johnson, Packard, Rutledge, Skott-Myhre, Thompson, Willox, Yeong

3. Minutes: a motion was made and seconded to approve the minutes of January 24.

Item approved unanimously by voice vote.

4. Committee reports

The Faculty Senate agreed without objection to taking Committee VI first so President Marrero could return to the Provost Search Committee meeting.

**Committee VI: Strategic Planning Committee (Rob Sanders, Chair)
Information Items:**

A. Updated draft of the Strategic Plan, 2014-2020 (Kyle Marrero)

Discussion:

Dr. Marrero introduced the updated draft of the Strategic Plan (SP) and distributed two handouts: first, one a one-page summary of the SP process and timelines entitled “ENGAGE WEST! UWG Strategic Plan Update: 2014-2020,” then the draft of the Plan as originally appended to the agenda.

Dr. Marrero stated that his goal in speaking to the Faculty Senate is to provide information to help faculty understand the process and its components so that faculty can see how they inform the process and to engage as a part of the process. He stressed that faculty are perhaps the most important constituents to give feedback in this process and that this document will embody who we are. He encouraged faculty to look at it and see where you fit, directly or indirectly. Be critical. Think about this document with your individual goal-setting. Ask questions if you do not see the connectivity. He invited SP Committee members, particularly those leading the groups formulating the strategic imperatives, to speak next.

Scot Lingrell spoke about Strategic Imperative (SI) #1: student success—enhanced learning, access, progression, and development. In addition to the four goals currently enumerated in the Plan for this, he said that the committee will probably add a fifth (as a result of feedback received to date) about increasing the academic performance/success of each student. Jon Anderson spoke about Strategic Imperative #2: academic success—academic programming and faculty support. Faye McIntyre is leading the group about Strategic Imperative #3: successful partnerships—building engaged, mutually beneficial collaborations, but she was not present at this meeting, so Dr. Marrero spoke on Dr. McIntyre’s behalf. Jim Sutherland is leading the group about Strategic Imperative #4: operational success—effectiveness and sustainability, but was not present, so Dr. Marrero spoke on his behalf, as well. Faculty are encouraged to provide feedback about these SI to these individuals, or within the open forums being held, or directly to the president in an e-mail with the subject line of “Strategic Plan.” A forum will be added since we lost one due to weather.

Dr. Marrero added that about 60-75 key performance indicators (KPI) will be determined for the SP and about 15 will be about the performance of the president, and the BOR will evaluate him based on those criteria. The KPI will be added to the Engage West website at <http://www.westga.edu/engagewest>.

Although this was an information item rather than an action item, a voice vote was taken and it was unanimously approved.

Committee IV: Academic Policies Committee (Vickie Geisler, Chair)

Action Items:

- A. Revision of attendance policy (Tim Schroer, Chair of Attendance Subcommittee)

Discussion:

Dr. Schroer commented on the provisions to the Student Handbook, Undergraduate Catalog, and Faculty Handbook which will be affected by the attendance policy changes. He remarked that the revisions are intended to distinguish between the power of the faculty in the Drop/Add period, and then after that week. In the course of answering questions from the Senate, it was noted by Dr. Lingrell that we will continue to use the GradesFirst software, which may be useful for multiple purposes, such as financial aid and interventions. Dr. Lingrell explained that withdrawing students has financial aid consequences because financial aid is earned by the student for each day attended. Withdrawing is a complicated process because refunds go back to the student and then UWG has seek reimbursement from the student.

Item approved unanimously by voice vote.

Committee XII: Budget Committee (Paul Rutledge, Chair)

Action Item:

- A. Salary equity implementation

Discussion:

Dr. Rutledge was not present because of the conflict with the Provost Search Committee meeting, so Dr. Anderson delivered an overview on his behalf. He mentioned that this will be a two-year process, not an annual one, in response to some of the questions. It was reiterated that the first year is about getting those

currently under promotion to the 85% of CUPA market median level; other adjustments won't be made until 2015.

Dr. Blair commented regarding "e) Faculty will be rewarded for successful post-tenure review. The reward is yet to be decided." His comment was that a course release is not helpful in departments that are understaffed; a professor does not want to hurt the program by taking a course release. It would be better to be rewarded by money, he stated. Dr. Marrero responded that part of the problem is that the \$2K and \$3K for promotions (to associate and full professor ranks, respectively) is too little, so compression occurs, which is especially seen in the higher ranks (i.e., those experiencing post-tenure review).

Dr. Anderson said that the CUPA data didn't cover the "years in rank" question. In response to questions, both he and Dr. Marrero pointed out that the administration wants to get everyone to the 85% level first. Dr. Marrero remarked that \$3M will be needed to get all faculty to 100% of the CUPA market median (\$6 million for faculty and staff). Determining money for years in rank will be difficult and will be part of Phase Two.

One editorial change was made on the floor to alleviate some confusion, and that was for item a) to change "we are" to "UWG is," so the whole a) reads: "Promoted faculty should be brought to the 85% level of his/her new rank market median. For years in which UWG is at greater than 85% of the median, promoted faculty should be brought to the new percentage of his/her new market median."

Item approved unanimously by voice vote.

5. New business:

- A. NSF funded self-study (ADVANCE-IT) of faculty in STEM and STEM-Related disciplines at UWG (L. Mike Johnson).

Discussion:

Dr. L. Mike Johnson (Criminology) delivered a PowerPoint presentation on this project. Dr. N. Jane McCandless is the Principal Investigator (PI) and the other co-PIs are Dr. Johnson, Catherine Jenks, Dianne Hoff, and Nancy Penceo. More, full reports will be distributed later, but his presentation represented an introduction to the topic. Some highlights from his presentation are the following.

Employment records for a total of 157 full-time faculty in COSM and COSS were examined, for which 88 were COSM (56.1%; about a third) and 69 were COSS (43.9%; almost half).

Key findings: the median salary is lower for women in COSM, but in COSS, it is fairly equal. Women are concentrated in the junior faculty positions. A total of 43.5% of female professors are tenured; 80.8% of male professors are tenured. The majority of administrative positions are occupied by men.

A faculty worklife survey was conducted in Spring 2013 of STEM and STEM-Related Disciplines faculty at UWG, but it does not include political science because of NSF rules about what is regarded as STEM. Dr. Johnson stressed that a small sample hampered data analysis. Sometimes the results are not statistically significant, as there were only 10 identified as racial minorities. When racial differences were noticeable, minorities expressed more favorable responses than whites. Statistically significant gender differences were not found on many variables, but all significant differences occurred in the direction of women having less favorable views. A total of 40% of women and 16% of men expressed dissatisfaction with being a faculty member at UWG.

In the “what now?” conclusions of his presentation, Dr. Johnson said that UWG needs to develop policies and practices to better ensure fairness in recruiting, hiring, promotion, and retention of female and minority faculty.

Everyone is invited to attend a COSS Lecture Series presentation on this topic Wednesday, March 12 at 3:00 p.m. in the Ingram Library Nook.

B. Sustainability Council update (Minna Rollins)

Drs. Rollins and Hannes Gerhardt presented a PowerPoint presentation about the Sustainability Council at UWG. The purpose of the SC is: 1) to identify, share, and promote sustainability activities and initiatives the UWG campus and in the community; and 2) serve as a clearinghouse for ideas that pertain to sustainability initiatives on the UWG campus.

Some of the current initiatives are:

- Sustainability in the new Strategic Plan
- New, green buildings
- Recycling pilot program
- Tree Campus USA
- Southwire Sustainable Business Honors Program
- Environmental pedagogy
- Student organizations
- Organic garden
- Carbon Footprint project

The good news is:

- a presidential grant was awarded to the SC
- a draft website is available at <http://www.westga.edu/green/>
- a consultant is coming to campus, Feb. 28
- Earth Week will be held in April with the following events:

	Sat 4/12	Mon 4/14	Tue 4/15	Wed 4/16	Thu 4/17	Fri 4/18
Day/ after- noon	River Clean up on the 'Hooch	Trail maintenance	Career Panel (green jobs)		Earth Day Festival: Bands, demos, and recycling (on the Square)	-Community Garden planting - A guided nature hike
Evening		Film Series “Eating Alabama”	Film Series “Beasts of Southern Wild”	Open Mic Film Series movie3	RCOB Executive Roundtable	

Table courtesy of M. Rollins

During the discussion, it was reiterated from a previous Faculty Senate meeting that food not served by the UWG Food Service should be donated, not discarded.

Please contact hgerhard@westga.edu or mrollins@westga.edu for more information about SC initiatives.

An item C for new business was added to the agenda at this point.

C. Faculty Senate Chair elections

It was announced that Ms. Anne Barnhart (Library) and Dr. Elizabeth Kramer (Music) have agreed to run for the chair of the Faculty Senate. No nominations were made on the floor and the slate was approved for the election at the spring general faculty meeting.

6. Announcements:

A. QEP and the SACS visit (Debra MacComb)

Dr. MacComb was not able to attend this meeting, so this announcement was postponed to the March 14 meeting of the Faculty Senate.

7. The meeting adjourned at 4:55 p.m.

Respectfully submitted,

Shelley Rogers,
Executive Secretary of the Faculty Senate and General Faculty

Addendum II

Program View Request (Read-Only)	
<p>Originator</p> <p>College of Arts and Humanities History Department Schroer, Timothy</p> <p><small>College Department Originator</small></p>	
<p>Action</p> <p><input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate</p> <p><input type="radio"/> Reactivate</p>	<p>Modifications</p> <p><input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details</p> <p>Senate Action Item (See Procedure)</p>
<p>Program Selection</p> <p>College of Arts and Humanities Bachelor of Arts with a Major in History, General</p> <p><small>College Program</small></p> <p>Bachelor of Arts with a Major in History, General On Campus Undergraduate</p> <p><small>Program Name Program Location Degree Level</small></p> <p>Bachelor of Arts Fall 2014</p> <p><small>Degree Name Effective Semester/Year</small></p>	
<p>Modification Details</p> <p>The History Department proposes to set its credit requirements in upper-level coursework for the major at 30 credits rather than 30-36 and to set its credit requirement for the minor at 15 credits rather than 15-18.</p> <p><small>(Max 4000 characters)</small></p>	<p>Rationale</p> <p>The changes in credit requirements are designed to remove ambiguity and thereby to advance the goals of Complete College Georgia.</p> <p><small>(Max 4000 characters)</small></p>
<p>Planning Info</p> <p><input checked="" type="radio"/> Library Resources are Adequate</p> <p><input type="radio"/> Library Resources Need Enhancement</p> <p>Is this a SACS substantive change? NO (See Policy)</p> <p>Present or Projected Annual Enrollment: 280</p>	<p>Comments</p> <p>See attachment.</p> <p><small>(Max 4000 characters)</small></p>
<p>College Approvals</p> <p><u>Howard Goodson</u> [APPROVED 2013-11-10]</p> <p>Chair, Course Department</p> <p><u>Randy J. Hendricks</u> [APPROVED 2014-02-25]</p> <p>Dean, College of Arts and Humanities</p>	<p>Cross Listing Approvals</p> <p><u>N/A</u></p> <p>Chair, Cross Listed Department</p> <p><u>N/A</u></p> <p>Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <p><u>James R. Mayer</u> [APPROVED 2014-03-06]</p> <p>Chair, Undergraduate Academic Programs Committee</p>	<p>Final Approval</p> <p><u>Jon Anderson</u> [REQUIRED]</p> <p>Final Approver</p>

The History Department has decided to set the required number of upper-level history credits at 30, rather than 30-36 credits as required currently. The History Department has also decided to set 15 credits as the requirement for the minor, instead of 15-18 credits as required currently. The History Department has further decided to eliminate the exemption for survey courses for students scoring a 3 on the AP World or US history examinations.

The 2012-2013 Undergraduate Catalog lays out the requirements for a BA in History. Beyond the coursework required in the core, students must take upper-level courses in the major block, which the Catalog specifies as follows: "Courses required for the Degree 30-36." The catalog contains the somewhat cryptic note, "**Students exempting History surveys must take higher level work; one course at the 4000-level, if both semesters are exempted."

The History Department would like to eliminate the variability in the requirement on upper-level credits in the major. In no circumstances would any student be required to earn more than 30 upper-level credits in the major. All students must complete 30 credits in upper-level courses in the major.

The Undergraduate Catalog says that the History Minor requires 15-18 credits. The History Department would like to change the program to provide that students minoring in history must earn 3 additional survey credits and 12 credits from upper-level courses for a total of 15 credits.

Program View Request (Read-Only)	
Originator Richards College of Business Economics Boldt, David J. <small>College Department Originator</small>	
Action <input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate	Modifications <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details <small>Senate Action Item (See Procedure)</small>
Program Selection Richards College of Business International Business Certificate <small>College Program</small> International Business Certificate On Campus Undergraduate <small>Program Name Program Location Degree Level</small> Certificate Fall 2014 <small>Degree Name Effective Semester/Year</small>	
Modification Details This is a modification of an existing certificate. <small>(Max 4000 characters)</small>	Rationale 1) Update the courses listed in the certificate to reflect current course offerings and to make the certificate available to more University of West Georgia students. 2) Reduction of the course requirements to 15 hours (from 18 hours). This was accomplished by reducing the foreign language requirements from 6 hrs. to 3 hrs. 3) Reduction of the GPA requirement for obtaining the certificate from 2.75 to 2.0. This would make the minimum GPA requirement for this certificate <small>(Max 4000 characters)</small>
Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 15	Comments See modification and rationale sections. <small>(Max 4000 characters)</small>
College Approvals <u>Faye McIntyre</u> [APPROVED 2014-02-21] <small>Dean, RCOB</small> <u>David J. Boldt</u> [APPROVED 2014-02-19] <small>Chair, Course Department</small>	Cross Listing Approvals <u>N/A</u> <small>Chair, Cross Listed Department</small> <u>N/A</u> <small>Associate Dean, Cross Listed College</small>
Other Approvals <u>James R. Mayer</u> [APPROVED 2014-03-06] <small>Chair, Undergraduate Academic Programs Committee</small> <u>Hilde Patron</u> [APPROVED 2014-02-20] <small>RCOB Undergraduate Program Committee Chair</small>	Final Approval <u>Jon Anderson</u> [REQUIRED] <small>Final Approver</small>

Richards College of Business

International Business Certificate

The International Business Certificate is available to all University of West Georgia undergraduate students.

Student can formally apply to enroll in the certificate program with any academic advisor in the Richards College of Business. This is a 15 hour certificate program (12 hour if the foreign language course is waived). Students must have a 2.0 GPA to participate.

Course & No.	Hrs.	Comp.	Rem
FOREIGN LANGUAGE CLASS	3		
INTERNATIONAL BUSINESS COURSES*: Select three from the following:	3		
ECON 4450, 4470; FINC 4521; MGNT 3627, 4625; MKT 4866	3		
	3		
RCOB STUDY ABROAD COURSE (ECON 4485, FINC 4585, MGNT 4682, MKTG 4885)	3		
	15 hrs.		

*The Foreign Language requirement is waived for students whose native language is not English.

**Upon the approval of a RCOB department chair and the Assistant Dean, other courses may be substituted here. Completion of the certificate requirements will be noted on the student's transcript.

To be effective Fall 2014

Course Update Request (Add, Delete, Modify)

Originator		
Geosciences Department	College of Science and Mathematics	Gerhardt, Hannes
Department	College	Originator
Action		
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete <input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input checked="" type="checkbox"/> See Comments Senate Action Item (See Procedure)		
Course Details		
GEOG	2202	Environmental Science
Prefix	Number	Course Title
<p>This course will focus on the key principles of environmental science, paying special attention to environmental systems and human interactions with these systems. The aim of the course is to give the student a solid, scientifically based understanding of the earth's current environment and how to analyze, assess, and begin to address human populations' impact on this environment.</p>		
Course Catalog Description		
3		3
Lec Hrs	Lab Hrs	Credit Hrs
		Spring - 2015
		Yearly
		Letter Grade
		Grading
Prerequisites		Corequisites
Rationale		
<p>The rationale for this addition is to offer a course in environmental science with an optional lab that will count in the core as an area D, option II science. Environmental science is a STEM field that deals with the intersections of the natural and human world - a concern that has long been a focus of geography (hence the geography prefix). We are particularly interested in attracting social science students into this lab science course, which is why we are asking for the option II designation. The geography degree offered at UWG in general is taking on a greater focus on issues of the environment and sustainability. This course, once accepted, will become integrated into the degree requirements. Lastly, it should be noted that there already exists an XIDS 2202 course at UWG that counts as an area D, option II. This course, entitled "Environmental Studies", is distinct from what we are proposing here as it is intended to be a more collaborative interdisciplinary course, and it does not have the optional lab. In the XIDS description, it is stated that there will be a, "focus on specified environmental issues approached from selected disciplines in the natural and social sciences. Topics and disciplines vary from semester to semester." XIDS is more of a special topics class that can theoretically exist next to GEOG 2202. However, XIDS is not taught regularly (if at all anymore) and its open, interdisciplinary format makes it imperfect for the needs of the geography degree. The creation of Geog 2202 will remedy this situation.</p>		
Planning Info		Comments
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? YES (See Policy) Present or Projected Annual Enrollment: 40		This course is to count as a core area D, option II and hence need BOR approval.
College Approvals		Cross Listing Approvals
Curtis L. Hollabaugh [APPROVED 2014-02-03] Chair, Course Department Scott Gordon [APPROVED 2014-02-04] Coordinator, COSM Curriculum Committee		N/A Chair, Cross Listed Department N/A Associate Dean, Cross Listed College
Other Approvals		Final Approval
James R. Mayer [APPROVED 2014-03-06] Chair, Undergraduate Academic Programs Committee		Jon Anderson [REQUIRED] Final Approver

SAMPLE

GEOG 2202: Environmental Science

Course Description:

This course will focus on the key principles of environmental science, paying special attention to environmental systems and human interactions with these systems. The aim of the course is to give the student a solid, scientifically based understanding of the earth's current environment and how to analyze, assess, and begin to address human populations' impact on this environment.

Learning Objectives:

- 1) Define the term environment and identify important environmental concerns we face today.
- 2) Gain a foundational understanding of the earth's environmental systems
- 3) Develop analytical skills, critical thinking, and demonstrate problem-solving skills using scientific techniques.
- 4) Expressing scientifically informed opinions about current environmental policy debates

Text:

Principles of Environmental Science: Inquiry and Applications [Paperback]
William Cunningham (Author), Mary Cunningham (Author).

There will also be additional readings, mostly media articles, that can be accessed via D2L.

Assessment:

Students will be assessed by means of Exams, Assignments and a Project. There is no extra credit.

Midterm Exam	30 points
Final Exam	30 points
Assignments	40 points

Exams will be multiple choice and short answer. Assignments will be typed responses to readings, films, and discussions. These will be generally be about 2 pages long and must be submitted into a dropbox in D2L.

CLASS SCHEDULE

- | Week | TOPIC |
|---------------------|---|
| 1. Aug. 23, 25 | Syllabus; Introduction |
| 2. Aug. 30, Sept. 1 | Science and the Environment |
| 3. Sept. 6, 8 | Environment and the Economy |
| 4. Sept. 13, 15 | Earth as a Changing Planet |
| 5. Sept. 20, 22 | Principles of Ecology |
| 6. Sept. 27, 29 | Biological Communities; Exam 1 |
| 7. Oct. 4, 6 | Project Work |
| 8. Oct. 11, 13 | Biodiversity |
| 9. Oct. 18, 20 | Human Populations and Ecological Footprints |
| 10. Oct. 25, 27 | The Science of Sustainable Agriculture |
| 11. Nov. 1, 3 | Water Resources |
| 12. Nov. 8, 10 | Climate and Air Pollution |
| 13. Nov. 15, 17 | Energy, |
| 14. Nov. 22, 24 | Thanksgiving Recess |
| 15. Nov. 29, Dec. 1 | Sustainable Futures |

Course Update Request (Add, Delete, Modify)

Originator

Geosciences Department
DepartmentCollege of Science and Mathematics
CollegeGerhardt, Hannes
Originator

Action

 Add Modify Delete

Modifications

 Prerequisites Description Title Credit See Comments

Senate Action Item

[\(See Procedure\)](#)

Course Details

GEOG 2202L Environmental Science Lab
Prefix Number Course Title

This lab course will bring key principles of environmental science to a lab setting. The aim of the lab exercises is to give the student a hands-on experience involving basic observation, evaluation, and assessment of environmental themes and problems.

Course Catalog Description

Loc Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Letter Grade
	2	1	Spring - 2016	Yearly	Letter Grade

Prerequisites

Geog 2202

Corequisites

Geog 2202

Rationale

This is the optional lab that goes with the proposed Geog 2202 course. Please see the rationale for Geog 2202 for a full explanation. Essentially, we are looking to create a core area D, option II with lab for non-hard science students interested in environmental science.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

Is this a SACS substantive change? YES (See Policy)

Present or Projected Annual Enrollment: 40

Comments

This is an optional lab accompanying geog 2202 that would count as a core Area D, option II. BOR approval is required.

College Approvals

Curtis L. Hollabaugh [APPROVED 2014-02-03]

Chair, Course Department

Scott Gordon [APPROVED 2014-02-04]

Coordinator, COSM Curriculum Committee

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

James R. Mayer [APPROVED 2014-03-06]

Chair, Undergraduate Academic Programs Committee

Final Approval

Jon Anderson [REQUIRED]

Final Approver

SAMPLE

GEOGRAPHY 2202: ENVIRONMENTAL SCIENCE LAB

COURSE DESCRIPTION: This lab course will bring key principles of environmental science to a lab setting. The aim of the lab exercises is to give the student a hands-on experience involving basic observation, evaluation, and assessment of environmental themes and problems.

LEARNING OBJECTIVE:

- 1) Gain a foundational understanding of the earth's environmental systems through hands on, scientific activities.
- 2) Develop analytical skills, critical thinking, and demonstrate problem-solving skills using scientific techniques.

INSTRUCTOR: TBA

LABS: Once a week, for 50 minutes. Attendance is required. You are allowed 2 absences. After the first unexcused absence, each absence will result in your final grade being lowered by 1 letter grade.

LAB MANUAL: Can be purchased in the bookstore

LAB EXERCISE: For each lab, there will be an exercise sheet and/or experiment log to be turned in. These exercises will make up your grade for the course.

Lab Exercises: You do not have to turn in the lab for grading. Instead you should complete the

Schedule

Wed, Jan 8	Introduction and Course Mechanics Pre-test
Wed, Jan 15	<u>Experimental Analysis</u>
Wed, Jan 22	<u>The Atmosphere</u>
Wed, Jan 29	<u>Ecological Footprint Calculator</u>
Wed, Feb 5	<u>Ground-Level Ozone: Smog City</u>
Wed, Feb 12	<u>Ground-Level Ozone: Your Vehicle</u>
Wed, Feb 19	<u>Acid Rain</u>

Wed, Feb 26	<u>Drinking Water Treatment</u>
Wed, March 5	<u>Food Calories and Land</u>
Wed, March 12	<u>Ballistic Pendulum</u>
Wed, March 19	<u>Greenhouse Effect, Climate Change, Global Warming</u>
Wed, March 26	<u>Fossil Fuels: Coal</u>
Wed, Apr 2	<u>Home Energy Audit</u>
Wed, Apr 9	<u>Home Energy Analysis</u>
Wed, Apr 16	<u>Carbon Emission Capstone</u>

Course Update Request (Add, Delete, Modify)						
Originator						
Criminology Department <small>Department</small>	College of Social Sciences <small>College</small>	Johnson, Mike <small>Originator</small>				
Action						
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		Modifications				
<input type="checkbox"/> Prerequisites		<input type="checkbox"/> Description		<input type="checkbox"/> Title		<input type="checkbox"/> Credit
<input type="checkbox"/> See Comments		Senate Action Item		(See Procedure)		
Course Details						
CRIM	2275	Introduction to Corrections				
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>				
Corrections in America will be examined at the federal, state and local levels. The history of incarceration, the structure and functions of jails, prisons, and community corrections and the role of corrections in society will be covered.						
<small>Course Catalog Description</small>						
3	0	3	Fall - 2014	Yearly	Letter Grade	
<small>Lec Hrs</small>	<small>Lab Hrs</small>	<small>Credit Hrs</small>	<small>Effective Term</small>	<small>Frequency</small>	<small>Grading</small>	
Prerequisites			Corequisites			
Rationale						
The Department of Criminology intends to include in its curriculum coverage of the three major types of criminal justice systems: law enforcement, the courts, and corrections. However, while the undergraduate program currently offers 2000 level courses in law enforcement and courts, it does not include one for corrections. Adding 2275: Introduction to Corrections will 1) balance coverage of corrections with law enforcement and the courts 2) bring the Criminology program in line with peer institutions offering 2000 level courses in all three types of criminal justice systems and 3) offer students another choice in completing their programs.						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate						
<input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO <input type="checkbox"/> (See Policy)						
Present or Projected Annual Enrollment: 90						
College Approvals			Cross Listing Approvals			
David Jenks [APPROVED 2014-01-27]			N/A			
<small>Chair, Course Department</small>			<small>Chair, Cross Listed Department</small>			
Amber Smallwood [APPROVED 2014-02-10]			N/A			
<small>Coordinator, COSS Executive Committee</small>			<small>Associate Dean, Cross Listed College</small>			
Other Approvals			Final Approval			
James R. Mayer [APPROVED 2014-03-06]			Jon Anderson [REQUIRED]			
<small>Chair, Undergraduate Academic Programs Committee</small>			<small>Final Approver</small>			

CRIM 2275: Introduction to Corrections
Sample Syllabus

Instructor:
Office:
Office Hours:
Email:

Required Text: *Contemporary Corrections 2nd Ed*, Mays & Winfree, Thomson/Wadsworth

Course Description & Learning Outcomes:

Corrections in America will be examined at the federal, state and local levels. The history of incarceration, the structure and functions of jails, prisons, and community corrections and the role of corrections in society will be covered.

- A working knowledge of the basic research methods utilized in correctional organizations.
- An understanding of the roles of race / ethnicity, class, and sex in correctional institutions.
- Strong oral and written communication skills.
- An ability to identify and utilize technology in the study and practice of incarceration.
- A working knowledge of career options in law enforcement.
- An understanding of, and ability to engage in, ethical behavior in corrections.

Course Requirements

I expect everyone to be prompt, and I will be as well. I will make every attempt to reply to any communication within 24 hours, except on Sunday.

Students are expected to conduct themselves in a professional manner. Participation in class discussions is required as it enhances the learning experience for everyone.

Promptness is necessary for examinations. There will be no make-up exams, but your lowest score will be dropped.

Academic Dishonesty

Special Needs

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible so that I may make proper arrangements to accommodate your needs.

Grading:

Final grades will be based on the following:

Grading is based off a points system. Students may earn a total of 375 points.

7/8 Discussions (lowest score dropped) = 25 points each x 7 = 175

3/4 Assignments (lowest scored dropped) = 25 points each x 3 = 75

5/6 Testing for Understanding = 25 points each x 125

Quizzes (33% of final grade):

Six total quizzes (one in each module) will consist of 10 multiple choice questions that require the integration of all course materials. Quiz completion time is 20 minutes. If you miss a quiz, you cannot make it up! However, the lowest quiz grade will be dropped.

Assignments (20% of final grade):

Four assignments will be posted. More details will be made available with each assignment. All due dates will be marked on the calendar. Late assignments will NOT be accepted! However, the lowest assignment grade will be dropped.

Discussion Board Postings (47% of final grade):

You are expected to regularly contribute to the discussions posted in the Course Modules. Specifically, you will be required to do the following: Post at least one high quality reply to the discussion questions posted by the instructor during each module of the course and post at least three high quality replies to fellow students. NOTE: A high quality posting should consist of at least two paragraphs of written text, and will be evaluated based on the quality of the posting content.

At the end of the session the percentages will be totaled and compared to the following scale. Extra credit will not be available.

Points Scale

335-375 = A

295-334 = B

255-294 = C

215-254 = D

214-000 = F

Course Update Request (Add, Delete, Modify)						
Originator						
Sociology Department <small>Department</small>		College of Social Sciences <small>College</small>		Tripp, Winston <small>Originator</small>		
Action Modifications						
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> (See Procedure)				
Course Details						
SOCI	4015	Analyzing and Visualizing Data				
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>				
Students gain experience using a variety of software applications to create charts, graphs, and other visual presentations of social science data, in order to communicate complex quantitative information to non-specialists. Pre-Requisite: SOCI 4003						
Course Catalog Description						
3		3	Fall - 2014	Yearly	Letter Grade	
<small>Lec Hrs</small>	<small>Lab Hrs</small>	<small>Credit Hrs</small>	<small>Effective Term</small>	<small>Frequency</small>	<small>Grading</small>	
Prerequisites			Corequisites			
SOCI 4003						
Rationale						
This course is being added to meet the need for a data analysis and visualization course that students can take after successfully completing SOCI 4003						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO (See Policy)						
Present or Projected Annual Enrollment: 40						
College Approvals			Cross Listing Approvals			
Paul Luken [APPROVED 2014-02-03] <hr/> Chair, Course Department			N/A <hr/> Chair, Cross Listed Department			
Amber Smallwood [APPROVED 2014-02-07] <hr/> Coordinator, COSS Executive Committee			N/A <hr/> Associate Dean, Cross Listed College			
Other Approvals			Final Approval			
James R. Mayer [APPROVED 2014-03-06] <hr/> Chair, Undergraduate Academic Programs Committee			Jon Anderson [REQUIRED] <hr/> Final Approver			

SOCI 4015: Analyzing and Visualizing Social Science Data)

Fall 2014

Class Information: Pafford 202; Wed: 1-2:30 P.M.; other days as needed

Instructor: Winston Tripp

Office: 205-A Pafford

Email: Email through CourseDen

Office Hours: TBA

Overview

This course is designed as an exploration into exploring social science data. This course has two objectives for the students: 1) to utilize and reinforce statistical concepts, and 2) to learn to analyze, visualize, and present social science data. In many ways this is analogous to writing a research paper. You need to synthesize the information for your reader, find the “story”, and explain this to your audience in a clear and concise way.

This topic necessarily requires the use of a variety of computer programs. You won't need a calculator, but you will need reliable access to a computer. I will make every effort to use freeware whenever possible, but occasionally you may need to use a campus computer lab for some of the projects.

Required Texts:

There are no required texts for this course.

Learning Objectives

By the end of the course, the student will be able to accurately and effectively achieve the following:

- Be to utilize a variety of software packages, such as Microsoft Excel, Microsoft Powerpoint, Google, and R to analyze and visualize data. We may also utilize HTML and Python a bit.
- Be able to produce interactive charts and dashboards to summarize and relationships in the data.
- Present your analyses to a non-specialist audience.

Course Evaluation

Your grade for the class will come from four projects and participation in each class. Grades will be assigned as follows.

90-100% = A

80-89.9% = B

70-79.9% = C

60-69.9% = D

Grading Structure (total possible percentage points for the course)

The semester is roughly divided into two parts, with a project and a presentation of the findings in the project for each part

1. Projects (30% each)

There will be two projects that you will put together during the course of the class. Although the data may overlap between students and the programs might be similar, each of these should demonstrate unique work.

2. Presentation (10% each)

After completing each project you will present the findings of your analyses to the group.

3. Attendance and Participation (20%)

You are expected to attend and participate in every class. If you are unable to attend please discuss it with me.

Technological Requirements

CourseDen will be used extensively for this course. It is your responsibility to secure reliable access to a computer with an internet connection so that you are able to utilize CourseDen. If you have problems with the CourseDen system you should contact the Distance Learning center or ITS (855-933-8946). Make sure you plan ahead, because unless I am explicitly notified by the Distance Learning Center that CourseDen has experienced an outage, there will be no extensions given on assignments if you were not able to get CourseDen to function correctly. Internet problems are not acceptable excuses for turning your work in late, neither is your lack of understanding of the CourseDen system.

Attendance

Regular attendance at all class meetings is expected. You are also expected to be in the class on time for the entire duration of the class. If you absolutely must arrive late or leave early I expect you to let me know *beforehand*, to sit by the door, and to be as quiet as possible in order to avoid disturbing others. You are responsible for all content disseminated in class, including discussions, films, lectures, handouts, and in-class assignments. If you must miss a class, it is up to you to obtain any notes or materials from your classmates.

Email Policy

The best way to contact me is through my CourseDen email. I will make every effort to respond to you within 24 hours, during normal business hours (M-F, 9:00 A.M.-5:00 P.M). However, do not expect to email me with a question the night before an exam or a paper is due and have a response before the deadline. I use the CourseDen system for the course so that I am better able to manage my courses, so I will only respond to emails sent through CourseDen. Papers sent as an email attachment to any email address will not be accepted. Email is considered official correspondence at UWG and,

as such, must be written in a professional manner. You are expected to include a subject line, a proper salutation and valediction, and include proper punctuation. I will not respond to emails that do not follow this format.

Office Hours

In addition to the office hours listed above, other hours are available by appointment. In order to ensure that you aren't waiting on other students for a time to meet with me during my office hours, I strongly encourage you to schedule a block of time with me via email or by using Google calendar (the link is provided on your CourseDen homepage for the class).

Policy on Student Responsibilities and Classroom Conduct

1. Students are responsible for attending all classes and arriving to class on time, taking notes, and obtaining other materials provided by the instructor, taking tests, and completing assignments as scheduled by the instructor.
2. Students are responsible for keeping track of changes in the course syllabus made by the instructor throughout the semester.
3. Students are responsible for monitoring their grades. Grades are continually posted and updated on CourseDen. Any errors need to be brought to the instructor's attention within two weeks of being posted.
4. Students must contact the instructor as soon as possible if they anticipate missing multiple classes due to events such as chronic illnesses, travel related to team sports, or other university activities. The instructor will determine the minimal attendance and participation required in order to meet course responsibilities.
5. Behaviors that disrupt other students' learning are not acceptable (e.g., arriving consistently late for class; cell phone use, reading non-course related materials, or social conversation during class).
6. Students are expected to respect others in our discussions, even when we disagree with their ideas. Personal attacks or harassing behavior is NOT acceptable. Students are expected to be able to engage the topics and material for the course whether they agree with the author or not.

Academic Integrity

All students are expected to act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through their efforts. In this course, it is considered dishonest to utilize any helps when taking exams, plagiarizing, and fabricating information. This list is not inclusive. Remember that it is your responsibility to ensure that you are not plagiarizing from another student or other author. Students who are found to be dishonest will

receive a zero for the work, and potentially the course depending on the severity of the incident, and they will be reported to the University's Judicial Affairs office for possible further disciplinary sanctions. It is the student's responsibility to read and understand this policy, which is available online at http://www.westga.edu/soccrim/index_4657.php.

Accommodation Statement

Students who seek accommodations related to documented disabilities should first contact the Office of Disability Services, located in the Student Development Center (123 Row Hall, Phone: 678-839-6428). The coordinators in Disability Services will communicate with me to make accommodations based on your needs.

Link to University Information

Make sure to carefully review the information at the following link. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

Tentative Schedule

The tentative schedule for the course is available on CourseDen. It is the student's responsibility to refer to this frequently and be aware of any changes that may be necessary. Below is a rough outline of topics that will be covered (but may be modified at any time):

Week 1: Visual Analysis Basics

Week 2: Using Excel to Examine Data

Week 3: Presenting Excel Charts in Powerpoint

Week 4: Using Google Charts

Week 5: Adding Time

Week 6: Motion Charts

Week 7: Presenting Data

Week 8: Data Analysis using Web Visualizations

Week 9: Working with Programming Languages

Week 10: Working with Programming Languages (cont)

Week 11: Making Charts in R

Week 12: Making Maps in R

Week 13: Web Scraping

Week 14: Presenting Data

Program View Request (Read-Only)	
Originator College of Social Sciences Sociology Department Hunt, Pamela <small>College Department Originator</small>	
Action <input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate	Modifications <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input type="checkbox"/> See Modification Details <small>Senate Action Item (See Procedure)</small>
Program Selection College of Social Sciences Sociology Department <small>College Department</small> Certificate in Social Science Research Skills On Campus Undergraduate <small>Program Name Program Location Degree Level</small> Certificate in Social Science Research Skills Fall 2014 <small>Degree Name Effective Semester/Year</small>	
Modification Details The Department of Sociology is proposing an undergraduate Certificate in Social Science Research Skills. Both Sociology majors and non-Sociology majors will be eligible to earn the certificate. non-Sociology majors who complete the certificate program will also earn a minor in Sociology. The program will include courses taught within the Department of Sociology. Students can formally apply to enroll in the certificate program in the Department of Sociology. <small>(Max 4000 characters)</small>	Rationale There is a need for our graduates to be skillful with regard to demands of the 21st century labor market (fast-paced, ever-changing, increasingly global and technologically driven). One of the most important skill sets pertinent to the future endeavors of our graduates is that related to conducting research and analyzing data. A certificate in Research Skills will provide students with the necessary training to be competent and skillful in the job market and attractive to potential employers. It will give our students a competitive advantage in pursuit of a graduate education. <small>(Max 4000 characters)</small>
Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 30	Comments <small>(Max 4000 characters)</small>
College Approvals <u>Amber Smallwood</u> [APPROVED 2014-02-07] <small>Coordinator, COSS Executive Committee</small> <u>Paul Luken</u> [APPROVED 2014-02-04] <small>Chair, Course Department</small>	Cross Listing Approvals <u>N/A</u> <small>Chair, Cross Listed Department</small> <u>N/A</u> <small>Associate Dean, Cross Listed College</small>
Other Approvals <u>James R. Mayer</u> [APPROVED 2014-03-06] <small>Chair, Undergraduate Academic Programs Committee</small>	Final Approval <u>Jon Anderson</u> [REQUIRED] <small>Final Approver</small>

Department of Sociology
Undergraduate Certificate in Social Science Research Skills

Justification

The mission of the B.S. in Sociology states that the degree program provides majors with a working knowledge of research methodologies related to seeking positions in the job market and in pursuing graduate education. There is a need for our graduates to be skillful with regard to demands of the 21st century labor market (fast-paced, ever-changing, increasingly global and technologically driven). One of the most important skill sets pertinent to the future endeavors of our graduates is that related to conducting research and analyzing data. We have great resources in our experiential learning laboratories (the Center for the Study of Social Dynamics and the Data Analysis Lab) to assist our students in developing skills that will make them competitive in the job market and in their pursuit of graduate degrees. These skills and the experiences are invaluable for our students as they seek employment opportunities or further education.

A certificate in Research Skills will provide students with the necessary training to be competent and skillful in the job market and attractive to potential employers. It will give our students a competitive advantage in pursuit of a graduate education. The program will include courses taught within the Department of Sociology.

Program

A. Eligibility

A "Certificate in Research Skills" can be completed by a Sociology major or non-Sociology major who has completed the appropriate prerequisite or corequisite course. Note that non-Sociology majors who complete the certificate program will also earn a minor in Sociology. Students can formally apply to enroll in the certificate program in the Department of Sociology.

Prerequisite or corequisite course (3 credit hours):

- SOCI 1101 Introductory Sociology

B. Course Requirements (12 credit hours):

Students may take 12 hours in any of the following courses to complete the 15 hours necessary to earn the certificate:

- SOCI 3001 Communicating Sociology (course title being changed to this concurrently with this certificate proposal. Currently (the old title) titled "Preparing for Success in Sociology")
- SOCI 4000 Research Methods

- SOCI 4003 Applied Social Statistics (course title being changed to this concurrently with this certificate proposal. Currently (the old title) titled "Statistics in the Social Sciences)
- SOCI 4613 Qualitative Research Methods
- SOCI 4015 Visualizing & Managing Data
- Any approved SOCI 4999 course
- SOCI 4373 Visual Sociology

C. Certification

The Sociology Department Chair will notify the Registrar after a student completes all requirements for the certificate program. Completion will be noted on the student's transcript and the student will be awarded a certificate from the Sociology Department.

Catalog Copy

The "Certificate in Research Skills" will include courses taught within the Department of Sociology. The program can be completed by a Sociology major or non-Sociology major who has completed the appropriate prerequisite or corequisite course. Note that non-Sociology majors who complete the certificate program will also earn a minor in Sociology. Students can formally apply to enroll in the certificate program in the Department of Sociology.

Requirements for the Certificate in Social Science Research Skills (Total - 15 hours)

- | | |
|--|----|
| • SOCI 1101 Introductory Sociology | 3 |
| • Upper level sociology courses listed below | 12 |

List of Upper Level Sociology Courses Acceptable for Certificate in Social Science Research Skills

- SOCI 3001 Communicating Sociology
- SOCI 4000 Research Methods
- SOCI 4003 Applied Social Statistics
- SOCI 4613 Qualitative Research Methods
- SOCI 4015 Visualizing & Managing Data
- SOCI 4373 Visual Sociology
- Any approved SOCI 4999 course

Program View Request (Read-Only)	
Originator	
College of Social Sciences <small>College</small>	Sociology Department <small>Department</small>
Hunt, Pamela <small>Originator</small>	
Action	Modifications
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate	<input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input type="checkbox"/> See Modification Details Senate Action Item (See Procedure)
Program Selection	
College of Social Sciences <small>College</small>	Sociology Department <small>Department</small>
Certificate in Global and Comparative Studies <small>Program Name</small>	On Campus <input type="checkbox"/> <small>Program Location</small>
Certificate in Global and Comparative Studies <small>Degree Name</small>	Undergraduate <input type="checkbox"/> <small>Degree Level</small>
	Fall <input type="checkbox"/> 2014 <input type="checkbox"/> <small>Effective Semester/Year</small>
Modification Details	Rationale
<p>The Department of Sociology is proposing an undergraduate Certificate in Global and Comparative Studies. Both Sociology majors and non-Sociology majors will be eligible to earn the certificate. non-Sociology majors who complete the certificate program will also earn a minor in Sociology. The program will include courses taught within the Department of Sociology. Students can formally apply to enroll in the certificate program in the Department of Sociology.</p> <p><small>(Max 4000 characters)</small></p>	<p>There is a need for our graduates to be skillful with regard to demands of the 21st century labor market (fast-paced, ever-changing, increasingly global and technologically driven). We propose a concentration that demonstrates student knowledge of global issues such as war, violence, the impact of various religions on social life and politics, the ways in which societies create change, and the impact of humanity on the natural environment. More often, employers expect employees to understand global issues and to be mindful of cultural difference. A certificate of this type would help students demonstrate their knowledge of global issues to employers and/or graduate programs.</p> <p><small>(Max 4000 characters)</small></p>
Planning Info	Comments
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO <input type="checkbox"/> (See Policy) Present or Projected Annual Enrollment: 30	<p><small>(Max 4000 characters)</small></p>
College Approvals	Cross Listing Approvals
<p>Amber Smallwood [APPROVED 2014-02-07] Coordinator, COSS Executive Committee</p> <p>Paul Luken [APPROVED 2014-02-04] Chair, Course Department</p>	<p style="text-align: center;">N/A</p> <p>Chair, Cross Listed Department</p> <p style="text-align: center;">N/A</p> <p>Associate Dean, Cross Listed College</p>
Other Approvals	Final Approval
<p>James R. Mayer [APPROVED 2014-03-06] Chair, Undergraduate Academic Programs Committee</p>	<p style="text-align: center;">Jon Anderson [REQUIRED]</p> <p>Final Approver</p>

Department of Sociology
Undergraduate Certificate in Global & Comparative Studies

Justification

There is a need for our graduates to be skillful with regard to demands of the 21st century labor market (fast-paced, ever-changing, increasingly global and technologically driven). We propose a concentration that demonstrates student knowledge of global issues such as war, violence, the impact of various religions on social life and politics, the ways in which societies create change, and the impact of humanity on the natural environment. More often, employers expect employees to understand global issues and to be mindful of cultural difference. A certificate of this type would help students demonstrate their knowledge of global issues to employers and/or graduate programs.

A certificate in Global and Comparative Studies will provide students with the necessary knowledge to be competent and skillful in the job market and attractive to potential employers. It will also give those students who wish to further their education a competitive advantage in their pursuit. The program will include courses taught within the Department of Sociology.

Program

A. Eligibility

A "Certificate in Global and Comparative Studies" can be completed by a Sociology major or non-Sociology major who has completed the appropriate prerequisite or corequisite course. Note that non-Sociology majors who complete the certificate program will also earn a minor in Sociology. Students can formally apply to enroll in the certificate program in the Department of Sociology.

Prerequisite or corequisite course (3 credit hours):

- SOCI 1101 Introductory Sociology

B. Course Requirements (12 credit hours):

Students may take 12 hours in any of the following courses to complete the 15 hours necessary to earn the certificate:

SOCI 4803 Environmental Sociology
SOCI 3283 Globalization
SOCI 3743 Collective Behavior and Social Movements
SOCI 4325 Social Change in the Middle East
SOCI 4333 Urban Sociology
SOCI 3543 The Sociology of Religion
SOCI 3293 Marriage & Family

SOCI 4915 Violence Against Women
SOCI 3273 Managing Cultural Differences
SOCI 3733 Social Psychology: The Soci Tradition
Any approved SOCI 4999 course

C. Certification

The Sociology Department Chair will notify the Registrar after a student completes all requirements for the certificate program. Completion will be noted on the student's transcript and the student will be awarded a certificate from the Sociology Department.

Catalog Copy

A "Certificate in Global and Comparative Studies" will include courses taught within the Department of Sociology. The program can be completed by a Sociology major or non-Sociology major who has completed the appropriate prerequisite or corequisite course. Note that non-Sociology majors who complete the certificate program will also earn a minor in Sociology. Students can formally apply to enroll in the certificate program in the Department of Sociology.

Requirements for the Certificate in Social Science Research Skills (Total - 15 hours)

- SOCI 1101 Introductory Sociology 3
- Upper level sociology courses listed below 12

List of Upper Level Sociology Courses Acceptable for Certificate in Social Science Research Skills

- SOCI 4803 Environmental Sociology
- SOCI 3283 Globalization
- SOCI 3743 Collective Behavior and Social Movements
- SOCI 4325 Social Change in the Middle East
- SOCI 4333 Urban Sociology
- SOCI 3543 The Sociology of Religion
- SOCI 3293 Marriage & Family
- SOCI 4915 Violence Against Women
- SOCI 3273 Managing Cultural Differences
- SOCI 3733 Social Psychology: The Soci Tradition
- Any approved SOCI 4999 course

Program View Request (Read-Only)	
Originator <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;">College of Social Sciences</div> <div style="width: 30%;">Sociology Department</div> <div style="width: 30%;">Hunt, Pamela</div> </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <div>College</div> <div>Department</div> <div>Originator</div> </div>	
Action <input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate	Modifications <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input type="checkbox"/> See Modification Details Senate Action Item: _____ (See Procedure)
Program Selection <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;">College of Social Sciences</div> <div style="width: 30%;">Sociology Department</div> </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <div>College</div> <div>Department</div> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 40%;"> Certificate in Social Diversity Program Name Certificate in Social Diversity Degree Name </div> <div style="width: 20%;"> On Campus Program Location Fall Effective Semester/Year </div> <div style="width: 20%;"> Undergraduate Degree Level 2014 </div> </div>	
Modification Details The Department of Sociology is proposing an undergraduate Certificate in Social Diversity. Both Sociology majors and non-Sociology majors will be eligible to earn the certificate. non-Sociology majors who complete the certificate program will also earn a minor in Sociology. The program will include courses taught within the Department of Sociology. Students can formally apply to enroll in the certificate program in the Department of Sociology. (Max 4000 characters)	Rationale More often, employers expect employees to be tolerant and mindful of cultural differences and social diversity. We propose a concentration that demonstrates student knowledge of social diversity with regard to age, ethnicity, race, nationality, gender, socioeconomic status, religious beliefs, and more. A certificate of this type would help students demonstrate their knowledge of social diversity to employers and/or graduate programs. (Max 4000 characters)
Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 30	Comments (Max 4000 characters)
College Approvals <div style="border-bottom: 1px solid black; padding-bottom: 5px;"> Amber Smallwood [APPROVED 2014-02-07] Coordinator, COSS Executive Committee </div> <div style="border-bottom: 1px solid black; padding-bottom: 5px; margin-top: 10px;"> Paul Luken [APPROVED 2014-02-04] Chair, Course Department </div>	Cross Listing Approvals <div style="border-bottom: 1px solid black; padding-bottom: 5px; text-align: center;"> N/A Chair, Cross Listed Department </div> <div style="border-bottom: 1px solid black; padding-bottom: 5px; margin-top: 10px; text-align: center;"> N/A Associate Dean, Cross Listed College </div>
Other Approvals <div style="border-bottom: 1px solid black; padding-bottom: 5px;"> James R. Mayer [APPROVED 2014-03-06] Chair, Undergraduate Academic Programs Committee </div>	Final Approval <div style="border-bottom: 1px solid black; padding-bottom: 5px; text-align: center;"> Jon Anderson [REQUIRED] Final Approver </div>

Department of Sociology
Undergraduate Certificate in Social Diversity

Justification

More often, employers expect employees to be tolerant and mindful of cultural differences and social diversity. We propose a concentration that demonstrates student knowledge of social diversity with regard to age, ethnicity, race, nationality, gender, socioeconomic status, religious beliefs, and more. A certificate of this type would help students demonstrate their knowledge of social diversity to employers and/or graduate programs.

A certificate in Social Diversity will provide students with the necessary knowledge to be competent and skillful in the job market and attractive to potential employers. It will also give those students who wish to further their education a competitive advantage in their pursuit. The program will include courses taught within the Department of Sociology.

Program

A. Eligibility

A "Certificate in Social Diversity" can be completed by a Sociology major or non-Sociology major who has completed the appropriate prerequisite or corequisite course. Note that non-Sociology majors who complete the certificate program will also earn a minor in Sociology. Students can formally apply to enroll in the certificate program in the Department of Sociology.

Prerequisite or corequisite course (3 credit hours):

- SOCI 1101 Introductory Sociology

B. Course Requirements (12 credit hours):

Students may take 12 hours in any of the following courses to complete the 15 hours necessary to earn the certificate:

SOCI 3273 Managing Cultural Differences
SOCI 3603 Sociology of Gender
SOCI 3623 Social Inequality
SOCI 3954 Aging: Past, Present, Future
SOCI 4333 Urban Sociology
SOCI 4323 Cultural and Racial Minorities
SOCI 3943 American Class Systems
SOCI 4916 Gender and Work
SOCI 4543 Deviant and Alternative Behavior
SOCI 4700 Sociology of Emotions

SOCI 3543 Sociology of Religion
SOCI 3293 Marriage & Family
SOCI 3733 Social Psychology: The Soci Tradition
Any approved SOCI 4999 course

C. Certification

The Sociology Department Chair will notify the Registrar after a student completes all requirements for the certificate program. Completion will be noted on the student's transcript and the student will be awarded a certificate from the Sociology Department.

Catalog Copy

The "Certificate in Social Diversity" will include courses taught within the Department of Sociology. The program can be completed by a Sociology major or non-Sociology major who has completed the appropriate prerequisite or corequisite course. Note that non-Sociology majors who complete the certificate program will also earn a minor in Sociology. Students can formally apply to enroll in the certificate program in the Department of Sociology.

Requirements for the Certificate in Social Science Research Skills (Total - 15 hours)

- SOCI 1101 Introductory Sociology 3
- Upper level sociology courses listed below 12

List of Upper Level Sociology Courses Acceptable for Certificate in Social Science Research Skills

- SOCI 3273 Managing Cultural Differences
- SOCI 3603 Sociology of Gender
- SOCI 3623 Social Inequality
- SOCI 3954 Aging: Past, Present, Future
- SOCI 4333 Urban Sociology
- SOCI 4323 Cultural and Racial Minorities
- SOCI 3943 American Class Systems
- SOCI 4916 Gender and Work
- SOCI 4543 Deviant and Alternative Behavior
- SOCI 4700 Sociology of Emotions
- SOCI 3543 Sociology of Religion
- SOCI 3293 Marriage & Family
- SOCI 3733 Social Psychology: The Soci Tradition
- Any approved SOCI 4999 course

Program View Request (Read-Only)	
Originator <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;">College of Social Sciences <small>College</small></div> <div style="width: 30%;">Sociology Department <small>Department</small></div> <div style="width: 30%;">Hunt, Pamela <small>Originator</small></div> </div>	
Action <input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate	Modifications <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input type="checkbox"/> See Modification Details Senate Action Item: (See Procedure)
Program Selection <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;">College of Social Sciences <small>College</small></div> <div style="width: 30%;">Sociology Department <small>Department</small></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 40%;"> Certificate in Social Services <small>Program Name</small> Certificate in Social Services <small>Degree Name</small> </div> <div style="width: 20%;"> On Campus <small>Program Location</small> Fall <small>Effective Semester/Year</small> </div> <div style="width: 20%;"> Undergraduate <small>Degree Level</small> 2014 <small>Effective Semester/Year</small> </div> </div>	
Modification Details The Department of Sociology is proposing an undergraduate Certificate in Social Services. Both Sociology majors and non-Sociology majors will be eligible to earn the certificate. non-Sociology majors who complete the certificate program will also earn a minor in Sociology. The program will include courses taught within the Department of Sociology. Students can formally apply to enroll in the certificate program in the Department of Sociology. <small>(Max 4000 characters)</small>	Rationale The mission of the B.S. in Sociology states that the degree program provides majors with knowledge of findings relevant to issues of social diversity. Our majors and minors often express the desire to work in the field of social services after graduation. There is a need for our graduates to have the knowledge of the types of people and interactions they will encounter when working in this field. In particular, students who wish to work in social services would benefit from concentrating their sociology courses with regard to childhood; death, grief, and caring; urban and rural politics; marriage & family; health and medicine; domestic violence; and aging. These and other courses that hone students' knowledge of social services will assist them in gaining <small>(Max 4000 characters)</small>
Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO <small>(See Policy)</small> Present or Projected Annual Enrollment: 30	Comments <small>(Max 4000 characters)</small>
College Approvals <div style="border-bottom: 1px solid black; padding-bottom: 5px;"> Amber Smallwood [APPROVED 2014-02-07] <small>Coordinator, COSS Executive Committee</small> </div> <div style="border-bottom: 1px solid black; padding-bottom: 5px; margin-top: 10px;"> Paul Luken [APPROVED 2014-02-04] <small>Chair, Course Department</small> </div>	Cross Listing Approvals <div style="border-bottom: 1px solid black; padding-bottom: 5px; text-align: center;"> N/A <small>Chair, Cross Listed Department</small> </div> <div style="border-bottom: 1px solid black; padding-bottom: 5px; margin-top: 10px; text-align: center;"> N/A <small>Associate Dean, Cross Listed College</small> </div>
Other Approvals <div style="border-bottom: 1px solid black; padding-bottom: 5px;"> James R. Mayer [APPROVED 2014-03-06] <small>Chair, Undergraduate Academic Programs Committee</small> </div>	Final Approval <div style="border-bottom: 1px solid black; padding-bottom: 5px; text-align: center;"> Jon Anderson [REQUIRED] <small>Final Approver</small> </div>

Department of Sociology
Undergraduate Certificate in Social Services

Justification

The mission of the B.S. in Sociology states that the degree program provides majors with knowledge of findings relevant to issues of social diversity. Our majors and minors often express the desire to work in the field of social services after graduation. There is a need for our graduates to have the knowledge of the types of people and interactions they will encounter when working in this field. In particular, students who wish to work in social services would benefit from concentrating their sociology courses with regard to childhood; death, grief, and caring; urban and rural politics; marriage & family; health and medicine; domestic violence; and aging. These and other courses that hone students' knowledge of social services will assist them in gaining employment in this field or in pursuit of further education.

A certificate in Social Services will provide students with the necessary knowledge to be competent and skillful in the job market and attractive to potential employers. It will also give those students who wish to further their education a competitive advantage in their pursuit. The program will include courses taught within the Department of Sociology.

Program

A. Eligibility

A "Certificate in Social Services" can be completed by a Sociology major or non-Sociology major who has completed the appropriate prerequisite or corequisite course. Note that non-Sociology majors who complete the certificate program will also earn a minor in Sociology. Students can formally apply to enroll in the certificate program in the Department of Sociology.

Prerequisite or corequisite course (3 credit hours):

- SOCI 1101 Introductory Sociology

B. Course Requirements (12 credit hours):

Students may take 12 hours in any of the following courses to complete the 15 hours necessary to earn the certificate:

SOCI 4445 Sociology of Childhood
SOCI 3804 Death, Grief, and Caring
SOCI 4333 Urban Sociology
SOCI 3293 Marriage and Family
SOCI 4300 Housing and Homelessness
SOCI 4440 Sociology of Medicine
SOCI 4441 Sociology of Mental Health

SOCI 3134 Intro to Social Work
 SOCI 4734 Social Work Skills
 SOCI 4182 Aging Families
 SOCI 4700 The Sociology of Emotions
 SOCI 4915 Violence Against Women
 SOCI 3954 Aging: Past, Present, Future
 SOCI 3733 Social Psychology
 Any approved SOCI 4999 course

C. Certification

The Sociology Department Chair will notify the Registrar after a student completes all requirements for the certificate program. Completion will be noted on the student's transcript and the student will be awarded a certificate from the Sociology Department.

Catalog Copy

A "Certificate in Social Services" will include courses taught within the Department of Sociology. The program can be completed by a Sociology major or non-Sociology major who has completed the appropriate prerequisite or corequisite course. Note that non-Sociology majors who complete the certificate program will also earn a minor in Sociology. Students can formally apply to enroll in the certificate program in the Department of Sociology.

*Requirements for the Certificate in Social Science Research Skills
(Total - 15 hours)*

- | | |
|--|----|
| • SOCI 1101 Introductory Sociology | 3 |
| • Upper level sociology courses listed below | 12 |

List of Upper Level Sociology Courses Acceptable for Certificate in Social Science Research Skills

- SOCI 4445 Sociology of Childhood
- SOCI 3804 Death, Grief, and Caring
- SOCI 4333 Urban Sociology
- SOCI 3293 Marriage and Family
- SOCI 4300 Housing and Homelessness
- SOCI 4440 Sociology of Medicine
- SOCI 4441 Sociology of Mental Health
- SOCI 3134 Intro to Social Work
- SOCI 4734 Social Work Skills
- SOCI 4182 Aging Families
- SOCI 4700 The Sociology of Emotions

- **SOCI 4915 Violence Against Women**
- **SOCI 3954 Aging: Past, Present, Future**
- **SOCI 3733 Social Psychology: The Soci Tradition**
- **Any approved SOCI 4999 course**

Addendum III

Course Update Request (Add, Delete, Modify)						
Originator						
COE Doctoral Department	College of Education College		Parrish, Margaret Originator			
Action		Modifications				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments Senate Action Item (See Procedure)				
Course Details						
EDSI Prefix	9171 Number	Program Evaluation Course Title				
This course focuses on the theories, concepts, and processes involved in planning and managing evaluations. Students will engage in evaluations in specific education situations (Individual, group, organizational) using focus groups, key stakeholder interviews, survey design, data gathering, analysis and/or other methods as appropriate and analyze outcomes to make recommendations for development and/or remediation.						
Course Catalog Description						
3 Lec Hrs		3 Lab Hrs	3 Cred Hrs	Summer - 2015 Effective Term	Yearly Frequency	Letter Grade Grading
Prerequisites			Corequisites			
Must be a doctorate student in School Improvement or Professional Counseling & Supervision.						
Rationale						
This course is being added to increase students research opportunities.						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 25			This course will be cross listed with CEPD 9171, which already exists.			
College Approvals			Cross Listing Approvals			
Lara Willox [APPROVED 2014-01-04] Chair, Course Department			N/A Chair, Cross Listed Department			
Rebecca Stanard [APPROVED 2014-01-09] Associate Dean, College of Education			N/A Associate Dean, Cross Listed College			
Other Approvals			Final Approval			
Elizabeth Kramer [APPROVED 2014-03-06] Chair, Graduate Programs Committee			Jon Anderson [REQUIRED] Final Approver			



EDSI 9171

PROGRAM EVALUATION

Semester Hours 3

Semester Summer, 2015

Time/Location

Instructor

Office Location

Office Hours

Telephone

E-mail

Fax

Online Support

D2L Home Page

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

D2L Help & Troubleshooting

<http://uwgonline.westga.edu/students.php>

D2L 24 hour help

<http://d2lhelp.view.usg.edu>

UWG Distance Learning

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

Resources for Distance and Off-Campus Services

<http://libguides.westga.edu/content.php?pid.194459>

Distance Learning Library Services

<http://libguides.westga.edu/coontent.php?pid=194430>

Ingram Library Services

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

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

COURSE DESCRIPTION

Prerequisite: Must be a doctorate student in School Improvement or Professional Counseling & Supervision.

This course focuses on the theories, concepts, and processes involved in planning and managing evaluations. Students will engage in evaluations in specific education situations (individual, group, organizational) using focus groups, key stakeholder interviews, survey design, data gathering, analysis and/or other methods as appropriate and analyze outcomes to make recommendations for development and/or remediation.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities.

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

APPROACHES TO INSTRUCTION

This course is a doctoral level course and includes a variety of approaches to learning including but not limited to project-based learning, group discussion, and use of interactive technologies.

This course will be delivered 100% online.

COURSE OBJECTIVES

Students will:

1. Demonstrate an understanding of models, methods, and theoretical bases of program evaluation and their current applications (*Knowledge*);
2. Conduct assessments to determine evaluability of programs; (*Skills*)
3. Demonstrate the ability to design and implement an evaluation in the context of their work settings (*Skills*);
4. Demonstrate an ability to critically analyze existing data in their work settings and use outcomes to enhance programs and services (*Field-based Inquiry*); and,

5. Understand legal, ethical, and multicultural issues associated with program evaluation (*Knowledge*).

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required:

American Psychological Association. (2009). *Publication manual of the American psychological association* (6th ed). Washington, DC: Author.

Funnell, S.C. & Rogers, P.J. (2011). *Purposeful program theory: Effective use of theories of change and logic models*. San Francisco, CA: Jossey-Bass.

Wholey, J.S., Hatry, H.P., Newcomer, K.E. (Eds) *Handbook of practical program evaluation* (3rd Ed.). San Francisco, CA :Jossey-Bass.

Required Instructional Resource:

Tk20 Subscription: These are available at the University Bookstore or <http://westga.tk20.com/campustoolshighered/start.do>.

If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

Suggested:

Cresswell, J.W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th Ed.). Los Angeles, CA: SAGE.

Hacker, D., & Sommers, N. (n.d.). A pocket style manual (6th ed.). Bedford/St. Martin's.

References:

American Evaluation Association (www.eval.org).

Davidson, E.J. (2012). *Actionable evaluation basics: Getting succinct answers to the most important questions*. Real Evaluation, LTD. (realevaluation.com/read/mini-e-books/)

Fitzpatrick, J.L., Sanders, J.R., & Worthen, B.R. (2010). *Program evaluation: Alternative approaches and practical guidelines* (4th Ed.). Upper Saddle River, NJ: Pearson.

Slavin, R. E. (2008). Perspectives on evidence-based research in education—What works? Issues in synthesizing educational program evaluations. *Educational Researcher*, 37(1), 5-14.

Slavin, R.E. (2008). Evidence based reform in education: Which evidence counts? *Educational Researcher* 37(1), 47-50.

What Works Clearinghouse Standards version1.0 download from:

<http://ies.ed.gov/ncee/wwc/references/idocviewer/doc.aspx?docid=19&tocid=1>

Yarbrough, D.B., Shulha, L. M., Hopson, R.K., & Caruthers, F.A. (2011). *The program evaluation standards: A guide for evaluators and evaluation users*. Thousand Oaks, CA: SAGE.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments: *For assignment resources, more details, and grading rubrics, please see assignments link in D2L. All assignments will be submitted through the assignments link and, if specified, through Tk20.*

Assignment 1: Evaluability Assessment. Each student will assess the evaluability of at least three programs he/she has identified as potential objects of evaluation. (Course Objective 2). **This assignment must also be submitted through Tk20. ***

Assignment 2: Intervention Evaluation. Students will design an intervention and an evaluation to increase undergraduate teacher education students understanding of the ethical behaviors explicated by the Georgia Professional Standards Commission (Course Objectives 3-5) **This assignment must also be submitted through Tk20. ***

Assignment 3 Literature Review. Each student will select the focus for further study from one or more evaluated in assignment one. The program will be fully described (see scoring rubric) and an integrated review of the literature (25-30 pages) will be developed that includes a rationale for the program being evaluated (supported by data) and evidence that the interventions used to achieve the program goals are likely to be successful.
(Course Objective 1)

Assignment 4: Students are expected to participate in online assignments, discussions, and other group activities conducted and/or posted on D2L. To participate in the live classes, students will need an integrated headset and microphone and a stable Internet connection.

***These two assignments are key assessments of learning outcomes used to measure program effectiveness. They are scored in Tk20 and results are aggregated to help us learn what changes or modifications might be made to the curriculum to enhance or improve student learning. They are graded in D2L to evaluate individual student performance.**

Evaluation Procedures

Assignment	Points	Assessment Tools	Due Date
1. Evaluability Assessment	100	Rubric	
2. Intervention evaluation	100	Rubric	
3. Dissertation Topic & Literature Review	100	Rubric	
4. Participation	100	Graded Discussions	On-going

Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers, uses ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *UWG Connection and Student Handbook* and the *Graduate Catalog*. Doctoral students are held to a very high standard of conduct. Please note that instances of plagiarism may be referred to the program faculty for review and lead to serious consequences up to and including dismissal.

Attendance: The expectation is Students are expected to attend all online class sessions. If an emergency arises it is the student's responsibility to notify the instructor prior to missing class.

Disability: Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Late Work: All assignments will be submitted via DropBox, the assignment link on D2L. **No email submissions will be accepted** unless specified by the instructor.

Professional Conduct: Students are expected to conduct themselves in a professional manner. This is an essential quality for all professionals who will be working in schools/agencies.

Professionalism includes, but is not limited to, the following behaviors:

- a) Participating in interactions and class activities in a positive manner;
- b) Collaborating and working equitably with classmates, especially on group assignments;
- c) Turning in assignments on time;
- d) Arriving to and leaving class punctually;
- e) Treating classmates, colleagues, and the instructor with respect in and out of the classroom;
- f) Eliminating interruptions in class, including cell phones, beepers, talking out of turn or while others are talking, etc.; and
- g) Producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside of UWG, are serious offenses.

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

CLASS OUTLINE

The content for this course is divided into four learning modules. The name of each module, expectations for student learning, and the expected completion dates are listed below. On the course content section of D2L, students will find detailed instructions, assignments, and additional resources related to each module.

<i>Modules</i>	<i>Expectations</i>	<i>Completion Dates</i>
Orientation	1. Students will be familiar with the course syllabus and the orientation to D2L.	
Program Theory, Development and Evaluation	2. Students will demonstrate an understanding of the importance and role of program theory in evaluation; 3. Students will describe program theory, including change and action, to be evaluated during enrollment at UWG; and, 4. Students will conduct evaluability assessments for potential objects of the dissertation evaluation;	
Theories, Standards, and Competencies in Program Evaluation	1. Students will apply accepted principles of program evaluation design; 2. Students will develop logic models; and, 3. Students will design a 2-year professional development plan focused on evaluator competencies.	
Program Evaluation Methods and Tools	1. Students will match approaches and methods to desired outcomes in evaluation; 2. Students will understand the major analytical methods used in evaluation; and, 3. Students will understand and use strategies for making program recommendations based on evaluation.	
Legal, Ethical, and Multicultural Issues in	1. Students will demonstrate their understanding of	

<p>Program Evaluation</p>	<p>legal and ethical issues in evaluation; and, 2. Students will discuss cultural competence in evaluation; and, 3. Students will describe evaluation strategies indicative of cultural sensitivity and competence.</p>	
---------------------------	---	--

Program View Request (Read-Only)	
Originator <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;">College of Education <small>College</small></div> <div style="width: 30%;">Learning and Teaching <small>Department</small></div> <div style="width: 30%;">Bucholz, Jessica <small>Originator</small></div> </div>	
<div style="display: flex;"> <div style="width: 30%; border: 1px solid black; padding: 2px;"> Action <input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate </div> <div style="width: 70%; border: 1px solid black; padding: 2px;"> Modifications <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details Senate Review Not Required <input type="checkbox"/> (See Procedure) </div> </div>	
Program Selection <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;">College of Education <small>College</small></div> <div style="width: 70%;">Master of Education with a Major in Special Education and Teaching (General Curriculum) <small>Program</small></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 45%;">Master of Education with a Major in Special Education and Teaching (General Curriculum) <small>Program Name</small></div> <div style="width: 15%;">On Line <small>Program Location</small></div> <div style="width: 40%;">Graduate <small>Degree Level</small></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 45%;">Master of Education <small>Degree Name</small></div> <div style="width: 10%;">Fall <small>Effective Semester/Year</small></div> <div style="width: 45%;">2014 <small>Effective Semester/Year</small></div> </div>	
Modification Details <p>An MAT has been developed for initial certification students in special education. This gives us an opportunity to separate out preparation of those seeking initial teaching certificates from the preparation of candidates who already have credentials in special education. The proposed revision is designed to meet the needs of this latter group, as well as P-12 students and all stakeholders involved in public education.</p> <p>The proposed revision will have two directions for</p> <p><small>(Max 4000 characters)</small></p>	Rationale <p>An MAT has been developed for initial certification students in special education. This gives us an opportunity to separate out preparation of those seeking initial teaching certificates from the preparation of candidates who already have credentials in special education. The proposed revision is designed to meet the needs of this latter group, as well as P-12 students and all stakeholders involved in public education.</p> <p>The proposed revision will have two directions for candidates. One is designed to effectively prepare teachers certified in special education who did not actually complete a preparation program (who have certification based on a</p> <p><small>(Max 4000 characters)</small></p>
Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? YES <input type="checkbox"/> (See Policy) Present or Projected Annual Enrollment: 100	Comments <p>An MAT has been developed for initial certification students in special education. This gives us an opportunity to separate out preparation of those seeking initial teaching certificates from the preparation of candidates who already have credentials in special education. The</p> <p><small>(Max 4000 characters)</small></p>
College Approvals <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">Donna Harkins [APPROVED 2013-10-09]</p> <hr/> <p><small>Chair, Course Department</small></p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Rebecca Stanard [APPROVED 2013-10-29]</p> <hr/> <p><small>Associate Dean, College of Education</small></p> </div>	Cross Listing Approvals <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; color: blue;">N/A</p> <hr/> <p><small>Chair, Cross Listed Department</small></p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; color: blue;">N/A</p> <hr/> <p><small>Associate Dean, Cross Listed College</small></p> </div>
Other Approvals <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Elizabeth Kramer [APPROVED 2014-03-07]</p> <hr/> <p><small>Chair, Graduate Programs Committee</small></p> </div>	Final Approval <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; color: red;">Jon Anderson [REQUIRED]</p> <hr/> <p><small>Final Approver</small></p> </div>

Proposed Revision of the MEd program in Special Education- General Curriculum: Rationale

An MAT has been developed for initial certification students in special education. This gives us an opportunity to separate out preparation of those seeking initial teaching certificates from the preparation of candidates who already have credentials in special education. The proposed revision is designed to meet the needs of this latter group, as well as P-12 students and all stakeholders involved in public education.

The proposed revision will have two directions for candidates. One is designed to effectively prepare teachers certified in special education who did not actually complete a preparation program (who have certification based on a clear, renewable, professional teaching certificate in another area in addition to passing special education tests); we would like to see these candidates receive coursework they need to be effective with this group of learners. The other is designed for the special education professional who seek further specialization on top of a previous preparation program (and clear, renewable, professional teaching certification) in special education. These two directions are reflected by the two sets of coursework on the program sheet. Program features also were developed based on an analysis of data, including data from both unit and program assessment, and updated information from the field (recent revision of the standards of the Council for Exceptional Children, the SPA for NCATE/CAEP accreditation in the area of special education).

The program will have some innovative features, specifically through the use of 1- and 2-credit-hour modules focusing on specific aspects critical to the roles and responsibilities of special educators who collectively cover a broad range of ages and disability types. With the modules, we can differentiate preparation based on backgrounds and needs of our candidates. Many of these modules will involve reconfiguration of current coursework so that critical needs are targeted. The traditional 3-credit-hour classes that are part of the proposed revision also will consist of reconfigurations of existing coursework, based on data analysis, current features of the field and our experiences in offering this coursework over the past five to ten years.

UNIVERSITY OF WEST GEORGIA
DEPARTMENT OF LEARNING AND TEACHING
Master of Education (MEd) – Special Education-General Curriculum
PROPOSED: PROGRAM SHEET

Name: _____ UWG ID #: _____

For candidates who hold a clear, renewable, professional teaching certificate in special education AND received their certification through completion of an approved undergraduate special education preparation program:

Special Education Core (27 credit hours)	Grade	Transfer/ Substitute	Date taken
SPED 6721 Professional Seminar			
SPED 6767 Advanced Curriculum & Methods (General Curriculum)			
SPED 7767 Strategies for Challenging Behaviors			
SPED 7705 Urban & Multicultural Issues in Special Education			
SPED 7721 Assessment in Special Education			
SPED 7765 Advanced Differentiated Instruction			
EDRS 6301 Research in Education			
SPED 7702 Technology in Special Education			
SPED 6793 Practicum II: Special Education			
Electives (9 credit hours total)			
Other 6000/7000 level classes with permission of advisor (6 hours)			
Content Specialty Modules (selected SPED 7785 Special Topics classes; total 3 credit hours)			

For candidates who hold a clear, renewable, professional teaching certificate in special education AND received their certification through the testing option:

Special Education Core (33 hours)	Grade	Transfer/ Substitute	Date taken
SPED 6709 Regulations & Requirements in Special Education			
SPED 6715 Characteristics of Learners: Mild Disabilities			
SPED 6721 Professional Seminar			
SPED 6761 Classroom Behavior Management			
SPED 6766 Basic Curriculum & Methods (General Curriculum)			
SPED 6767 Advanced Curriculum & Methods (General Curriculum)			
SPED 7705 Urban & Multicultural Issues in Special Education			
SPED 7721 Assessment in Special Education			
SPED 7722 Collaboration in Special Education			
EDRS 6301 Research in Education			
SPED 6793 Practicum II: Special Education			
Electives (3 hours)			
Other 6000/7000 level class with permission of advisor OR Content Specialty Modules (selected SPED 7785 Special Topics classes) (total of 3 credit hours)			

CURRENT Program Sheet

University of West Georgia

Department of Special Education and Speech-Language Pathology

Master of Education (Med) – Special Education (General Curriculum/Certification)

Special Education Core (30 credit hours)	Grade	Transfer/ Substitute	Date taken
SPED 6721 Professional Seminar ¹			
SPED 6715 Educational Characteristics of Learners: Mild Dis			
SPED 6766 Instructional Strategies for Mild Disabilities ²			
SPED 6767 Differentiated Instruction for Exceptional Learners ²			
SPED 6723 Ecological Development of Exceptional Learners ^{2,3}			
SPED 7705 Urban & Multicultural Aspects of Special Education			
SPED 7721 Assessment in Special Education ^{2,4}			
SPED 6761 Classroom Behavior Management ^{2,4}			
EDRS 6301 Research in Education			
SPED 6793 Practicum II: Special Education ⁵			
Electives (6 credit hours total)			
SPED 7702 Technology in Special Education			
SPED 7765 Learning Strategies and Content Enhancement			
SPED Direct Instruction Methodology for Reading and Math			
Other 6000/7000 level classes with permission of advisor			

Students who do not hold a clear, renewable, professional teaching certificate in special education must see an advisor and meet additional admission and certificate requirements listed on the back; and must complete all pre- and corequisites below.

Program Areas and Requirements	Grade	Transfer/ Substitute	Date taken
Prerequisites: (6 hours) (or equivalents)			
SPED 6706 or 2706 Special Education in the Regular Classroom			
SPED 6709 Regulations and Requirements in Special Education			
Co-requisites (15 hours) (or equivalents)			
CEPD 6101 Psychology of Classroom Learning			
READ 3262 Introduction to Teaching Reading			
MGED 4285 Math Methods for Special Educators ⁶			
Georgia Technology Requirement ⁷			
SPED 6792 Practicum I: Special Education ^{6,8}			

¹SPED 6721 must be taken during one of the first two semesters of the Special Education Core

²Required prerequisite: SPED 6715 Educational Characteristics of Learners

³Required prerequisite: CEPD 6101 Psychology of Classroom Learning

⁴SPED 6723 Ecological Development of Exceptional Learners must be taken before

⁵Must be taken during the last 6 hours of the program; advance application required

⁶Admission to Teacher Education required

⁷If you do not hold a T-4 Georgia Certificate, GA Technology requirement must be met through a PSC approved technology course.

⁸Must be taken during the last 12 hours of the program (or with advisor approval); advance application required

Course Update Request (Add, Delete, Modify)						
Originator						
History Department		College of Arts and Humanities		Popov, Nadejda		
Department		College		Originator		
Action		Modifications				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input checked="" type="checkbox"/> See Comments <input type="text" value="Senato Action Item"/> (See Procedure)				
Course Details						
HIST	6884	Historical Methods and Writing				
Prefix	Number	Course Title				
<p>This course builds on the process begun in HIST 6884 (Historiography) in training students to think, research, and write as professional historians. Students will learn to carry out advanced, original research using primary sources; incorporate historiography into their own work; and write effectively for an academic audience. Required of all M.A. history graduates.</p>						
Course Catalog Description						
3	0	3	Fall - 2014	Yearly	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	
Prerequisites			Corequisites			
HIST 6684 (Historiography)						
Rationale						
<p>This is a new required course for all MA history students entering in Fall 2014 and later (see accompanying programme change request submitted). The addition of this course aims to remedy the currently identified weakness of many in-coming students in the areas of historical research and writing. Training the students more systematically in these areas will, in turn, aid the students' rates of completing the programme by preparing them better for the process of writing the MA thesis. Many programmes of our size and caliber offer such a course as well. Furthermore, since this is a methodological course, all history faculty are qualified to teach it, so staffing should not be a problem.</p>						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 16						
College Approvals			Cross Listing Approvals			
Howard Goodson [APPROVED 2014-02-07] _____ Chair, Course Department			N/A _____ Chair, Cross Listed Department			
Randy J. Hendricks [APPROVED 2014-02-28] _____ Dean, College of Arts and Humanities			N/A _____ Associate Dean, Cross Listed College			
Other Approvals			Final Approval			
Elizabeth Kramer [APPROVED 2014-03-07] _____ Chair, Graduate Programs Committee			Jon Anderson [REQUIRED] _____ Final Approver			

HIST 6694: Historical Methods and Writing

Catalog Course Description: This course builds on the process begun in HIST 6684 (Historiography) in training students to think, research, and write as professional historians. Students will learn to carry out advanced, original research using primary sources; incorporate historiography into their own work; and write effectively for an academic audience. Required of all M.A. history graduates.

The main objective of this course is to enable students to produce an article-length (25-35 pages) research paper on a topic of their choice. With this goal in mind, each student will work closely with the course professor and a faculty adviser in his/her subject area to come up with an original research question, master the relevant primary sources, engage with the historiography on the topic, and write the paper in stages over the course of the semester. The class will thus function as a research support workshop, training all students to find the relevant primary and secondary sources, engage with the historiography relevant to their topic, and present their argument convincingly in writing.

The successful completion of this course will fulfill the research paper obligation for the degree for students who pursue the non-thesis track.

Learning Outcomes:

Students who successfully complete this course will demonstrate the following:

- 1.** Increased abilities in carrying out research using primary sources
- 2.** Increased abilities in analyzing primary and secondary sources both orally and in writing, and citing them correctly in accordance with the Chicago Manual of Style/Turabian
- 3.** Increased abilities in incorporating historiography into their own work
- 4.** An ability to carry out an original article-length research project on a topic of the student's choice, to be demonstrated through the completion of a 25-35 page research paper.

Required Texts:

Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th ed. (University of Chicago Press, 2007). ISBN 978-0226823379.

Tarshis, Barry, *Grammar for Smart People*, (Gallery Books, 1993). ISBN 978-0671750442.

Grading Criteria:

Class participation: 20%

In-class presentations: 10%

Final Paper Progress Components (primary source list, secondary source bibliography, conference abstract, and paper outline): 20%

Final Paper, First Draft: 10%

Final Paper, Final Draft: 40%

Course Outline

Week 1: Demystifying the research process: introduction to UWG Library databases and archives

Week 2: Formulating a research question

Week 3: Using archival materials in your research; research question due

Week 4: Interviews and oral histories as primary sources

Week 5: Primary source list due; primary source presentations

Week 6: The academic article as genre; student presentations of influential academic articles in their historical fields

Week 7: Workshop on writing conference abstracts; secondary source annotated bibliography due

Week 8: Writing the introduction, and integrating historiography; conference abstract due

Week 9: Introduction and historiography portions of the paper due; in-class peer-review workshop

Week 10: Structuring your argument: problems and solutions

Week 11: Final research paper outline due; in-class peer-review workshop

Week 12: No in-class meeting; each student must meet sometime this week with the instructor and the faculty reader for his/her paper

Week 13: Final research paper drafts due; in-class peer-review workshop

Week 14: Revising and incorporating criticism; becoming an effective editor

Week 15: Final research papers due

Program View Request (Read-Only)	
Originator	
College of Arts and Humanities <small>College</small>	History Department <small>Department</small>
Popov, Nadejda <small>Originator</small>	
Action	
<input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate	Modifications
<input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details Senate Action Item (See Procedure)	
Program Selection	
College of Arts and Humanities <small>College</small>	Master of Arts with a Major in History, General <small>Program</small>
Master of Arts with a Major in History, General <small>Program Name</small>	On Campus <small>Program Location</small>
Master of Arts <small>Degree Name</small>	Graduate <small>Degree Level</small>
Fall 2014 <small>Effective Semester/Year</small>	
Modification Details	Rationale
The History Department would like to add a new required course for all MA students entering in the Fall of 2014 and later: HIST 6694 (Historical Methods and Writing). A separate proposal is submitted for this course to be added to the catalog. The total number of credits for the completion of the degree will not be affected. Rather, depending on the student's track within the programme (see details on the tracks in attached document), the new course will take the place of an elective or one of the courses for the minor field of study. Since this service <small>(Max 4000 characters)</small>	The History MA currently has only one required course for all tracks -- HIST 6684 (Historiography). Many MA programmes of our size and caliber, however, have a course of Historical Methods and Writing for graduate students. Adding this course will help remedy the identified weakness of entering students in research and writing skills, which in turn will lead to improved rates of programme completion for graduate students. <small>(Max 4000 characters)</small>
Planning Info	Comments
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 50	<small>(Max 4000 characters)</small>
College Approvals	Cross Listing Approvals
<u>Randy J. Hendricks [APPROVED 2014-02-28]</u> Dean, College of Arts and Humanities	N/A Chair, Cross Listed Department
<u>Howard Goodson [APPROVED 2014-02-07]</u> Chair, Course Department	N/A Associate Dean, Cross Listed College
Other Approvals	Final Approval
<u>Elizabeth Kramer [APPROVED 2014-03-07]</u> Chair, Graduate Programs Committee	<u>Jon Anderson [REQUIRED]</u> Final Approver

Proposed Changes to the M.A. Programme in History: Spring 2014

(If approved, changes will take effect for the entering class of Fall 2014)

I. Programme change proposal (up for a vote)

Changes to current policy are indicated in red. Please see previous Handbook language in appendix.

Plan 1: M.A. with Thesis

History, major field	15 hours
History, minor field	9 hours
Thesis	6 hours
HIST 6684 (Historiography)	3 hours
HIST 6694 (Historical Methods and Writing)	3 hours

All students are required to take HIST 6684 and HIST 6694 in their first two semesters of study, unless given special permission. Electives from other departments require the approval of both a student's personal faculty advisor and the Graduate Coordinator of the History Department.

The comprehensive examination shall include an oral defense of the thesis and oral exam over material in a student's major and minor fields before a committee of at least three faculty members, chaired by the student's major academic advisor.

Plan 2: M.A. with Thesis or Thesis/Project and Public History Concentration

Public History, major field	15 hours (must include HIS 5400 unless exempt)
History, minor field	9 hours
Thesis/project/internship	6 hours
History 6684 (Historiography)	3 hours
HIST 6694 (Historical Methods and Writing)	3 hours

All students are required to take HIST 6684 and HIST 6694 in their first two semesters of study, unless given special permission.

Under the Public History major field, students must take HIST 5400, Introduction to Public History, unless they have had this course as an undergraduate. Two of the public history courses (six

hours) must be methods courses. Students may take relevant courses outside of the History Department upon the approval of the Public History Coordinator. All students pursuing a concentration in Public History must take a three-hour internship.

Public History concentrators may elect to write a traditional thesis or to complete a thesis/applied research project. Guidelines for the thesis project are found in this manual.

The comprehensive exam shall include a defense of the thesis or thesis/project and an oral exam over material in public history and the minor field before a committee of at least three faculty members, chaired by the student's major academic advisor.

Plan 3: M.A. in History, Generalist

US History	9 hours
World History	9 hours
Custom/Thematic (e.g., Public History, Atlantic World)	9 hours
Elective (students are recommended, but not required, to take Methods in Teaching)	3 hours
HIST 6684 (Historiography)	3 hours
HIST 6694 (Historical Methods and Writing)	3 hours

All students are required to take HIST 6684 and HIST 6694 in their first two semesters of study, unless given special permission.

Electives from other departments require the approval of both a student's personal faculty advisor and the Coordinator of Graduate Studies for the History Department.

At least half of the courses shall be at the 6000-level, so students should take full advantage of the graduate seminars offered each semester. Students should note that while thesis hours count towards the total number of credits required to complete the degree, they do not count towards the number of 6000-level courses required. When absolutely necessary, students may take a directed readings course to fulfill the requirements for the 6000-level courses, but students may take no more than six hours of directed readings courses.

The comprehensive examination will include a written exam containing a question from each of the student's three fields. In addition, the student must pass an oral exam over his or her coursework fields before a committee of at least three faculty members. Exam questions will be drawn from the entirety of the student's coursework and from any additional material deemed necessary by the student's examining committee. The exams will be arranged with the assistance of the student's major academic advisor and will be graded by the members of the committee. The comprehensive examination will take place only after the student has completed the

Cultural/Global Literacy Requirement (please see Section 20 for more details about the Cultural/Global Literacy Requirement).

Appendix: Old Handbook Language

Degree Requirements

The department offers three plans for the M.A. degree and two certificate programs.

Plan 1: M.A. with Thesis

History, major field	15 hours
History, minor field	9 hours
Thesis	6 hours
History 6684 (Historiography)	3 hours
Elective (with approval)	3 hours

Electives from other departments require the approval of both a student's personal faculty advisor and the Graduate Coordinator for the History Department.

The comprehensive examination shall include an oral defense of the thesis and oral exam over material in a student's major and minor fields before a committee of at least three faculty members, chaired by the student's major academic advisor.

Plan 2: M.A. with Thesis or Thesis/Project and Public History Concentration

Public History, major field	15 hours (must include HIS 5400 unless exempt)
History, minor field	12 hours
Thesis/project/internship	6 hours
History 6684 (Historiography)	3 hours

Under the Public History major field, students must take HIS 5400, Introduction to Public History, unless they have had this course as an undergraduate. Two of the public history courses (six hours) must be methods courses. Students may take relevant courses outside of the History Department upon the approval of the Public History Coordinator. All students pursuing a concentration in Public History must take a three-hour internship.

Public History concentrators may elect to write a traditional thesis or to complete a thesis/applied research project. Guidelines for the thesis project are found in this manual.

The comprehensive exam shall include a defense of the thesis or thesis/project and an oral exam over material in public history and the minor field before a committee of at least three faculty members, chaired by the student's major academic advisor.

Plan 3: M.A. Non-Thesis

History, major field	12 hours
History, first minor field	9 hours
History, second minor field	9 hours
History 6684 (Historiography)	3 hours
Elective (with approval)	3 hours

Electives from other departments require the approval of both a student's personal faculty advisor and the Coordinator of Graduate Studies for the History Department.

At least half of the courses shall be at the 6000-level, so students should take full advantage of the graduate seminars offered each semester. Students should note that while thesis hours count towards the total number of credits required to complete the degree, they do not count towards the number of 6000-level courses required. When absolutely necessary, students may take a directed readings course to fulfill the requirements for the 6000-level courses, but students may take no more than six hours of directed readings courses. Students will be required to complete at least one research seminar at the 6000 level in the student's major field. In each minor field the student must complete at least one 6000-level seminar that requires writing a major essay. Students will submit a major research paper of 20-25 pages to their examining committee as part of the graduation requirements. The committee decides whether the research paper indicate that the student's general knowledge of researching and writing history shows that he or she is ready to take the Master's comprehensive examination.

The comprehensive examination will include a written exam over a student's major field and one minor field, to be arranged with the assistance of the major academic advisor after the student's research paper has been approved and after the student has completed the Cultural/Global Literacy Requirement. In addition, the student must pass an oral exam over the major field and the two minor history fields before a committee of at least three faculty members chaired by the student's major professor.

29. Non-Thesis Track Research Paper

M.A. students taking the Non-Thesis track must submit a **research paper** that reflects the students' general knowledge of researching and writing history and illustrates that he or she is ready to take the Master's comprehensive examination. The research paper should cover a topic from the student's major field of study and be about the length of a journal article (approximately 6,500-8,000 words – or roughly 20-25 pages – exclusive of footnotes). The committee will review the paper and determine what kinds of revisions will be required. A student may be required to provide several drafts of the paper before the committee approves the paper. A form must be signed by the committee indicating its acceptance of the student's writing sample.

30. Exit Examinations

M.A. Non-Thesis Track

Once the major professor and other members of the examination committee have approved of the students' research paper, students must pass a **written and oral comprehensive examination**. The written exam covers a student's major field and one minor field in history. The subsequent oral exam will cover the student's major field and two minor fields. The examining committee will include three or four faculty members and will be chaired by the student's major professor. All committee members for both the written and oral examinations must be approved as graduate faculty for the University of West Georgia.

For the written exam, the examining professors should give students at least four weeks in advance the major themes that will be covered in the major and minor field exams. Students will also be given **reading lists** that cover their major and minor fields. These reading lists will be created by the students' major and minor field professors and be given to the student at least three months in advance of the exam dates. The major field reading list will have a maximum of fifteen books and each minor field reading list will have a maximum of ten books. These reading lists are in addition to any coursework materials that the students may have taken for their major and minor fields of study, although some of these readings may come from courses that they have already taken at West Georgia.

On the exam date (determined by the students' committee and the Coordinator of Graduate Studies), students will be given two questions for the major field to be answered in three hours and two questions to be answered in two hours for the minor field. These questions will be based upon the major themes and reading lists provided in advance by the examining professors. Students may opt to take the entire test in one day or to have the minor field examination on a separate day. The exams will take place in a room arranged by the students' advisor. If the committee determines that a student did not perform adequately on the written examinations, the student will have the opportunity to re-take the part (or parts) of the exam that he/she failed within three months or the end of the next full

semester. If the student fails again one or more parts of the examination, the student normally will not be allowed to continue in the program. The student, however, may appeal for an exception to the Graduate Studies Committee.

When the committee determines that a student has performed adequately on the written examination, then the major professor will schedule a date and time for an oral examination which will last no more than two hours. Each of the three or four faculty members present will be given equal time to ask questions. The questions might concern the students' answers on the written examination; the reading lists associated with their major/minor fields of study; the students' research paper; the course material students have covered within the program, and/or the overall historical philosophy that students have developed as a result of their studies. When the exam has been completed, the examining committee will decide whether or not a student has passed. If the committee votes in the affirmative, then its members will sign the appropriate paperwork approving the student's reception of the Master's degree. If the committee determines that a student failed a part, or parts, of the oral examination, then he/she may re-take the part(s) of the exam deemed unsatisfactory within three months or before the end of the next complete semester. If the student fails again one or more parts of the oral examination, the student normally will not be allowed to continue in the program. The student, however, may appeal for an exception to the Graduate Studies Committee.

Per the Registrar's Office, all exams must be completed no later than two weeks prior to graduation, so please plan accordingly. In addition, all M.A. examinations must be taken on campus.

Course Update Request (Add, Delete, Modify)						
Originator						
Sociology Department <small>Department</small>	College of Social Sciences <small>College</small>	Tripp, Winston <small>Originator</small>				
Action						
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		Modifications				
		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments Senate Action Item (See Procedure)				
Course Details						
SOCI	6003	Advanced Statistics for Sociology				
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>				
Graduate-level statistics course, covering hypothesis testing, measures of association, and linear and logistic regression. Pre-Requisite: either SOCI 4003, SOCI 5003, or an equivalent undergraduate statistics course						
Course Catalog Description						
3		3	Fall - 2014	Yearly	Letter Grade	
<small>Lec Hrs</small>	<small>Lab Hrs</small>	<small>Credit Hrs</small>	<small>Effective Term</small>	<small>Frequency</small>	<small>Grading</small>	
Prerequisites				Corequisites		
SOCI 4003, or SOCI 5003, or an equivalent undergraduate statistics course						
Rationale						
This course is being added as we restructure the graduate program in Sociology to better meet the needs of our students. It will serve as the required statistics course in the sociology program.						
Planning Info				Comments		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 16						
College Approvals				Cross Listing Approvals		
<u>Paul Luken [APPROVED 2014-02-03]</u> Chair, Course Department <u>Amber Smallwood [APPROVED 2014-02-10]</u> Coordinator, COSS Executive Committee				<u>N/A</u> Chair, Cross Listed Department <u>N/A</u> Associate Dean, Cross Listed College		
Other Approvals				Final Approval		
<u>Elizabeth Kramer [APPROVED 2014-03-07]</u> Chair, Graduate Programs Committee				<u>Jon Anderson [REQUIRED]</u> Final Approver		

SOC 6003: Applied Social Statistics

Spring 2015

Class Information: TLC 1116; Mon, 5:30-8:00 P.M.

Instructor: Winston Tripp

Office: 205-A Pafford

Email: wtripp@westga.edu

Office Hours: M & W 12:00-2:00 P.M.; Tu & Thurs 8:00-11:00 A.M.

Overview

This course is a graduate-level statistics course, which is designed to provide you with a working knowledge of statistical models and analysis. This means that you need to have a command of the statistical concepts, be able to utilize a statistical analysis software package, and communicate your findings both verbally and in writing.

Required Texts:

It is your responsibility to secure access to the following texts at the beginning of the term.

Verzani, John. 2005. *Using R for Introductory Statistics*. Chapman & Hall/CRC Press. Boca Raton. ISBN#: 1-58488-450-9

Additional (Optional) Helpful Resources:

Salkind, Neil. 2011. *Statistics for People Who (Think They) Hate Statistics (4th Edition)*. Sage. (ISBN#: 978-1-4129-7959-7)

Kahane, Leo H. 2008. *Regression Basics*. 2nd Ed. Sage. ISBN# 978-1-4129-5126-5

Course Pre-requisite Skills

This course assumes that the student has a foundation in basic theoretical concepts of statistical analysis, including measures of central tendency, measures of dispersion, measures of association, sampling, and hypothesis testing. The Salkind text is a good refresher for anyone wanting extra practice with these skills, and I will also provide links to useful websites for you to get extra instruction or practice on CourseDen.

Technological Requirements

CourseDen will be used extensively for this course. It is your responsibility to secure reliable access to a computer with an internet connection so that you are able to utilize CourseDen. If you have problems with the CourseDen system you should contact the

Distance Learning center or ITS (855-933-8946). Make sure you plan ahead, because unless I am explicitly notified by the Distance Learning Center that CourseDen has experienced an outage, there will be no extensions given on assignments if you were not able to get CourseDen to function correctly. Internet problems are not acceptable excuses for turning your work in late.

You are not required to have a calculator for this course. We will be using the R program extensively. This program is available on all computers in TLC 1116 and Pafford 202. It is also free and available for download at:

<http://www.r-project.org/>

Learning Objectives

The successful student will be able to complete the following tasks:

- Clearly and accurately describe the variables used in the analysis in enough detail that the analysis can be successfully replicated.
- Conduct a multivariate Ordinary Least Squares regression analysis with both discrete and continuous explanatory variables using the Stata statistical analysis package.
- Accurately describe the assumptions of the model.
- Diagnose and correct common problems found in OLS regression models due to assumption violations
- Effectively interpret and communicate the results of the analysis.

Course Evaluation

Your grade for the class will be composed of two exams, 6 assignments, and attendance at five activities outside of the classroom. Late papers will have 5% deducted from the final grade for each day that they are late.

Grades will be assigned as follows.

90-100% = A
88-89.9% = B
70-79.9% = C
60-69.9% = D

Grading Structure (total possible percentage points for the course)

Exams (2)	60%
Assignments (6)	30%
Activities(5)	10%

1. Exams (30% each)

There will be two exams during the semester. Each will have a take-home and an in-class component. The take-home portion of the exam is due at the beginning of the class that we will be taking the in-class part of the exam.

2. Assignments (5% each)

There is an assignment due every few weeks that is designed to help you prepare for the exam. It will include calculations, concepts, and the use of R code. Assignments are due by 5:00 P.M. on Wednesday of the assigned week. Although this is not a writing class, the quality of your writing has a direct bearing on the clarity of the presentation of your ideas. Papers will be turned in to me electronically through CourseDen dropbox. I will check for plagiarism. Your paper must be submitted in the format specified in the instructions (either .doc, .docx, or .txt). It is your responsibility to make sure your paper is submitted correctly. Files submitted (even accidentally) as any other format, such as a .lnk file, will not be accepted.

3. Activities (2% each)

You are also required to attend five activities. You must be at each of the activities for the entire duration to receive credit. These may include short courses on statistics, R, data analysis, or research presentations. I will post information about these on CourseDen.

Attendance

Regular attendance at all class meetings is expected and absolutely necessary for your success in this course. You are also expected to be in the class on time for the entire duration of the class. If you absolutely must arrive late or leave early I expect you to let me know *beforehand*, to sit by the door, and to be as quiet as possible in order to avoid disturbing others. You are responsible for all content disseminated in class, including discussions, films, lectures, handouts, and in-class assignments. If you must miss a class, it is up to you to obtain any notes or materials from your classmates.

Email Policy

The best way to contact me is through my CourseDen email. I will make every effort to respond with you within 24 hours, during normal business hours (M-F, 9:00 A.M.-5:00 P.M). However, do not expect to email me with a question the night before an exam or a paper is due and have a response before the deadline. I use the CourseDen system for the course so that I am better able to manage my courses, so I will only respond to emails sent through CourseDen. Papers sent as an email attachment to any email address will not be accepted. Email is considered official correspondence at UWG and, as such, must be written in a professional manner. You are expected to include a subject line, a proper salutation and valediction, and include proper punctuation. I will not respond to emails that do not follow this format.

Office Hours

In addition to the office hours listed above, other hours are available by appointment. In order to ensure that you aren't waiting on other students for a time to meet with me during my office hours, I strongly encourage you to schedule a block of time with me via email.

UWG Common Course Syllabi Link

Students are responsible for reviewing the information provided through the following link each semester:

[http://www.westga.edu/assetsDept/vpaa/Common Language for Course Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common%20Language%20for%20Course%20Syllabi.pdf)

Policy on Student Responsibilities and Classroom Conduct

1. Students are responsible for attending all classes and arriving to class on time, taking notes, and obtaining other materials provided by the instructor, taking tests, and completing assignments as scheduled by the instructor.
2. Students are responsible for keeping track of changes in the course syllabus made by the instructor throughout the semester.
3. Students are responsible for monitoring their grades. Grades are continually posted and updated on CourseDen. Any errors need to be brought to the instructor's attention within two weeks of being posted. Your scores are available on CourseDen, and I will not calculate your grade for you.
4. Students must contact the instructor as soon as possible if they anticipate missing multiple classes due to events such as chronic illnesses, travel related to team sports, or other university activities. The instructor will determine the minimal attendance and participation required in order to meet course responsibilities.
5. Behaviors that disrupt other students' learning are not acceptable (e.g., arriving consistently late for class; cell phone use, reading non-course related materials, or social conversation during class).
6. Students are expected to respect others in our discussions, even when we disagree with their ideas. Personal attacks or harassing behavior is NOT acceptable. Students are expected to be able to engage the topics and material for the course whether they agree with the author or not.

Tentative Schedule

The tentative schedule for the course is available on CourseDen. It is the student's responsibility to refer to this frequently and be aware of any changes that may be necessary.

Week	Date	Chapter	Topic	Assignment Due (Wed. by P.M.)	Short Courses
1	6-Jan	2	Univariate Data		
2	13-Jan	1	Data Management		
3	20-Jan		<i>No Class</i>	1	
4	27-Jan	3	Bivariate Data		
5	3-Feb	4	Multivariate Data	2	Writing about Stats
6	10-Feb	5,8	Hypothesis Testing		Using Excel
7	17-Feb	7,8	Confidence Intervals, Significance Tests	3	Making Tables
8	24-Feb		Midterm Exam		
9	3-Mar	10	Linear Regression		Finding Data
10	10-Mar	6	Programming in R	4	Calculating OLS
	17-Mar		<i>Spring Break</i>		
11	24-Mar	9	Goodness of Fit		Presenting Analyses
12	31-Mar		Data Transformations	5	Maps in R
13	7-Apr	12	Generalized Linear Models		Data Scraping
14	14-Apr	12	Generalized Linear Models	6	Advanced Regression
15	21-Apr		Final Exam		

Program View Request (Read-Only)	
Originator College of Social Sciences Psychology Department Osbeck, Lisa <small>College Department Originator</small>	
Action <input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate	Modifications <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details Senate Action Item (See Procedure)
Program Selection College of Social Sciences Ph.D. in Psychology: Consciousness and Society <small>College Program</small> Ph.D. in Psychology: Consciousness and Society Program Name On Campus Graduate <small>Program Location Degree Level</small> Doctor of Philosophy Spring 2014 <small>Effective Semester/Year</small>	
Modification Details PSYC 8010 to be changed to elective status. (Max 4000 characters)	Rationale Material is sufficiently covered in other existing courses. (Max 4000 characters)
Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 39	Comments (Max 4000 characters)
College Approvals <hr/> Amber Smalwood [APPROVED 2014-01-22] Coordinator, COSS Executive Committee <hr/> Donadrian Rice [APPROVED 2013-12-12] Chair, Course Department	Cross Listing Approvals <hr/> N/A Chair, Cross Listed Department <hr/> N/A Associate Dean, Cross Listed College
Other Approvals <hr/> Elizabeth Kramer [APPROVED 2014-03-07] Chair, Graduate Programs Committee	Final Approval <hr/> Jon Anderson [REQUIRED] Final Approver

Program View Request (Read-Only)	
<p>Originator</p> <p>College of Social Sciences Political Science Department Noori, Neema <small>College Department Originator</small></p>	
<p>Action</p> <p><input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate</p>	<p>Modifications</p> <p><input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details</p> <p>Senate Action Item (See Procedure)</p>
<p>Program Selection</p> <p>College of Social Sciences Political Science Department <small>College Department</small></p> <p>Post-Baccalaureate Certificate in Nonprofit Management and Community Development On Campus Graduate <small>Program Name Program Location Degree Level</small></p> <p>Post-Baccalaureate Certificate Fall 2014 <small>Degree Name Effective Semester/Year</small></p>	
<p>Modification Details</p> <p>See attached document</p> <p>(Max 4000 characters)</p>	<p>Rationale</p> <p>See attached document</p> <p>(Max 4000 characters)</p>
<p>Planning Info</p> <p><input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement</p> <p>Is this a SACS substantive change? YES <input type="checkbox"/> (See Policy)</p> <p>Present or Projected Annual Enrollment: 20</p>	<p>Comments</p> <p>(Max 4000 characters)</p>
<p>College Approvals</p> <p><u>Amber Smallwood</u> [APPROVED 2014-02-04] <small>Coordinator, COSS Executive Committee</small></p> <p><u>Jesus Peralta</u> [APPROVED 2014-02-04] <small>Chair, Course Department</small></p>	<p>Cross Listing Approvals</p> <p><u>N/A</u> <small>Chair, Cross Listed Department</small></p> <p><u>N/A</u> <small>Associate Dean, Cross Listed College</small></p>
<p>Other Approvals</p> <p><u>Elizabeth Kramer</u> [APPROVED 2014-03-07] <small>Chair, Graduate Programs Committee</small></p>	<p>Final Approval</p> <p><u>Jon Anderson</u> [REQUIRED] <small>Final Approver</small></p>

Post-Baccalaureate Certificate in Data Analysis and Evaluation Methods

The Post-Baccalaureate Certificate in Data Analysis and Evaluation Methods is a collaborative program housed in the College of Social Sciences. The program is designed for students who aspire to work in academic, governmental, non-profit, and commercial sectors. However, the certificate is also tailored to mid-career professionals whose jobs require advanced training in a variety of quantitative and qualitative evaluation strategies and research methods. The demand for program evaluation is growing as both private and public grant funding agencies require well-trained experts to evaluate the efficacy of programs that they have funded. Students will receive training in applying statistical and qualitative research techniques to analyze and provide feedback on programs in a variety of governmental and non-governmental arenas.

To fulfill program requirements students must take 15 credit hours in the courses listed below. The program can be pursued simultaneously with such programs as Sociology, Criminology, Public Administration, Psychology, and Planning. The certificate is also eligible to students who are not seeking MA degrees in the Social Sciences.

Overlap with Existing USG Programs

No other institution in the University System of Georgia has a graduate degree or certificate program in program evaluation.

Schedule of Coursework

Courses in the program will usually be offered in an unconventional format appropriate for working professionals. Most of the courses are offered as once-a-week evening classes. Also departments may occasionally offer the courses online (fully or hybrid), on weekends, and during the Maymester.

Learning Outcomes

1. Develop data collection instruments and procedures appropriate for specific research projects.
2. Show specific knowledge in at least one sphere of program evaluation
3. Be able to apply qualitative and quantitative research techniques

Admission

1. Applicants to the program must meet the College of Social Sciences requirements and:
2. Submit three letters of recommendation

3. Submit a statement of purpose that includes reasons for seeking a certificate in Applied Research and Evaluation Methods
4. Have a minimum overall 2.50 GPA
5. Applicants to the program are required to have taken research methods or statistics at the undergraduate level.
6. Students who have successfully been admitted to an M.A. or Ph.D. program in the College of Social Sciences only have to submit an application form.

Program of Study

The certificate requires five courses. Courses in statistics, data analysis, and research methods are offered by several departments. Course substitutions can be made with the approval of the certificate faculty adviser.

1. Foundation course:
 - a. SOCI or CRIM 6013 Social Research
2. One course in program evaluation:
 - a. CRIM or SOCI 6275: Planning and Evaluation
 - b. POLS 6204: Public Policy Analysis and Evaluation
3. Two courses in research methods:
 - a. SOCI 6613: Qualitative Research
 - b. SOCI 6660: Institutional Ethnography
 - c. SOCI 6015: Managing Data
 - d. CRIM 6015: Managing Data
 - e. POLS 6202: Research Methods for Public Administration
 - f. GEOG 5551: Introduction to GIS and Mapping Science
 - g. EDRS 6303 School-Based Research Methods
 - h. ECON 6430 Business Forecasting
 - i. ECON 6485 Econometrics and Analytics
 - j. PSYC 6083 Research Methods
4. One elective in your area of interest or expertise:
 - a. education, planning, child development, nonprofit management, public administration, social or environmental policy, nursing, sociology, or criminology.

Overlap with Existing Degree Programs and Additional Course Needs

Students enrolled in the applied research and evaluation program may use certificate courses toward the completion of MA degrees in Sociology or Criminology. Since both departments regularly teach these courses, no additional courses are required to support the certificate program. Both majors allow six credits outside of the department to count toward the major and an additional three with DGS approval. Also, students seeking the certificate in conjunction

with other MA degree programs in the college of Social Sciences must consult their graduate advisors to ensure that they are on track to meet degree requirements.

Program Evaluation

The Directors of Graduate Study for the Sociology and Criminology MA programs will share responsibility for annual evaluation of the program's learning objectives. Both departments have developed sound procedures for SACS evaluation.

Program View Request (Read-Only)	
Originator College of Social Sciences Sociology Department Noori, Neema <small>College Department Originator</small>	
Action <input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate	Modifications <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details Senate Action Item (See Procedure)
Program Selection College of Social Sciences Master of Arts with a Major in Sociology <small>College Program</small> Master of Arts with a Major in Sociology On Campus Graduate <small>Program Name Program Location Degree Level</small> Master of Arts Fall 2014 <small>Degree Name Effective Semester/Year</small>	
Modification Details The Department of Sociology is proposing an accelerated Master's Program for the degree program in Sociology. Qualified students may complete 30 instead of 36 hours of coursework and obtain a Master's degree. This program is designed to allow academically superior undergraduate students who take up to six hours of graduate level coursework (5000 or 6000) as part of their Bachelor's program to complete the Master's program in a more timely fashion. <small>(Max 4000 characters)</small>	Rationale See attached Document <small>(Max 4000 characters)</small>
Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? YES (See Policy) Present or Projected Annual Enrollment: 6 per y	Comments <small>(Max 4000 characters)</small>
College Approvals Paul Luken [APPROVED 2013-11-04] Chair, Course Department Amber Smallwood [APPROVED 2014-02-10] Coordinator, COSS Executive Committee	Cross Listing Approvals N/A Chair, Cross Listed Department N/A Associate Dean, Cross Listed College
Other Approvals Elizabeth Kramer [APPROVED 2014-03-07] Chair, Graduate Programs Committee	Final Approval Jon Anderson [REQUIRED] Final Approver

Applied Sociology Track

The MA program in Sociology currently has two tracks: Plan I (Thesis) and Plan II (Comprehensive Exam). We would like to replace the comprehensive exam option with an applied sociology track. Students opting for the new Plan II (Applied Track) would complete 21 hours of elective coursework beyond the core requirements. They would then register for 3 credit hours of additional research methods coursework and 3 credit hours of SOCI 6286 Internship. Courses that will satisfy the methods requirement include: SOCI 6660, SOCI 6613, and SOCI 6275. Graduate research methods courses in other departments can be taken to fulfill this requirement with approval from the graduate advisor.

Students opting for Plan II must constitute a three person committee, one of whose members must come from the organization housing the student's internship. The student in consultation with the committee will plan and oversee an initiative at the internship site such as the development of a new program, the evaluation of an existing program, or the submission of a grant to fund services at the organization where the internship is based. Once the student has fulfilled all responsibilities related to the internship, the committee will meet to evaluate the student's work and make a recommendation on awarding the MA degree.

Language for the Catalogue

Students accepted into the program may choose either Plan I(Thesis Track) or Plan II(Applied Track). Under Plans I and II students must complete 21 hours of elective coursework beyond the core requirements. Under Plan I students must take three hours of Thesis Preparation (SOCI 6882), and three hours of thesis work (SOCI 6999). A thesis is required under Plan I. Under Plan II students must register for 3 credit hours of additional research methods coursework and 3 credit hours of SOCI 6286 Internship. Courses that will satisfy the methods requirement include: SOCI 6660, SOCI 6613, and SOCI 6275. Graduate research methods courses in other departments can be taken to fulfill this requirement with approval from the graduate advisor.

Students opting for Plan II must constitute a three person committee, one of whose members must come from the organization housing the student's internship. The committee must meet twice, once

before the student begins the internship and once after the internship is complete. In consultation with the committee, the student will plan and oversee an initiative at the internship site such as the development of a new service, the evaluation of an existing program, or the submission of a grant to fund new services at the organization where the internship is based. Once the student has fulfilled all responsibilities related to the internship, the committee will meet to evaluate the student's work and make a recommendation on awarding the MA degree.

<u>Requirements</u>	<u>Plan I</u>	<u>Plan II</u>
Core Courses	9 hours	9 hours
Elective Courses	21 hours	21 hours
Thesis Preparation	3	N/A
Thesis	3	N/A
Additional Research Methods Coursework	N/A	3 hours
Internship	N/A	3 hours
Total Hours	36 hours	36 hours
Final Project	Thesis	Internship Project

APPENDIX A

GRADUATE COURSE LOADS POLICY REVISION

RATIONALE: This policy revision separates the three sections in the existing policy, to create three new policies. The purpose is to improve clarity.

REVISION OF POLICY

~~Graduate Course Loads~~

~~Minimum Graduate Course Loads for Financial Aid Eligibility~~

To be eligible for Federal Student Aid (FSA), a graduate student must be enrolled at least half time. ~~The UWG Office of Financial Aid defines full-time enrollment for a graduate student as 9 credit hours, or the equivalent, each term. Half-time enrollment is defined as 5 credit hours, or the equivalent, each term. Students must register for and attend 5 credit hours, or the equivalent, to be eligible for Financial Aid each term.~~ To be enrolled half time, a student must be taking at least half the course load of a full-time student. Full-time enrollment for a graduate student is 9 credit hours and half-time enrollment is 5 credit hours. These minimum enrollments apply consistently across all terms, Fall, Spring, and Summer.

	Fall	Spring	Summer
Full Time	9	9	9
Half Time	5	5	5

~~Minimum Graduate Course Loads for Graduate Assistantship Eligibility~~

Graduate Assistantships are classified by function or purpose and include Graduate Assistantships (GAs), Graduate Research Assistantships (GRAs), and Graduate Teaching Assistantships (GTAs). GAs, GRAs, and GTAs must register for and earn 9 semester credit hours, or the equivalent, to be eligible for a Graduate Assistantship for the Fall or Spring terms. During the Summer term, the minimum enrollment is 6 semester credit hours.

	Fall	Spring	Summer
Minimum Required Enrollment	9	9	6

~~Maximum Graduate Course Loads for All Graduate Students~~

~~Graduate students who do not hold one of the three types of assistantships may register for 12 credit hours without permission.~~ Graduate students who want to take an overload, defined as more than 12 credit hours, must obtain permission from the Director of their graduate program and from the Director of Graduate Studies (or Dean/designee) for their college or school. Some programs may require additional levels of approval.

Expectations for the maximum course load apply to graduate students who take a mix of graduate and undergraduate courses in one semester, as well. Although some graduate degree and non-degree programs require graduate students to take undergraduate courses, students are considered graduate students.

CLEAN COPY OF REVISION OF POLICY

Graduate Course Loads for Financial Aid Eligibility

To be eligible for Federal Student Aid (FSA), a graduate student must be enrolled at least half time. To be enrolled half time, a student must be taking at least half the course load of a full-time student. Full-time enrollment for a graduate student is 9 credit hours and half-time enrollment is 5 credit hours. These minimum enrollments apply consistently across all terms, Fall, Spring, and Summer.

	Fall	Spring	Summer
Full Time	9	9	9
Half Time	5	5	5

Graduate Course Loads for Graduate Assistantship Eligibility

Graduate Assistantships are classified by function or purpose and include Graduate Assistantships (GAs), Graduate Research Assistantships (GRAs), and Graduate Teaching Assistantships (GTAs). GAs, GRAs, and GTAs must register for and earn 9 semester credit hours, or the equivalent, to be eligible for a Graduate Assistantship for the Fall or Spring terms. During the Summer term, the minimum enrollment is 6 semester credit hours.

	Fall	Spring	Summer
Minimum Required Enrollment	9	9	6

Graduate Course Loads

Graduate students who want to take an overload, defined as more than 12 credit hours, must obtain permission from the Director of their graduate program and from the Director of Graduate Studies (or Dean/designee) for their college or school. Some programs may require additional levels of approval.

Expectations for the maximum course load apply to graduate students who take a mix of graduate and undergraduate courses in one semester, as well. Although some graduate degree and non-degree programs require graduate students to take undergraduate courses, students are considered graduate students.

APPENDIX B

To be added to the Graduate Catalog

Class Absence

Instruction begins the first day of class. In face-to-face courses, if students fail to attend the first day and have not contacted the instructor to explain their absence, they may be dropped during the Drop/Add Period to make room for other students.

In fully online or hybrid courses each instructor has the authority to specify in the syllabus what qualifies as attendance at the first class meeting and during the Drop/Add Period to drop students who fail to meet that requirement. Instructors may require students to attend a face-to-face meeting, to log in to the online course-delivery system by a specified date, or to take other specified steps at the beginning of the session.

For those courses that meet for the first time after the end of the Drop/Add Period, see Faculty Handbook Section 204.

Class attendance policies are determined by each instructor for his or her courses and may be found in the syllabus. Since course policies differ, students are responsible for understanding attendance requirements for each course. Failure to comply with those requirements may significantly affect grades.

Students are expected to attend each class meeting. Students absent from class while officially representing the University or observing religious holidays should generally not be penalized in the calculation of final grades, as long as they provide advance notice and expeditiously make arrangements to complete any missed work.

University-sponsored activities include but are not limited to the following: intercollegiate athletic competitions; musical/theatrical/art performances or exhibitions associated with a degree program; debate competitions; and research conferences. Activities not considered to be university-sponsored include participation in clubs, even if they are affiliated with UWG, or events associated with social organizations such as fraternities or sororities.

Regardless of the reason for the absence, each student is responsible for the material covered in class, for completing any assignments, and for making specific arrangements with the instructor for any work missed. The degree to which missed work can be made up will depend upon the nature of the work and its intended purpose. Make-up is at the discretion of the instructor.

Any student who must be absent for more than one week of class should notify the Patient Advocates in Health Services, telephone 678-839-6452. The student should also notify the instructor or department.

(See Faculty Handbook Sections 201-204)

APPENDIX C

[2013-2014 Graduate Catalog, General Academic Policies section]

GRADUATION

A student with a minimum 3.0 overall grade point average and who has met all requirements of the Program of Study must submit an application for the degree with the Registrar's Office the semester prior to the semester of graduation. No student will be issued a diploma or academic transcript if in default of payment due to the University.

[2014-2015 Graduate Catalog - add new, second paragraph so the policy reads as below]

GRADUATION

A student with a minimum 3.0 overall grade point average and who has met all requirements of the Program of Study must submit an application for the degree with the Registrar's Office the semester prior to the semester of graduation. No student will be issued a diploma or academic transcript if in default of payment due to the University.

The graduation application and \$40 (per degree) application fee can be deferred up to one year from the initial term of scheduled graduation. If the student does not graduate within one year of the original scheduled graduation date, the student must reapply for graduation and pay the \$40 (per degree) application fee again.

Addendum IV

Recommendations from the Faculty Senate Rules Committee March 6, 2014

Recommended Faculty Handbook Revisions

(Section 101.02 Minimum Criteria for Appointment)

The Faculty Senate Rules Committee members have made a recommendation to delete portions of text from Section 101.02 of the *Faculty Handbook*. The paragraphs to edit are related to *Minimum Criteria for Appointment* and are shown on pages 7 and 8. For example, in *Section 101.0202 To the Rank of Assistant Professor*, references are made to the following Sections: 103.0302,D,1; 103.0302,D,2; and 103.0302,D,3 for criteria related to Teaching, Service to Institution, and Professional Growth and Development, respectively. Similar references are made in *Section 101.0203 To the Rank of Associate Professor* and *Section 101.0204 To the Rank of Professor*. The text on pages 7 and 8 is inaccurate because the referenced items in Section 103 are different as a result of previous changes to the *Faculty Handbook*. The Rules Committee recommendation is to delete the text in Section 101.02 that indicates a specific number of evidentiary sources and refers to Section 103.0302. (The current *Faculty Handbook* no longer indicates a specific number of evidentiary sources in Section 103.0302.) The text recommended for deletion is indicated below with the strikethrough feature.

The criteria for Academic Achievement in *Section 101.0202* also need to be edited. The second sentence, “Those holding academic rank in the Library must earn a second Master's degree.” needs to be deleted because that is no longer a criterion.

101.0202 To the Rank of Assistant Professor

1. **Teaching.** Demonstration of potential for effectiveness in teaching. ~~with evidence, where possible, from student evaluations and from at least two additional sources listed in section 103.0302,D,1.~~
2. **Service to Institution.** Demonstration of potential for effectiveness, where possible, by successful, collegial service on departmental, school-wide, institutional or system-wide committees. ~~and with evidence from at least two additional sources listed in section 103.0302,D,2.~~
3. **Academic Achievement.** Terminal degree in discipline or significant recognition and achievement in specialization. ~~Those holding academic rank in the Library must earn a second Master's degree.~~
4. **Professional Growth and Development.** Demonstration of potential for effectiveness in the candidate's discipline. ~~with evidence, where possible, from at least two of the sources listed in section 103.0302,D,3.~~

101.0203 To the Rank of Associate Professor

Teaching. Demonstration of significant contributions as a teacher and a strong likelihood of continuing effectiveness in teaching. ~~with evidence from student evaluations and from at least three additional sources listed in section 103.0302,D,1.~~

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, school-wide, institutional or system-wide committees. ~~and with evidence from at least three additional sources listed in section 103.0302,D,2.~~

Academic Achievement. Terminal degree in discipline or extraordinary recognition and achievement in specialization. ~~Those holding academic rank in the Library must earn a second master's degree.~~

Professional Growth and Development. Demonstration of significant contributions to the candidate's discipline and a strong likelihood of continuing effectiveness. ~~with evidence from at least three of the sources listed in section 103.0302,D,3.~~

101.0204 To the Rank of Professor

1. **Teaching.** Demonstration of a clear and convincing record of a high level of sustained effectiveness. ~~with evidence from student evaluations and from at least four additional sources listed in section 103.0302,D,1.~~
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, school-wide, institutional or system-wide committees. ~~and with evidence from at least four additional sources listed in section 103.0302,D,2.~~
3. **Academic Achievement.** Terminal degree in discipline or extraordinary recognition and achievement in specialization. ~~Those holding academic rank in the Library must earn a second master's degree.~~
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 at least four of the sources listed in section 103.0302,D,3.~~

Recommendation for One-Year Position of Chair-Elect of the Faculty Senate

The current composition of the Faculty Senate includes the following (see *Policies and Procedures of the University West Georgia*, August 16, 2011, p. 20)

<http://www.westga.edu/assetsDept/vpaa/PoliciesProcedures15June2012.pdf> :

- University President (ex officio)
- University Provost (ex officio)
- Chair of the Senate
- Past-Chair of the Senate (ex officio)
- Duly Elected Senators
- Executive Secretary

The Faculty Senate Rules Committee members have made a recommendation to institute an additional position of Chair-Elect of the Faculty Senate (ex officio) to serve in the position for one year. The Rules Committee members recommended that the election should be held at the last Spring General Faculty meeting for the term of Chair-Elect to begin June 1st. The Chair-Elect would then assume the position of Chair on the following June 1st. The rationale was that the position would allow more time for the Chair-Elect to learn the responsibilities of the Chair and be mentored by the current Chair.