

Memorandum

To: General Faculty
Date: October 15, 2012
Regarding: Agenda, Faculty Senate Meeting, October 19th at 3:00 pm TLC 1-303

The agenda for the October 19, 2012 Faculty Senate Meeting will be as follows:

1. Call to Order
2. Roll Call
3. Approval of the minutes of the September 21st meeting ([See Addendum I](#))
4. Committee Reports

Committee I: Undergraduate Programs (Chair, Jim Mayer)

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

A) College of Education

- 1) Department of Early Learning and Childhood Education
 - a) Endorsement – Birth through Five
Request: Deactivate
Action: Approved

B) College of Arts and Humanities

- 1) Department of Foreign Languages and Literatures
 - a) Bachelor of Arts with a Major in Foreign Languages and Literatures
Request: Modify—correct number of credit hours
Action: Approved.
 - b) Bachelor of Arts with a Major in Foreign Languages and Literatures
Request: Modify – replace Spanish certification sequence
Action: Approved. Note that wording of request was changed to the following:
Add Concentration: SPANISH with certification in Early Childhood Education
 - c) Minor in Gender and Sexuality Studies
Request: Modify electives
Action: Approved.

- d) FREN 4000
Request: Add
Action: Approved
- 2) Department of History
 - a) HIST 3500
Request: Add
Action: Approved. Add note that course should be repeatable for credit
 - a) HIST 4209
Request: Add
Action: Approved
 - b) HIST 4210
Request: Add
Action: Approved
 - c) HIST 4285
Request: Add
Action: Approved. Add note that course should be repeatable for credit.
 - d) HIST 4385
Request: Add
Action: Approved. Add note that course should be repeatable for credit.
- C) College of Science and Mathematics
 - 1) Department of Computer Science
 - a) CS 2001
Request: Delete
Action: Approved
 - b) CS 4290
Request: Delete
Action: Approved
 - c) CS 4320
Request: Delete
Action: Approved
 - d) CS 4911
Request: Delete
Action: Approved
 - 2) Department of Geosciences
 - a) GEOG 4400
Request: Add

Action: Approved. Course fee changed to “\$45 Geosciences Science Fee”

- D) College of Social Sciences
 - 1) Department of Sociology
 - a) Bachelor of Science with a Major in Sociology
Request: Terminate Sociology Pre-Major
Action: Approved.
 - 2) Department of Mass Communications
 - a) COMM 2110
Request: Add
Action: Approved
- E) School of Nursing
 - a) Bachelor of Science in Nursing
Request: Modify; see submission for details
Action: Approved.

Information Items:

- A) College of Science and Mathematics
 - 1) Department of Computer Science
 - a) CS 1301
Request: Modify prerequisites
Action: Approved.
 - b) CS 3151
Request: Modify prerequisites
Action: Approved.
 - c) CS 3202
Request: Modify prerequisites
Action: Approved.
 - d) CS 3212
Request: Modify prerequisites
Action: Approved.

B) General

Jon Anderson suggested that in the interest of streamlined procedures program changes involving pre-major programs might best be routed directly to the VPAA’s office in the future. He suggested that the UPC might address this at a future meeting.

Dr. Lara Willox, Dept. of Early Learning and Childhood Education was elected chair of the General Education Subcommittee of the UPC.

Committee II: Graduate Programs (Chair, Mark S. Parrish)

Action Items: (See Addendum III)

A) College of Education

1) Department of Leadership and Instruction

a) Master of Arts in Teaching Major in Teacher Education

Request: Modify, see attachment

Action: Approved

b) Master of Education with a Major in Secondary Education

Request: Modify, see attachment

Action: Approved

c) Master of Education with a Major in Middle Grades Education

Request: Modify, see attachment

Action: Approved

B) Modification to Graduate Academic Standing Policy Proposed Revision (**Addendum IV**)

Motion: Amend the Academic Standing policy for College of Education graduate programs to include the statement: "Any graduate level student earning a grade of F, regardless of his/her academic standing, will be referred to his/her program and, at the discretion of the program, may be suspended or dismissed from the program."

Action: Approved

Committee IV: Academic Policies Committee (Chair, David Leach)

Action Items: (See Addendum V)

A) Proposal: The Academic Policies Committee requests that the Faculty Senate approve modifications to Section 208 of the Faculty Handbook.

Preamble: The policy is attached and proposed changes are highlighted. The modifications improve the clarity of the section and make the following substantive changes:

Changing the title of Section 208 from "Subcommittee for Dishonesty and Grade Determination Appeals" to "Academic Appeals." This is more appropriate because Section 208 also includes general appeals for admission to the University.

Adding back the requirement that a grade appeal must be "concluded no later than one year, 12 calendar months, after the assignment of the grade." This requirement was inadvertently omitted during the previous modification.

Spells out that there are three types of academic appeals:

a. Admission appeals

- b. Grade appeals (2 types - academic dishonesty and grade determination)
- c. Academic Suspension (one term, one year) or Academic Dismissal from the University

Changes the name of the General Appeals Subcommittee to "Admission Appeals Subcommittee."

- 5. Old Business
- 6. New Business
- 7. Announcements
- 8. Adjournment

Addendum I

University of West Georgia Faculty Senate Meeting Minutes—Draft

September 21, 2012

1. The meeting convened in room 1-303 of the Technology-enhanced Learning Center and called to order by Chair Jeff Johnson.
2. Senate Chair Report (Jeff Johnson)
 - A. Senate orientation for the new year.
 - Welcome. Opening meeting information:
 - If substituting for a senate member, pass your name to Dawn McCord or acting secretary. Informational items do not receive votes.
 - Action items will receive a call for a vote.
 - Most items come to floor through committees. You can also send items to fs-executive.westga.edu or send them to McCord, Johnson, and Teresa Ock (email all three if you choose not to use fs-executive.westga.edu).
 - Jeff Johnson's email is jeffj@westga.edu not jjohnson@westga.edu

3. Roll Call

Present

Basu-Dutt, Blair, DeFoor, Deng, DeNie, DeSilva, Erben, Farmer, Geisler, Gezon, Halonen-Rollins, Hasbun, Haynes, Hooper, Jenks, Kassis, Keim, Kilpatrick, Kramer, Leach, Lloyd, Mayer, Moffeit, Morris, Packard, Michael Garrett for Parrish, Penco, Pitzulo, Ponder, Popov, Riker, Ringlaben, Rutledge, Samples, Sanders, Schroer, Skott-Myhre, Smith, Van Valen, Vasconcellos, Willox, Yeong

Absent

Banford, Gant, Robinson, Welch

4. Approval of the minutes of the June 22nd meeting
Correction: Javier Hasbun was present.

Motion (Leach & Sanders) & second (Ringlaben); no discussion; approved

5. Committee Reports

Committee IV: Academic Policies Committee (Chair, David Leach)

Action Items:

- A. The Academic Policies Committee requests that the Faculty Senate approve a modification to the UWG undergraduate catalog concerning the Admission Standards as outlined in item five of the page at <http://www.westga.edu/undergrad/1662.htm>.

This is a request to increase our admission standards, and change our admission policy, to create a “pool” of students that must attend and successfully complete the Summer Transition Program as their only option to gain admission to UWG for the Fall term.

Proposal

To create this pool of conditionally admitted students, **it is proposed that we raise our minimum Freshman Index Score to 2120** (currently 2050). We can do this without increasing either the minimum GPA or the minimum test scores because the Freshman Index is a combination of both (in a formula). The net effect is that although each minimum doesn't change, students that have the minimum scores on one of the factors would need slightly higher scores on the other. For instance, if a student presents with the minimum SAT scores (410 Math/430 Verbal) in our new proposed standards a student would need a 2.5 HS GPA rather than the previous standard of 2.4. Although this is a small change, it represents a major opportunity to bring in a pool of students that traditionally do not succeed at high rates, and provide a solid, intensive academic experience that will help them graduate at greater rates.

Scott Lingrell offered the following clarification of the Summer Transition Program in response to the question: Can students fail?: They can fail; if they do, they would not be accepted in the fall; they are given conditional admission for the summer and regular admission for the fall if they pass the program. The motion passed unanimously.

Motion to approve was made and seconded.

Committee VI: Strategic Planning (Chair, Robert Sanders)

After receiving no objections to discussing the slightly amended mission, vision, and goal statements, Will Lloyd presented the mission statement for feedback.

Information Items:

- A. Report on development of UWG Mission, Visions, and Goals (Will Lloyd)

Lloyd provided context for the development of the statements and noted that it would be put into place in 2014 (after the SACS visit) and end in 2020.

Discussion ensued. Lloyd welcomed the submission of further feedback via email. The committee hopes to move quickly to finalize the statements.

Committee VIII: Technology Committee (Chair, Craig Schroer)

Information Items:

A. UWG Mail and Calendar (Kathy Kral):

Kathy Kral presented results of UWG Mail and Calendar surveys and pilots and research about Google and MSLive. A PowerPoint presentation and handout were provided. She announced that the UWG plans to approach Google for a contract.

B. Institutional Repository:

Craig Schroer presented a vision for an institutional repository via a handout and invited Senate members to an informational meeting on October 1, 2012. A PowerPoint presentation and handout were provided.

6. Old Business—None

7. New Business

A. Sustainability Council for UWG (Hannes Gerhardt and Minna Rollins):

Hannes Gerhardt and Minna Rollins presented plans for the structural make up and potential activities of the UWG Sustainability Council. A PowerPoint presentation was shared.

Members of the Council will be drawn from faculty, staff, and students, and meetings will be open to the public. Faculty self-nominations to your appropriate dean are welcomed. The Council's email address is Green@westga.edu.

8. Announcements

Information Item:

A. Words from the Senate Chair, Jeff Johnson:

Johnson stressed his desire to be an inclusive chair and address issues that are important to the faculty. He also announced that the presidential search committee is being finalized and will be charged on campus.

B. Review of impact of the fiscal environment of the past 5-10 years on full-time and tenure-track teaching at UWG (Dr. Beheruz N. Sethna)

There is a national concern about impact of the economy on the number of full-time faculty, the percentage of students taught by tenure or tenure-track professors (or alternatively, the percentage of all students taught by non-tenure-track professors --- adjuncts, teaching assistants). UWG has, by no means, been unscathed by the national and state economic pressures, but thanks to the efforts of all our colleagues, appears to have weathered the storm somewhat better than the nation. Dr. Sethna shared the trends at UWG along the above dimensions and others. The purpose of this presentation will be the start of a conversation on this important topic. A PowerPoint presentation was shared. Data reported began with statistics from 2002.

Percentages of instructors employed in the given categories have changed little. Percentages describing divisions of UWG expenditures have also changed little, as have and most trends in UWG revenues over a period of roughly 2006 to 2012. By far the largest change in UWG revenues is the percentage derived from Georgia state appropriations. That number has decreased from 53% in 2006 to 34% in 2011.

C. Other new business: The Senate Budget Committee is working on a study of faculty salaries; they have hired a consultant.

9. Adjournment at 5:10 PM

Respectfully recorded by Elizabeth Kramer for Dawn H. McCord, Secretary to General Faculty and Faculty Senate

Addendum II

**BIRTH THROUGH FIVE ENDORSEMENT
PLAN OF STUDY**

Name: _____ ID#: _____

Address _____

Home Phone _____ Work Phone _____ Email _____

PLAN OF STUDY	HRS	GR	SEMESTER PLANNED	TRF/SUB
BRFV 4210 Home, School, and Community	3			
BRFV 4220 Special Education Strategies for Young Learners: Birth to Age Five	3			
BRFV 4230 Methods for Pre-Kindergarten and Kindergarten	3			
Total	9			

NOTES:

1. Admission to Teacher Education (Early Childhood Education or Special Education) required.
2. Courses may be taken in any order (i.e., no particular sequence is required).
3. Field experience is a component of each course.
4. Criminal Background Check will be required for school placements; and may be required for other placements.

STUDENT SIGNATURE: _____

DATE: _____

DEPARTMENT EVALUATOR: _____

DATE: _____

DEPARTMENT CHAIR SIGNATURE: _____
(Designee)

DATE: _____

Version with correct math (SPAN)

Proposed Program
UNIVERSITY OF WEST GEORGIA—DEPARTMENT OF FOREIGN LANGUAGES & LITERATURES

Bachelor of Arts: Major in FOREIGN LANGUAGES AND LITERATURES, SPANISH TRACK

Student Name: _____ Student Number: _____ / _____ / _____
 (Last) (First) (Middle)

Transfer Institution(s) _____

r U.S./GA Constitution

r U.S./GA History

r Regent's Exam

CORE AREAS A-F

CORE AREA A: ESSENTIAL SKILLS	Hrs. Req.	Hrs Completed	Hrs. Remaining
1. ENGL 1101	3		
2. ENGL 1102	3		
3. MATH 1111	3		
CORE AREA B: INSTITUTIONAL PRIORITIES			
1. PHIL 2110**	3		
2. INTERDISCIPLINARY ELECTIVE	2		
CORE AREA C: HUMANITIES AND FINE ARTS			
1. XIDS 2100**	3		
2. HUMANITIES ELECTIVE	3		
CORE AREA D: NATURAL SCIENCE, MATH & TECHNOLOGY			
1. LAB SCIENCE	4		
2. NON-LAB SCIENCE	6		
CORE AREA E: SOCIAL SCIENCES			
1. HIST 1111 or HIST 1112	3		
2. HIST 2111 or HIST 2112	3		
3. POLS 1101	3		
4. SOCIAL SCIENCE ELECTIVE: GEOG 1013**, 2503**, XIDS 2301**	3		
CORE AREA F: MAJOR SPECIFIC COURSES			
1. SPAN 1002, 2001, 2002	0-9		
2. SELECT FROM THE FOLLOWING: HIST 1111 OR 1112, FREN/GRMN 1001-1002	3-9		
MAJOR COURSES: SPANISH			
SELECT 5: 3102, 3030, 4012 or 4013, 4040 or 4170, 4484*	13		
SELECT 4: SPAN 3101, 3450, 4003, 4004, 4006, 4007, 4012 or 4013, 4040 or 4170, 4200, 4205, 4210, 4240, 4250, 4260, 4280, 4785 [may be repeated when topic differs]	12		
SECOND LANGUAGE: through 2001	3		
ELECTIVES			
Spanish Majors are strongly recommended to take 3 additional elective courses in their Major Language			
ELECTIVE:	32		
TOTAL NUMBER OF HOURS FOR A SPANISH MAJOR	120		

*Senior Capstone Required Course

**Suggested Courses to be taken for major

***Every student must take 2 DSW courses, one must be in the major.

For students entering Fall 2008

Rev 10/2010

Version with
correct math (cent)

University of West Georgia

Department of Foreign Languages & Literature

Bachelor of Arts Major: FOREIGN LANGUAGES AND LITERATURES SPANISH TRACK with CERTIFICATION

Core Curriculum*5	Sem Hours	Hours Comp	Hours Rem.	Major Area*5	Sem Hours	Hours Comp	Hours Rem.
Area A. Essential Skills	9			Content*4	28		
ENGL 1101	3						
ENGL 1102	3			SPAN 3102	3		
MATH 1001 OR 1111**	3			SPAN 3030	3		
				SPAN 4012 or 4013	3		
Area B. Institutional Priorities	5			SPAN 4040 or 4170	3		
PHIL2110**	3			SPAN electives 3000 level or above	12		
Music 1110 or XIDS 2002**	2			SPAN 4484	1		
				HIST 1111 or 1112	3		
Area C. Humanities/ Arts	6						
XIDS 2100**	3						
FREN/GRMN 1001**	3						
Area D. Natural science, Math, & Technology	10						
Lab Science	4						
Non-Lab Science (Recommended: CS 1030)	6						
				GPA of 2.7 required for admission to TEP			
Area E. Social Science	12			Professional Education	27		
HIST 1111 OR 1112	3			SEED 4271*2,7	2		
HIST 2111 OR 2112	3			SEED 4271L	1		
POLS 1101	3			FORL 4501* 6,7	3		
Social Science Elective: GEOG 1013, 2503, or XIDS 2301**	3			FORL 4502* 6,7	3		
				FORL 4586* 2	9		
				SPED 3715	3		
Area F. Program Related Courses	18			CEPD 4101* 2,7	3		
EDUC 2110, 2120, 2130	9			MEDT 3401*2	3		
SPAN 2001, 2002	3-6			Other Requirements	5		
GRMN or FREN 1002	3			Foreign Language (2001) other than Spanish	3		
Elective	0-3			Elective	2		
Subtotal	60			Subtotal	60		
				TOTAL	120		

*1 Students must earn a grade of C or better in all the courses.

*2 Admission to Teacher Education required before enrolling in these courses.

*3 GPA of 2.5 required to enroll in these courses.

*4 Students must earn a grade of C or better in all the Major Area courses.

*6 GPA of 2.7 required for enrollment plus one 4XXX level language course.

*7 Students must earn a grade of B or better in Professional Education courses

** recommended course

***5 DSW Requirement: Students must take at least two 3000/4000-level "W" courses for a total of 6 hours, at least 3 of which must be in the major.**

Revised 4/2012

original request with faculty math



Course or Program Addition, Deletion or Modification Request

Department: Foreign Languages and Literatures

College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Hours: Lecture/Lab/Total							
<table border="1"> <tr> <td colspan="3"> Action <input type="checkbox"/> Course <input checked="" type="checkbox"/> Program <input checked="" type="checkbox"/> Modify <input type="checkbox"/> Add <input type="checkbox"/> Delete <input type="checkbox"/> Credit <input type="checkbox"/> Number <input type="checkbox"/> Title <input type="checkbox"/> Description <input type="checkbox"/> Other </td> <td colspan="2"> Credit <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Other* *Variable credit must be explained </td> <td colspan="2"> Frequency <input checked="" type="checkbox"/> Every Term <input type="checkbox"/> Yearly <input type="checkbox"/> Other </td> </tr> </table>				Action <input type="checkbox"/> Course <input checked="" type="checkbox"/> Program <input checked="" type="checkbox"/> Modify <input type="checkbox"/> Add <input type="checkbox"/> Delete <input type="checkbox"/> Credit <input type="checkbox"/> Number <input type="checkbox"/> Title <input type="checkbox"/> Description <input type="checkbox"/> Other			Credit <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Other* *Variable credit must be explained		Frequency <input checked="" type="checkbox"/> Every Term <input type="checkbox"/> Yearly <input type="checkbox"/> Other	
Action <input type="checkbox"/> Course <input checked="" type="checkbox"/> Program <input checked="" type="checkbox"/> Modify <input type="checkbox"/> Add <input type="checkbox"/> Delete <input type="checkbox"/> Credit <input type="checkbox"/> Number <input type="checkbox"/> Title <input type="checkbox"/> Description <input type="checkbox"/> Other			Credit <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Other* *Variable credit must be explained		Frequency <input checked="" type="checkbox"/> Every Term <input type="checkbox"/> Yearly <input type="checkbox"/> Other					

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
--------	--------	-------	--------------------------

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

see attached

Prerequisite(s) _____

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

Grading System: Letter Grade Pass/Fail Other

Approval:

	11/04/2010	Department Chair (if cross listed)	Date
	11/16/10	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) _____ Date _____

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

	Date		Date
Vice President for Academic Affairs	4/22/11	Chair, Committee on Graduate Studies	3-14-11

RECEIVED

Modification Request:

Undergraduate

Current ~~Post-Bacc~~ students in our program are required to take both SPAN 4040 (Spanish Linguistic) and SPAN 4170 (Advanced Language Skills). We would like to allow students to choose one of the two as a requirement and to allow the second to be placed with an additional elective.

Rationale:

Spanish 4040 (Spanish Linguistics) and Spanish 4170 (Advanced Language Skills) are very similar content-wise. Both courses explore semantic, lexical, syntactical, and pragmatic aspects of the Spanish Language. Both courses aim to have a better understanding of the general linguistic structure of the Spanish language. Given their close similarity in content, the Spanish faculty considers that it would be more beneficial for students to take another upper-level literature or culture course whose content would explore different topics related to the Hispanic world. This change proposed would not diminish the quality of the requirements, but rather would allow for a more varied exposure to other aspects of the Hispanic world.

Revised 10/10

Proposed Program
UNIVERSITY OF WEST GEORGIA—DEPARTMENT OF FOREIGN LANGUAGES & LITERATURES

Bachelor of Arts: Major in FOREIGN LANGUAGES AND LITERATURES, SPANISH TRACK

Student Name: _____ Student Number: _____
(Last) (First) (Middle)

Transfer Institution(s) _____

U.S./GA Constitution U.S./GA History Regent's Exam

CORE AREAS A-F

1. ENGL 1101	3		
2. ENGL 1102	3		
3. MATH 1111	3		
1. PHIL 2110**	3		
2. INTERDISCIPLINARY ELECTIVE	2		
1. XIDS 2100**	3		
2. HUMANITIES ELECTIVE	3		
1. LAB SCIENCE	4		
2. NON-LAB SCIENCE	6		
1. HIST 1111 or HIST 1112	3		
2. HIST 2111 or HIST 2112	3		
3. POLS 1101	3		
4. SOCIAL SCIENCE ELECTIVE: GEOG 1013**, 2503**, XIDS 2301**	3		
1. SPAN 1002, 2001, 2002	0-9		
2. SELECT FROM THE FOLLOWING: HIST 1111 OR 1112, FREN/GRMN 1001-1002	3-9		
SELECT 5: 3102, 3030, 4012 or 4013, 4040 or 4170, 4484*	13		
SELECT 5: SPAN 3101, 3450, 4003, 4004, 4006, 4007, 4012 or 4013, 4040 or 4170, 4200, 4205, 4210, 4240, 4250, 4260, 4280, 4785 [may be repeated when topic differs]	15		
SECOND LANGUAGE: through 2001	3		
Spanish Majors are strongly recommended to take 3 out of 9 elective courses in their Major Language			
ELECTIVE:	29		

*Senior Capstone Required Course

**Suggested Courses to be taken for major

original

Proposed Program
UNIVERSITY OF WEST GEORGIA—DEPARTMENT OF FOREIGN LANGUAGES & LITERATURES

Bachelor of Arts: Major in FOREIGN LANGUAGES AND LITERATURES, SPANISH TRACK

Student Name: _____ Student Number: _____
 (Last) (First) (Middle)

Transfer Institution(s) _____

r U.S./GA Constitution

r U.S./GA History

r Regent's Exam

CORE AREAS A-F

1. ENGL 1101	3		
2. ENGL 1102	3		
3. MATH 1111	3		
1. PHIL 2110**	3		
2. INTERDISCIPLINARY ELECTIVE	2		
1. XIDS 2100**	3		
2. HUMANITIES ELECTIVE	3		
1. LAB SCIENCE	4		
2. NON-LAB SCIENCE	6		
1. HIST 1111 or HIST 1112	3		
2. HIST 2111 or HIST 2112	3		
3. POLS 1101	3		
4. SOCIAL SCIENCE ELECTIVE: GEOG 1613**, 2503**, XIDS 2301**	3		
1. SPAN 1002, 2001, 2002	0-9		
2. SELECT FROM THE FOLLOWING: HIST 1111 OR 1112, FREN/GRMN 1001-1002	3-9		
SELECT 5: 3102, 3030, 4012 or 4013, 4040, 4170, 4484*	16		
SELECT 3: SPAN 3101, SPAN 3450, 4003, 4004, 4006, 4007, 4200, 4205, 4210, 4240, 4250, 4260, 4280, 4785	9		
SECOND LANGUAGE: through 2001	3		
Spanish Majors are strongly recommended to take 3 out of 9 elective courses in their Major Language			
ELECTIVE:	32		

*Senior Capstone Required Course

**Suggested Courses to be taken for major

***Every student must take 2 DSW courses, one must be in the major.

For students entering Fall 2008

Rev 11/2009

PROPOSED

University of West Georgia

Department of Foreign Languages & Literature

Bachelor of Arts Major: FOREIGN LANGUAGES AND LITERATURES SPANISH TRACK with CERTIFICATION

Core Curriculum*5	Sem Hours	Hours Comp	Hours Rem.	Major Area*5	Sem Hours	Hours Comp	Hours Rem.
Area A. Essential Skills	9			Content*4	31		
ENGL 1101	3						
ENGL 1102	3			SPAN 3102	3		
MATH 1101 OR 1111	3			SPAN 3030	3		
				SPAN 4012 or 4013	3		
Area B. Institutional Priorities	5			SPAN 4040 or 4170	3		
PHIL2110**	3			SPAN electives 3000 level or above	15		
Approved Elective: Music 1110 or XIDS 2002	2			SPAN 4484	1		
				HIST 1111 or 1112	3		
Area C. Humanities/ Arts	6						
XIDS 2100**	3						
FREN/GRMN 1001**	3						
Area D. Natural science, Math, & Technology	10						
Lab Science	4						
Non-Lab Science	6						
				GPA of 2.7 required for admission to TEP			
Area E. Social Science	12			Professional Education	27		
HIST 1111 OR 1112	3			SEED 4271*2,7	3		
HIST 2111 OR 2112	3			FORL 4501* 7	3		
POLS 1101	3			FORL 4502* 6,7	3		
Social Science Elective: GEOG 1013, 2503, or XIDS 2301**	3			FORL 4586* 2	9		
				SPED 3715	3		
				CEPD 4101* 2,7	3		
Area F. Program Related Courses	18			MEDT 3401	3		
EDUC 2110, 2120, 2130	9			Other Requirements			
SPAN 2001, 2002	6						
GRMN or FREN 1002	3			Foreign Language (2001) other than Spanish	3		
Elective	3						
Subtotal	60			Subtotal	61		
				TOTAL	121		

*1 Students must earn a grade of C or better in all the courses.

*2 Admission to Teacher Education required before enrolling in these courses.

*3 GPA of 2.5 required to enroll in these courses.

*4 Students must earn a grade of C or better in all the Major Area courses.

*6 GPA of 2.7 required for enrollment plus one 4XXX level language course.

*7 Students must earn a grade of B or better in Professional Education courses

** recommended course

***5 DSW Requirement: Students must take at least two 3000/4000-level "W" courses for a total of 6 hours, at least 3 of which must be in the major.**

Revised 11/2010

CURRENT

University of West Georgia

Department of Foreign Languages & Literature

Bachelor of Arts Major: FOREIGN LANGUAGES AND LITERATURES SPANISH TRACK with CERTIFICATION

Core Curriculum*5	Sem Hours	Hours Comp	Hours Rem.	Major Area*5	Sem Hours	Hours Comp	Hours Rem.
Area A. Essential Skills	9			Content*4	31		
ENGL 1101	3						
ENGL 1102	3			SPAN 3102	3		
MATH 1101 OR 1111	3			SPAN 3030	3		
				SPAN 4012 or 4013	3		
Area B. Institutional Priorities	5			SPAN 4040	3		
PHIL2110**	3			SPAN 4170	3		
Approved Elective: Music 1110 or XIDS 2002	2			SPAN electives 3000 level or above	9		
				SPAN 4484	1		
Area C. Humanities/ Arts	6			ENGL 2300	3		
XIDS 2100**	3			HIST 1111 or 1112	3		
FREN/GRMN 1001**	3						
Area D. Natural science, Math, & Technology	10						
Lab Science	4						
Non-Lab Science	6						
				GPA of 2.7 required for admission to TEP			
Area E. Social Science	12			Professional Education	27		
HIST 1111 OR 1112	3			SEED 4271*2,7	3		
HIST 2111 OR 2112	3			FORL 4501* 7	3		
POLS 1101	3			FORL 4502* 6,7	3		
Social Science Elective: GEOG 1013, 2503, or XIDS 2301**	3			FORL 4586* 2	9		
				SPED 3715	3		
				CEPD 4101* 2,7	3		
Area F. Program Related Courses	18			MEDT 3401	3		
EDUC 2110, 2120, 2130	9						
SPAN 2001, 2002	6			Other Requirements			
GRMN or FREN 1002	3			Foreign Language (2001) other than Spanish	3		
Elective	3						
Subtotal	60			Subtotal	61		
				TOTAL	121		

*1 Students must earn a grade of C or better in all the courses.

*2 Admission to Teacher Education required before enrolling in these courses.

*3 GPA of 2.5 required to enroll in these courses.

*4 Students must earn a grade of C or better in all the Major Area courses.

*5 DSW Requirement: Students must take at least two 3000/4000-level "W" courses for a total of 6 hours, at least 3 of which must be in the major.

*6 GPA of 2.7 required for enrollment plus one 4XXX level language course.

*7 Students must earn a grade of B or better in Professional Education courses

** recommended course

Revised 5/2010

University of West Georgia

Department of Foreign Languages & Literatures

Bachelor of Arts Major: FOREIGN LANGUAGES AND LITERATURES SPANISH/EARLY CHILDHOOD EDUCATION TRACK with CERTIFICATION

Core Curriculum*5	Sem Hours	Hours Comp	Hours Rem.	Major Area*5	Sem Hours	Hours Comp	Hours Rem.
Area A. Essential Skills	9			Content*4	28		
ENGL 1101	3						
ENGL 1102	3			SPAN 3102	3		
MATH 1111**	3			SPAN 3030	3		
				SPAN 4012 or 4013	3		
Area B. Institutional Priorities	5			SPAN 4040 or 4170	3		
GRMN or FREN 1001**	3			SPAN electives 3000 level or above	12		
Music 1110 or XIDS 2002 **	2			SPAN 4484	1		
				FORL 4501*6	3		
Area C. Humanities/ Arts	6						
XIDS 2100**	3						
FREN/GRMN 1002**	3						
Area D. Natural science, Math, & Technology	10						
Lab Science	4						
Non-Lab Science	3			GPA of 2.7 required for admission to TEP			
Non-Lab Science: CS 1030 **	3			Professional Education	32		
Area E. Social Science	12			ECED 4261 Tching C&P: Soc Stud Ed	3		
HIST 1111 OR 1112	3			ECED 4262 Tching C&P: Science Ed	3		
HIST 2111 OR 2112	3			ECED 4263 Tching C&P: Math Ed	3		
POLS 1101	3			READ 3263 Tching C&P: Integ Literacy Education & Process Writing	3		
GEOG 1013**	3			ECED 4286 Teaching Internship	9		
				ECED 4289 Teaching Internship Seminar	3		
				SPED 3715	3		
				CEPD 4101* 2,7	3		
				MEDT 3402	2		
Area F. Program Related Courses	18						
EDUC 2110, 2120, 2130	9						
SPAN 2001, 2002	6						
Foreign Language (2001) other than Spanish	3			Subtotal	60		
				TOTAL	120		
Subtotal	60						

*1 Students must earn a grade of C or better in all the courses.

*2 Admission to Teacher Education required before enrolling in these courses.

*3 GPA of 2.5 required to enroll in these courses.

*4 Students must earn a grade of C or better in all the Major Area courses.

*5 DSW Requirement: Students must take at least two 3000/4000-level "W" courses for a total of 6 hours, at least 3 of which must be in the major.

*6 GPA of 2.7 required for enrollment plus one 4XXX level language course.

*7 Students must earn a grade of B or better in Professional Education courses

** recommended course

Program Change in the Minor and Gender and Sexuality Studies

Requirements for a Minor in Gender and Sexuality Studies

The interdisciplinary minor in Gender and Sexuality Studies provides an academic forum for the examination of gender and sexuality in contemporary and historical global cultures. It pursues the academic study not only of sexual diversity but also of masculinity and femininity as culturally and historically contingent phenomena. As such, it appeals to an increasingly diverse student population, including members of the GLBTQ community, who actively seek a comfortable, healthy, academic environment to examine and discuss issues relevant to their self-definition and everyday lives. The minor in Gender and Sexuality Studies also creates a broad and formalized academic forum for educating the entire student population and the greater Carrollton community about diversity in gender identity and sexual orientation.

The minor requires 15 credit hours, of which no more than 6 hours can be at the 2000 level and of which at least 3 hours must be at the 4000 level. Required Course: XIDS 2100: Introduction to Gender and Sexuality Studies (3 hours)

Electives – 12 hours (**three** of these must be taken in AT LEAST two different disciplines; **no more than one elective or 3 hours may be taken from a department or unit outside of the College of Arts and Humanities**). Electives must be approved by the program director.

Rationale for the Change:

The purpose of this change is to ensure that there is not undue overlap between the requirements for the Minor in Gender and Sexuality Studies and the Minor in Women's Studies. Most of the courses taught in Women's Studies are offered through the College of Social Sciences and other units outside of the College of Arts and Humanities. The faculty of the Minor in Gender and Sexuality Studies recommended this change at a meeting of the affiliates on Thursday, September 13, 2012.

Course Update Request (Add, Delete, Modify)						
Originator						
Foreign Languages Department <small>Department</small>		College of Arts and Humanities <small>College</small>		Tweraser, Felix <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="checkbox"/> Faculty Senate Review Required <small>(See Procedure)</small>				
Course Details						
FREN	4000	Advanced French Translation				
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>				
This course will provide students the opportunity to gain skills translating French to English as well as English to French.						
Course Catalog Description						
3		3	Spring - 2013	Other	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		
Grade of "C" or higher in any French 3000-level course.						
Rationale						
This course will provide students the opportunity to gain skills translating French to English as well as English to French. As a 4000 level class taught primarily in French, this course will help students to continue to develop their skills by working with advanced French grammar while learning how to approach written texts from a different analytical framework. The reasons for offering this course to students are three-fold: it will diversify the curriculum in the French section, provide experience in a different professional area of language acquisition and use, and allow UWG students and exchange students from Tours, France, to study together and advance their language skills together. The translation course will offer a crucial complement to the literary studies students undertake in the Department of Foreign Languages and Literatures because it will encourage students to look more closely at how written texts are constructed and the impact behind different verb tenses and use of narrative voice, for example. Such close analysis of text is in fact a vital component of learning how to read and interpret literature. Moreover, students will be working with different literary texts throughout the semester, so even though the class will not be specifically addressing literature, it will enhance the skill set needed to effectively study novels, poems, and essays. Furthermore, working with translation aligns with the University's mission to professionalize students in that it provides training in language use that can be applied in several different professions in both the public and private sector. Finally, as a course designed not only to help French-language students deepen their knowledge of French but also a means for students coming from Tours, France to examine the mechanics of translation between the two languages, this class will provide opportunities for cross-cultural and linguistic exchange. As such, this class will serve to bring students into contact with an international body of students as well as promote the benefits of foreign language acquisition, thereby contributing to UWG's mission to internationalize its programs.						
Planning Info				Comments		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 15						
College Approvals				Cross Listing Approvals		
Felix Tweraser [APPROVED 2012-03-06] <hr/> Chair, Course Department				N/A <hr/> Chair, Cross Listed Department		
Denise Overfield [APPROVED 2012-04-16] <hr/> Dean, College of Arts and Humanities				N/A <hr/> Associate Dean, Cross Listed College		
Other Approvals				Final Approval		
James R. Mayer [APPROVED 2012-10-10] <hr/> Chair, Undergraduate Academic Programs Committee				Jon Anderson [REQUIRED] <hr/> Chair, Faculty Senate		

FRENCH 4000
MW 2-3:15 (open to change)
Office: Cobb 111
Office phone: 678-839-5956
Departmental mailbox: Cobb 109
Email: lconnell@westga.edu

Dr. Lisa Connell

SPRING 2013

Advanced Translation Course Syllabus

Rationale: This course will provide students the opportunity to gain skills translating French to English as well as English to French. As a 4000 level class taught primarily in French, this course will help students to continue to develop their skills by working with advanced French grammar while learning how to approach written texts from a different analytical framework. The reasons for offering this course to students are three-fold: it will diversify the curriculum in the French section, provide experience in a different professional area of language acquisition and use, and allow UWG students and exchange students from Tours, France, to study together and advance their language skills together. The translation course will offer a crucial complement to the literary studies students undertake in the Department of Foreign Languages and Literatures because it will encourage students to look more closely at how written texts are constructed and the impact behind different verb tenses and use of narrative voice, for example. Such close analysis of text is in fact a vital component of learning how to read and interpret literature. Moreover, students will be working with different literary texts throughout the semester, so even though the class will not be specifically addressing literature, it will enhance the skill set needed to effectively study novels, poems, and essays. Furthermore, working with translation aligns with the University's mission to professionalize students in that it provides training in language use that can be applied in several different professions in both the public and private sector. Finally, as a course designed not only to help French-language students deepen their knowledge of French but also a means for students coming from Tours, France to examine the mechanics of translation between the two languages, this class will provide opportunities for cross-cultural and linguistic exchange. As such, this class will serve to bring students into contact with an international body of students as well as promote the benefits of foreign language acquisition, thereby contributing to UWG's mission to internationalize its programs.

Frequency: This course would be offered every six semesters.

Prerequisites: Grade of "C" or higher in any French 3000 level class.

Course Objectives: Welcome to French 4000! In this class, we will be building upon the advanced grammar skills you've acquired throughout your time in the Foreign Languages and Literatures program through translation. We will inquire into fundamental questions about translation—how it works, what its purpose is, and how to accurately convey meanings across different languages. Moreover, this class will engage translation using a two pronged approach that will translate texts from French to English and English to French. We will also develop cultural knowledge and awareness of French and Francophone cultures through readings and discussions. This is a course for advanced language students, and will provide the chance for students to strengthen their command of French, explore a different domain of language acquisition, and

By the end of the semester, you will:

be able to perform translations from French to English and English to French using the present, past, subjunctive, and imperative;

be able to demonstrate control of diverse grammatical and theoretical principles governing translation;

be able to translate clear, grammatically correct sentences, paragraphs, and longer texts in French;

be able to read and comprehend a variety of texts in French;

be able to demonstrate knowledge of different cultural aspects of the French-speaking world.

Class-time: In addition to structured practice and review of written exercises, work in class will include frequent activities and assignments in small groups and pairs. Because learning depends on preparation, it is vital that every student commits to working diligently on in-class at-at-home assignments. By doing so, you are not only advancing your own language skills and knowledge and preparing for quizzes, tests, and class projects, you are also contributing to your peers' learning. The primary objective of class time is to allow you to deepen your knowledge of translation between French and English. In order to maximize the benefits of the time we have together, it is important to study vocabulary and the grammar points we are covering before coming to class. This will allow you to fully engage with the course material and to have a more positive learning experience. Moreover, this will enable you to more effectively ask questions about the course material in class. Please note that we will not be able to cover all of the material in class, so that you will need to study on your own the vocabulary and examples in the text we may not have gone over in class.

Required Materials: The text is available at the bookstore and online. Please be sure to purchase the right edition of the text if you buy it online!

1) Textbook: Jones, Michele H. *The Beginning Translator's Workbook*. Lanham, MD.: University Press of America, 1997.

Optional: --*Schaum's French Grammar* (4th or 5th edition), by Mary E. Coffman Crocker, McGraw Hill
--A French/English, English/French dictionary (if you do not wish to purchase a dictionary, you may use the ones in the library or an online dictionary such as the one at <http://www.WordReference.com>).

IMPORTANT: Bring the following to class each day, including test and quiz days: the text, paper for taking notes as well as in-class writing activities, and a pen!

Requirements and Assignments:

This syllabus is posted on CourseDen. Assignments will follow the outline at the end of this syllabus. The professor reserves the right to change the order, exercises or exam dates according to the needs of the class. Students must consult the *Programme de la semaine* on the class CourseDen at least twice a week for more detailed information on exact text pages and workbook assignments at CourseDen > Programme de la semaine. Assignments for the class will generally be posted a week in advance to provide for greater flexibility as concerns the needs of the class. If you do not have a computer or your computer is not working, you should access CourseDen via the Internet through one of the many campus computers available to you. **Please check your UWG and CourseDen email daily.**

To log in to CourseDen, go to <http://westga.view.usg.edu>. **IMPORTANT: Use Firefox as your browser!** CourseDen works much more efficiently that way. Your username should be the same as your email username—for example, if your email is jdoe@westga.edu then your username is [jdoe](mailto:jdoe@westga.edu). Password: the last 2 digits of your birth year plus the last 4 of your SS# OR the same password you use for myUWG access—it depends on when your account was first loaded. If you cannot log in, call ITS (678-839-6248) and ask for help or a password reset.\

The course calendar is on page 3 of the syllabus.

Written Homework:

All homework needs to be completed *before* coming to class. Any assignment not turned in within the first five minutes of class will be considered late and will not be accepted.

Quizzes and tests:

There will be 3 brief quizzes (about 20 minutes) and two tests (a midterm and final) this semester that will evaluate different concepts of translation from English to French and French to English.

Class projects:

This class will have three projects that will showcase your translation skills. The first project will consist in translating a short literary excerpt into French. The second will be the creation of a current events magazine that will provide translations of newspaper articles about political, social, and cultural events, as well as other features of newspapers and magazines such as horoscopes, advertisements, editorials, and help wanted ads. The last project will be a bilingual creative short-story, where you'll write and then translate a work of fiction.

Course Calendar: Please see page 3 of syllabus (course calendar and content subject to change!)

NB: the following times are based on the 2012 spring calendar and will be updated when necessary.

le 9 janvier chap 1	le 11 janvier chap 1
le 16 janvier chap 2	le 18 janvier chap 2
le 23 janvier chap 3	le 25 janvier chap 3 contrôle 1
le 30 janvier chap 4	le premier février chap 4
le 6 février chap 5	le 8 février chap 5 First project due
le 13 février chap 6	le 15 février chap 6 midterm
le 20 février chap 7	le 22 février chap 7
le 27 février chap 8	le 29 février chap 8
le 5 mars chap 9 contrôle 2	le 7 mars chap 9
le 12 mars chap 10	le 14 mars chap 10 Second project due
vacances de printemps	vacances de printemps
le 26 mars chap 11	le 28 mars chap 11
le 2 avril chap 12	le 4 avril chap 12 contrôle 3
le 9 avril chap 13	le 11 avril chap 13
le 16 avril chap 14	le 18 avril chap 14 Third project due

The final will be a comprehensive exam covering all the material covered this semester and will be scheduled according to the timeline provided in The Scoop.

Course Update Request (Add, Delete, Modify)						
Originator						
History Department <small>Department</small>	College of Arts and Humanities <small>College</small>	Schroer, Timothy <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 Faculty Senate Review Required (See Procedure)				
Course Details						
HIST	3500	Junior Historiography Seminar				
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>				
This course aims to prepare students for Senior Seminar by focusing on analysis of historiographical debate and by guiding students in developing a prospectus for their own future research. Topics vary with instructors. This course is writing-intensive. Prerequisite: HIST 2302 Methodology 3 credits						
<small>Course Catalog Description</small>						
3	0	3	Fall - 2013	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		
HIST 2302 Methodology						
Rationale						
Assessment data that we have collected has revealed a weakness in our students' understanding of historiography. (See, e.g., Dr. Hebert's report on Methodology from 2011; Assessment Report covering 2009; Assessment Report covering 2010). Reports from Senior Seminar pointed up this weakness and led to the creation of pilot courses in historiography taught by Dr. de Nie and Dr. Popov. Evidence from Senior Seminar indicates that students who took one of those courses benefitted considerably from their practice in working with historiography. The evidence suggests a need for a course that will give students more experience in analyzing historiographical debate. I propose that we create such a course. The theme of the course and the particular debates analyzed will vary depending on the instructor who teaches the course. Beyond introducing students to the analysis of historiographical debate, the course should also require students to develop a prospectus that could better prepare them for their Senior Seminar paper. Students would not be obliged to write a paper in Senior Seminar as planned in the prospectus prepared in the Junior Historiography Seminar, but students could use the course to identify a particular historical question that has been the subject of debate among historians and chart the course of the debate. They could then develop a proposal for research that would contribute to that debate. This preliminary work would put students in a better position to write an excellent Senior Seminar paper.						
Planning Info				Comments		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 20						
College Approvals				Cross Listing Approvals		
<u>Howard Goodson</u> [APPROVED 2012-08-28] <small>Chair, Course Department</small>				<u>N/A</u> <small>Chair, Cross Listed Department</small>		
<u>Denise Overfield</u> [APPROVED 2012-09-24] <small>Dean, College of Arts and Humanities</small>				<u>N/A</u> <small>Associate Dean, Cross Listed College</small>		
Other Approvals				Final Approval		
<u>James R. Mayer</u> [APPROVED 2012-10-15] <small>Chair, Undergraduate Academic Programs Committee</small>				<u>Jon Anderson</u> [REQUIRED] <small>Chair, Faculty Senate</small>		

**Junior Historiography Seminar
The Third Reich
HIST 3500 (DSW)**

Professor: Dr. Tim Schroer
Office: Technology-Enhanced Learning Center (TLC) 3218
Phone: 678-839-6040
Email: tschroer@westga.edu
Office hours: Tues./Thurs. 1:30 – 4:30 pm, or by appointment

Course Description

In this course we will practice the skill of analyzing historiography through our study of the historiography of the Third Reich. This course is writing-intensive.

Prerequisites

Each student should have already completed HIST 2302 Methodology.

Learning Outcomes

This course is designed to provide students actively engaged in the learning process with the ability:

- to analyze historiography;
- to recognize and to pose significant historical questions;
- to find useful secondary sources;
- to analyze sources critically;
- to cite sources properly;
- to write and to speak clearly;
- to construct a persuasive historical argument based on evidence; and
- to think historically.

Required Materials:

Ian Kershaw, *The Nazi Dictatorship: Problems and Perspectives of Interpretation*, 4th ed. (New York: Bloomsbury, 2000) ISBN 978-0340760284.

Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (New York: Harper Academic, 1992) ISBN 9780060995065.

Daniel Goldhagen, *Hitler's Willing Executioners: Ordinary Germans and the Holocaust* (New York: Alfred A. Knopf, 1996) ISBN 978-0679772682.

Peter Fritzsche, *Germans into Nazis* (Cambridge, Mass.: Harvard University Press, 1998) ISBN 978-0-674-35092-8.

Henry A. Turner, Jr. *Hitler's Thirty Days to Power: January 1933* (New York: Basic Books, 1996) ISBN 978-0201328004.

There will also be a number of additional readings on reserve.

Grading

Quizzes:	5 percent
Class Participation:	15 percent
Book review:	10 percent
Essay on Goldhagen/Browning:	10 percent
Essay on seizure of power:	15 percent
Revision:	5 percent
Essay on colonialism and the Holocaust:	20 percent
Prospectus:	15 percent
Oral presentation on Prospectus:	5 percent

Thoughtful contributions made in class discussions will be credited in the class participation grade. Behavior (such as tardiness) that impedes other students' learning will be penalized.

Each student will write a three-page prospectus for a projected substantial research project. Students are *not* required to research and write the paper proposed in the prospectus, but I encourage students to use the opportunity to explore a possible Senior Seminar paper. The prospectus should identify the question that the paper will address, describe the existing historiography on the question, and indicate what sort of contribution to the debate that the student envisions making. The prospectus should include a bibliography.

Each student will make a five-minute oral presentation of the prospectus during the last week of the course and answer questions from the class for five minutes. The oral presentations should be clear and lively. Students should not read their prospectuses aloud.

There will be occasional quizzes to be taken at the beginning of class on the readings for that day's class. Upcoming quizzes will be announced during the class meeting before the quiz.

No extra credit will be offered.

Policies

I expect each student to understand and to comply with the University of West Georgia's policies on Academic Honor and Academic Dishonesty. They may be found in the Student Handbook, on the web at <http://www.westga.edu/documents/catalogs.php>.

Academic honesty prohibits taking credit for someone else's work. Justice requires that punishment fit the infraction. Egregious academic dishonesty will result in failing the course and may also bring additional penalties imposed by the university.

I encourage any student who has questions or needs help with the course to come to my office hours or send me an email to set up a time to talk. In addition, students may wish to consult with the Writing Center (<http://www.westga.edu/~writing>).

In accordance with the Americans with Disabilities Act and university policy, I will make reasonable accommodation for any recognized disability. Students should contact me during the first three weeks of the course and present documentation from the University's Student Development Center.

Late assignments will be penalized by deducting one letter grade for each day the assignment is late.

I strongly encourage students to attend class. Students who attend class tend to learn more and get better grades than those who do not. Class discussion sometimes affords new insights that cannot be planned or even predicted. In case of absence, it is the responsibility of the student to obtain notes from a classmate covering what was missed. I do not penalize students for absences, but students receive no credit for participating or on any tests or quizzes on missed class days. A student who does not take a quiz or test in class with the rest of the class receives a zero. I do not permit students to take any test, quiz, or other graded work at any time other than in class as administered except in rare cases of prior approval by the instructor or with a physician's note.

Papers written in the course must be original work undertaken for this course. Students should regularly check their University of West Georgia email account.

Course Schedule

I Introduction and overview of the history of the Third Reich

II What is historiography?

Reading: Kershaw, Preface and Chapter 1

III The building blocks of historiographical analysis

Reading: Joshua Rubenstein's review of Timothy Snyder, *Bloodlands* in the *New York Times*
<http://www.nytimes.com/2010/11/28/books/review/Rubenstein-t.html>

William Hagen review in *Shofar: An Interdisciplinary Journal of Jewish Studies* 30, No. 3 (Spring 2012): 178-181 (access through Project Muse).

Omer Bartov's review in *Slavic Review* 70 (2011): 424-28.

Begin Goldhagen, *Hitler's Willing Executioners*

IV Analyzing a historian's interpretation

Reading: Goldhagen, *Hitler's Willing Executioners*

Book review due

V When historians disagree

Reading: Browning, *Ordinary Men*

VI Taking a stand in historiographical debate

Reading: Kershaw, Chapters 2 and 3

Paper analyzing Goldhagen v. Browning debate due

VII How did the Nazis come to power?

Reading: Turner, *Hitler's Thirty Days*

VIII Other perspectives

Readings: Childers, Thomas. "The Social Language of Politics in Germany: The Sociology of Political Discourse in the Weimar Republic." *American Historical Review* 95 (1990): 331-58.
Fritzsche, *Germans into Nazis*.

Paper on Nazi seizure of power due

IX Debates and sources

Reading: Kershaw, Chapters 6 and 7

X Individual meetings

Students should bring a draft prospectus and bibliography to the meeting

Revised paper on Nazi seizure of power due

XI From Windhoek to Auschwitz?

Reading: Jürgen Zimmerer, "Colonial Genocide and the Holocaust: Towards an Archeology of Genocide," in *Genocide and Settler Society: Frontier Violence and Stolen Indigenous Children in Australian History*, ed. A. Dirk Moses (New York: Berghahn books, 2004), 49-76 (reserve);

Benjamin Madley, "From Africa to Auschwitz: How German South West Africa Included Ideas and Methods Adopted and Developed by the Nazis in Eastern Europe," *European History Quarterly* 33 (2005): 429-64 (reserve);

Pascal Grosse, "What Does German Colonialism Have to Do with National Socialism? A Conceptual Framework" in *Germany's Colonial Pasts*, ed. Eric Ames, Marcia Klotz, and Lora Wildenthal (Lincoln: University of Nebraska Press, 2005), 115-34 (reserve); and

Robert Gerwarth and Stephan Malinowski, "Hannah Arendt's Ghosts: Reflections on the Disputable Path from Windhoek to Auschwitz," *Central European History* 42 (2009): 279-300 (access through library database)

Colonization and the Holocaust paper due

XII Debates and new directions

Reading: Kershaw, Chapters 9 and 10

XIII Presentations of prospectuses

Prospectus due

Course Update Request (Add, Delete, Modify)					
Originator					
History Department <small>Department</small>	College of Arts and Humanities <small>College</small>	Popov, Nadejda <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="checkbox"/> Faculty Senate Review Required (See Procedure)			
Course Details					
HIST <small>Prefix</small>	4209 <small>Number</small>	Greek and Roman Warfare <small>Course Title</small>			
This course surveys the main developments in the mechanics of Greek and Roman warfare ? weapons, strategy, and tactics ? from the Mycenaean period to the Byzantine Empire. At the same time, attention will be paid to the function of warfare in society, and its impact on political and social history.					
<small>Course Catalog Description</small>					
3 <small>Lec Hrs</small>	0 <small>Lab Hrs</small>	3 <small>Credit Hrs</small>	Fall - 2013 <small>Effective Term</small>	Other <small>Frequency</small>	Letter Grade <small>Grading</small>
Prerequisites			Corequisites		
Rationale					
This course was extremely well received when I taught it before. Since Greek and Roman warfare is my chief area of research, our library is well stocked to support research papers in the topic. Also, military history is one of the main areas that attracts students into the History MA programme, so this course would also serve as a great recruiting tool.					
Planning Info			Comments		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 30			This class works very well as a Writing Intensive Course. Four students who wrote research papers for this class last time I taught it, presented these papers at a professional conference.		
College Approvals			Cross Listing Approvals		
Howard Goodson [APPROVED 2012-09-10] <small>Chair, Course Department</small>			N/A <small>Chair, Cross Listed Department</small>		
Denise Overfield [APPROVED 2012-09-24] <small>Dean, College of Arts and Humanities</small>			N/A <small>Associate Dean, Cross Listed College</small>		
Other Approvals			Final Approval		
James R. Mayer [APPROVED 2012-10-10] <small>Chair, Undergraduate Academic Programs Committee</small>			Jon Anderson [REQUIRED] <small>Chair, Faculty Senate</small>		

HIST 4485W: Greek and Roman Warfare (Spring 2011)

Instructor: Dr. Popov-Reynolds (npopov@westga.edu)

Class meeting time and location: MW 12:30-1:45PM; Pafford 206

Office hours: MW 9:00-11:00AM; MW 2:00-5:00PM, and by appointment

Office location: TLC 3239 (Office phone #: 678-839-5370)

You are always welcome to drop by my office, even outside of office hours, but I recommend calling in advance, to make sure that I am in.

Course description:

War was an unavoidable part of everyday life in the Greco-Roman world. For instance, in the main period of expansion in the third century BC, Rome was at war for 80 years out of the century. And yet, war in the ancient world, paradoxically inspired progress and civilization. After all, it was during the Peloponnesian War, a brutal thirty-year conflict that engulfed the entire Greek world, that the Athenian democracy was, culturally, at its height. And it is no coincidence that the greatest literary works of Greek and Roman literature, from Homer's *Iliad* and Euripides' tragedies to Vergil's *Aeneid*, are concerned with warfare and its impact on humanity.

Reflecting this paradoxical nature of warfare in the ancient world, the aims of this course are two-fold. The course surveys the main developments in the mechanics of warfare – weapons, strategy, and tactics – from the Mycenaean period to the Byzantine Empire. At the same time, attention will be paid to the function of warfare in society, and its impact on political and social history.

Some of the questions considered in this course are:

1. What were the causes and results of wars in the ancient world?
2. What were the attitudes towards war and peace in different periods of the ancient world?
3. How did the nearly-constant state of war affect the development of the Greek and Roman civilization? For instance, which institutions in the ancient world evolved specifically in response to the pressures of war?
4. What were the ethical restrictions on war and violence in different periods of the Greco-Roman world? What was the place of civilians and non-combatants in times of war?
5. What were the main approaches towards writing military history in the Ancient World?
6. What are the problems of evidence in studying Greek and Roman warfare?

Learning Outcomes:

Students who successfully complete this course will demonstrate the following:

1. A familiarity with the main developments in warfare and attitudes towards war in the Greco-Roman world from the Mycenaean period to the Byzantine Empire
2. An understanding of the impact of war on society and politics in the Greco-Roman world
3. A familiarity with some of the most influential recent research and approaches to Greek and Roman warfare

4. An ability to analyze primary and secondary sources critically both orally and in writing, and to cite them correctly in papers and essays
5. A familiarity with the tools available for research in Ancient History and military history
6. An ability to formulate an important research topic, and to carry out research on this topic, culminating in an 8-12 page paper.

Required Books (additional readings will be posted on CourseDen):

Caesar, *The Conquest of Gaul*

http://www.amazon.com/Conquest-Gaul-Penguin-Classics/dp/0140444335/ref=sr_1_3?s=books&ie=UTF8&qid=1282009133&sr=1-3

J. E. Lendon, *Soldiers and Ghosts: A History of Battle in Classical Antiquity* (Yale, 2005)

<http://www.amazon.com/Soldiers-Ghosts-History-Classical-Antiquity/dp/0300106637>

A. Mayor, *Greek Fire, Poison Arrows, and Scorpion Bombs: Biological and Chemical Warfare in the Ancient World* (Overlook TP, 2008)

http://www.amazon.com/Greek-Poison-Arrows-Scorpion-Bombs/dp/1590201779/ref=sr_1_3?s=books&ie=UTF8&qid=1282002115&sr=1-3

A. Bowman, *Life and Letters on the Roman Frontier* (Routledge, 1998)

http://www.amazon.com/Life-Letters-Roman-Frontier-Bowman/dp/0415920256/ref=sr_1_9?s=books&ie=UTF8&qid=1282008797&sr=1-9

Three Byzantine Military Treatises (Dumbarton Oaks, 2009)

http://www.amazon.com/Three-Byzantine-Military-Treatises-Dumbarton/dp/0884023397/ref=sr_1_7?ie=UTF8&s=books&qid=1282058010&sr=8-7

Grading Policies:

Attendance and active participation in class discussions and activities: 10%

Five response papers (1 page each): 15%

Each student will write five brief analytical responses on primary and secondary sources for the course. Additional details on this assignment will be provided in class.

Stereotypes analysis exercise (4-5 pages): 15%

Each student will watch one recent movie that portrays Greek or Roman warfare, and will write a review of the movie, focusing on its portrayal of Greek or Roman military history, as well as explaining the stereotypes of ancient warfare that emerge from it.

Midterm exam: 15%

A take-home 6-8 essay. You will receive the question in class one week before the essay is due.

Final exam: 20%

A take-home 8-10 page essay on a cumulative comparative topic. You will receive the essay question on the last day of class, and it will be due on the official date for the final examination for this course.

Final Research Paper (8-12 pages): 20%

The revised final paper is due on the last day of class. Late papers will NOT be accepted. Students will come up with their own paper topics in consultation with the instructor.

Final research paper draft: 5%

You must turn in a complete draft of the final paper on April 18th.

Please see schedule of assignments below for progress guidelines on the final paper.

N.B. There will be no curve in this course! Final grades will be assigned according to the following scale, keeping in mind that the University of West Georgia does not recognize +/- grades:

89.49 - 100 = A

79.49 - 89.48 = B

69.49 - 79.48 = C

59.49 - 69.48 = D

< 59.48 = F

Class Communication:

Per university policy, all email communications between faculty and students should be limited to the UWG email accounts. I will not respond to emails sent from other accounts. Also in accordance with university policies, I cannot discuss your grade with you over email. I am, however, always happy to discuss your grade with you in person.

Academic Dishonesty:

Academic dishonesty on any assignment in this course will result in an F for the course, and the referral of the student to the appropriate university committee. Academic dishonesty can take many shapes. Please avoid inadvertent plagiarism by ALWAYS citing any sources that you use when writing papers or essays. For further information, see <http://www.westga.edu/~handbook/index.php?page=honorcode>

Religious Holidays:

Students shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day. If you will miss class (including exams) to celebrate a religious holiday, you must notify me AT LEAST 14 days prior to the holiday so that we can make arrangements for you to make up the assignment. All make-up work must be completed no later than one week after the missed class.

Classroom Etiquette:

Please arrive to class on time, and plan to remain in class until the end of the session. Late arrivals and early departures are highly disruptive and distracting, in addition to being rude. When in class, I expect you to pay attention, ask questions if anything is unclear, and participate in class discussions. Please refrain from emailing or text-messaging during class, talking to your neighbors, or doing your nails/makeup/hair. **Any student who is text-messaging during class will be asked to leave.** Finally, please turn off your cell-phone ringer when in class. Few faux-pas in the modern world are as rude and embarrassing as having your cell-phone ring during class. **If your phone rings during class, the instructor reserves the right to answer it for you.**

Schedule of Assignments and Exams

N.B. All assignments and readings must be completed BEFORE class.

Date	Lecture and Discussion Topics	Assignments
Jan. 5	Introduction to the class	
Jan. 10	Introduction to the discipline; the nature of evidence	--
Jan. 12	Homeric Warfare; Archaeology of Greek warfare; the Lefkandi warrior	Homer, <i>Iliad</i> , books 1, 2, 5, 18 (on CourseDen) Lendon, pp. 5-38
Jan. 17	NO CLASS – MLK DAY	
Jan. 19	The rise of the Hoplite Phalanx	Luginbill, “Othismos: The Importance of Mass-Shove in Hoplite Warfare” (on CourseDen). Stereotypes analysis paper due
Jan. 24	Sparta: the ultimate Hoplite state	Xenophon, <i>The Constitution of the Lacedaemonians</i> (on CourseDen); Tyrtaeus, selected poems (on CourseDen)
Jan. 26	The Persian Wars	Lendon, pp. 39-77
Jan. 31	The Persian Wars and the origins of Greek historiography	Selections from Herodotus on the Battles of Marathon, Thermopylae, Salamis, and Plataea (on CourseDen) Aeschylus, <i>Persians</i> (on CourseDen)
Feb. 2	The Peloponnesian War and new tactics	Selections from Thucydides (on CourseDen) Lendon, pp. 78-90
Feb. 7	Military general as historian	Selections from Thucydides (on CourseDen) S. Hornblower, “The Religious Dimensions to the Peloponnesian War, or, What Thucydides does not tell us” <i>HSCP</i> 94: 169-197 (on CourseDen)
Feb. 9	The Peloponnesian War in Athenian Popular Culture	Aristophanes, <i>Lysistrata</i> (on CourseDen)
Feb. 14	Warfare in the Fourth Century and the Hellenistic Age	Lendon, pp. 91-162
Feb. 16	Civilians under siege	Aeneas Tacticus, <i>How to Survive Under Siege</i> (on CourseDen)
Feb. 21	Biological and Chemical warfare	<i>Greek Fire, Poison Arrows, and Scorpion Bombs: Biological and Chemical Warfare in the Ancient World</i> (all)
Feb. 23	Introduction to research methods in	Midterm exam essay handed out in class

	Ancient History	
Feb. 28	NO CLASS: you can use this time to complete the midterm exam	
Mar. 2	Introduction to the Roman Republic	LAST DAY TO WITHDRAW FROM CLASS WITH "W" Take-home midterm due
Mar. 7-9	NO CLASS	SPRING BREAK
Mar. 14	The early Republican army	Polybius on the Roman camp (on CourseDen) Lendon, pp. 163-211
Mar. 16	Military history as exemplary history	Cato the Elder, "Roman Leonidas" (on CourseDen); selections from Livy on Horatius Cocles and Cloelia (on CourseDen)
Mar. 21	Punic Wars	Livy, Books 21-22 (on CourseDen) Zhmodikov, "Roman Republican Heavy Infantrymen in Battle (IV-II Centuries BC)." <i>Historia</i> 49 (2000): 67-78 (on CourseDen)
Mar. 23	Jugurthine War and the reforms of Marius	Sallust, <i>Jugurthine War</i> (on CourseDen) Sign up for an individual meeting with instructor to discuss paper topic
Mar. 28	The Late Republican army; in-class marching exercise	Lendon, pp. 212-232
Mar. 30	Gallic Wars	Caesar, <i>The Conquest of Gaul</i> (all)
Apr. 4	The army from Republic to Empire	Lendon, pp. 233-289 Final paper bibliography due
Apr. 6	Mutiny in the imperial army; the army in AD 69	Tacitus, <i>Histories</i> I-II (on CourseDen) MacMullen, "The Army as a Society" (on CourseDen)
Apr. 11	Archaeology of the Roman army; supply questions	Bowman pp. 9-50 Outline of final paper due
Apr. 13	Social history of the Roman army	Bowman pp. 51-149
Apr. 18	Constantine and the Roman army in Late Antiquity	Draft of final paper due
Apr. 20	The army after Constantine	Lendon, pp. 290-316 <i>Three Byzantine Military Treatises</i> (Treatise I)
Apr. 25	Warfare in the Byzantine world	<i>Three Byzantine Military Treatises</i> (Treatises II-III)
Apr. 27	Conclusions	Final paper due; final exam essay handed out in class
May 2	Final exam essay due by 5pm in my office!	You will be able to pick up your graded final paper when you hand in the final exam

Course Update Request (Add, Delete, Modify)						
Originator						
History Department <small>Department</small>	College of Arts and Humanities <small>College</small>	Popov, Nadejda <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 Faculty Senate Review Required (See Procedure)				
Course Details						
HIST	4210	Pagans and Christians in Late Antiquity				
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>				
This course considers the history of the interactions between Christians and the adherents of other religions in the Roman Empire from the 307s AD to the early fifth century AD.						
<small>Course Catalog Description</small>						
3	0	3	Fall - 2013	Other	Letter Grade	
<small>Loc Hrs</small>	<small>Lab Hrs</small>	<small>Credit Hrs</small>	<small>Effective Term</small>	<small>Frequency</small>	<small>Grading</small>	
Prerequisites			Corequisites			
Rationale						
There is a lot of student interest in the topic, as shown when I had taught it first as a graduate seminar, and then as an undergraduate summer class. In addition, since History majors have to take at least one pre-1800 course, it would be helpful to give them an additional choice. Finally, the course would contribute to the new Classical Studies Minor, as well as the Religious Studies Minor. Notably, the History department has two professors who are able and willing to teach this course -- Dr. Popov and Dr. Williams -- thus ensuring that it will be offered every two years.						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 35						
College Approvals			Cross Listing Approvals			
Howard Goodson [APPROVED 2012-09-10] <hr/> Chair, Course Department			N/A <hr/> Chair, Cross Listed Department			
Denise Overfield [APPROVED 2012-09-24] <hr/> Dean, College of Arts and Humanities			N/A <hr/> Associate Dean, Cross Listed College			
Other Approvals			Final Approval			
James R. Mayer [APPROVED 2012-10-10] <hr/> Chair, Undergraduate Academic Programs Committee			Jon Anderson [REQUIRED] <hr/> Chair, Faculty Senate			

HIST 4485: Pagans and Christians in Late Antiquity



Instructor: Dr. Popov (npopov@westga.edu)

Class Time and Location: This is a hybrid class. On Mondays, Tuesdays, and Thursdays we will meet 8:00-10:15pm in TLC 1203. On Wednesdays and Fridays, you will have a Discussion Board assignment to complete on CourseDen.

Office hours: MTTh 9:00am-12:00pm and by appointment

Office location: TLC 3239 (Office phone #: 678-839-5370) You are always welcome to drop by my office, even outside of office hours, but I recommend calling in advance, to make sure that I am in.

Course description:

Sometime in the early 30's AD, an itinerant Jewish Rabbi began preaching with a message that was as radical from the point of view of traditional Greek and Roman religions, as it was from the perspective of Judaism. From that point on, the history of the Roman Empire becomes inseparable from the History of Christianity.

This course considers the history of the interactions between Christians and the adherents of other religions in the Roman Empire from the 30's AD to the early fifth century AD. Special attention will be given to the following questions:

1. How did Christianity differ from the traditional Roman religion?
2. What was the relationship of early Christianity to contemporary Judaism?
3. What attracted residents of the Roman Empire to Christianity in different periods of the Roman Empire?
4. How did pagans and Christians view each other in different periods?

5. Why was early Christianity so remarkably fragmented?
6. What factors contributed to the relatively rapid spread of Christianity in the first three centuries of its existence? Did persecutions aid or impair the spread of the faith?
7. What was the effect of the conversion of Constantine on the spread of Christianity, as well as on the relationship of pagans and Christians in the Empire?
8. Did the triumph of Christianity in the Roman Empire bring about its decline and fall?

Learning Outcomes:

Students who successfully complete this course will demonstrate the following:

1. A familiarity with the history of religions in the Roman Empire
2. A familiarity with the diverse ways in which religion, society, and politics intersected and affected each other in different periods of the history of the Roman Empire
3. A familiarity with the most influential primary sources for early Christianity
4. An ability to analyze primary and secondary sources critically both orally and in writing, and to cite them correctly in papers and essays
5. An ability to engage with historiography

Required Books (additional short readings will be posted on CourseDen):

Robert J. Miller, *The Complete Gospels*

http://www.amazon.com/The-Complete-Gospels-4th-Edition/dp/1598150189/ref=sr_1_2?ie=UTF8&qid=1334680439&sr=8-2

Rodney Stark, *The Rise of Christianity: How the Obscure, Marginal, Jesus Movement Became the Dominant Religious Force in the Western World in a Few Centuries*

http://www.amazon.com/The-Rise-Christianity-Marginal-Religious/dp/0060677015/ref=sr_1_1?s=books&ie=UTF8&qid=1334680464&sr=1-1

Robert Louis Wilken, *The Christians as the Romans Saw Them*

http://www.amazon.com/The-Christians-Romans-Saw-Them/dp/0300098391/ref=sr_1_1?s=books&ie=UTF8&qid=1334680479&sr=1-1

Saint Augustine, *Confessions*

http://www.amazon.com/Confessions-Oxford-Worlds-Classics-Augustine/dp/0199537828/ref=sr_1_1?s=books&ie=UTF8&qid=1334680495&sr=1-1

Grading Policies (Details on the expectations for each assignment will be provided in class):

Attendance and active participation in in-class discussions: 20%

Participation in CourseDen discussions: 15%

Five critical response papers on primary sources (2 pages each): 20%

Comparative Article Review (3-4 pages): 10%

Gnostic Gospel presentation: 10%

Final Essay Exam: 25%

N.B. There will be no curve in this course! Final grades will be assigned according to the following scale, keeping in mind that the University of West Georgia does not recognize +/- grades:

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79.49 - 89.48 = B

69.49 - 79.48 = C

59.49 - 69.48 = D

< 59.48 = F

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<http://www.westga.edu/~handbook/index.php?page=honorcode>

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Schedule of Topics and Assignments

N.B. All assignments must be completed BEFORE class.

Date	Lecture and Discussion Topics	Assignments
06/04	Background knowledge and views survey; Introduction: Religious customs in the Mediterranean World before Christianity, nature of god(s) and his/their interactions with humans	
06/05	Palestine and Judaism in the 1 st century AD; the historical Jesus	<i>Exodus</i> (any translation that you like); <i>Gospel of Mark</i> ; Josephus Flavius on crucifixion in 1 st -century Palestine http://religiousstudies.uncc.edu/people/jtabor/cruc-josephus.html
06/06	No in-class meeting! CourseDen Discussion: the canonical Gospels as biographies	<i>Gospel of Matthew</i> ; <i>Gospel of Luke</i> ; <i>Gospel of John</i>
06/07	Earliest encounters and conversions: the spread of Christianity in the 1 st century AD	<i>Acts of the Apostles</i> ; Stark, chapters 1-3
06/08	No in-class meeting! CourseDen Discussion: problems in the early church	Epistles of Paul: 1 <i>Corinthians</i> ; 2 <i>Thessalonians</i> ; <i>Galatians</i>
06/11	The Roman Empire: political structure; provincial government	Selected correspondence of Pliny and Trajan (on CourseDen)
06/12	Early theological inquiry: Paul's Epistle to the Romans	Paul, <i>Romans</i>
06/13	No in-class meeting! CourseDen Discussion: How and why did Christianity spread over the course of the second century AD? <i>Last day to withdraw with a W</i>	Stark, chapters 4-7; Wilken, chapter 1 (before reading this chapter, please re-read the two short letters that it discusses: http://www9.georgetown.edu/faculty/jod/texts/pliny.html)
06/14	Gnosticism: blending Paganism with	<i>The Secret Book of James</i> <i>The Dialogue of the Savior</i>

	<p>Christianity; Gnostic beliefs and the rise of orthodoxy; Jewish-Christian Gospels</p> <p>Student presentations on Gnostic Gospels and Jewish-Christian Gospels</p>	<p><i>The Gospel of Mary</i> <i>The Gospel of Thomas</i> <i>The Gospel of Judas</i> <i>The Infancy Gospel of James</i> <i>The Infancy Gospel of Thomas</i> <i>The Gospel of Peter</i> <i>The Egerton Gospel</i> <i>The Gospel of the Hebrews</i> <i>The Gospel of the Ebionites</i></p>
06/15	<p>No in-class meeting! CourseDen Discussion: the extreme diversity of beliefs in early Christianity, and Roman reactions</p>	<p>Wilken, chapters 2-4</p>
06/18	<p>Student presentations on Gnostic Gospels (cont.)</p> <p>Persecutions</p>	<p><i>The Passion of the Saints Perpetua and Felicity</i> http://www.fordham.edu/halsall/source/perpetua.asp Stark, chapters 8-10</p>
06/19	<p>Conversion of Constantine</p>	<p>Eusebius, <i>Life of Constantine</i> http://www.fordham.edu/halsall/basis/vita-constantine.asp Elliott, "Constantine's Conversion: Do We Really Need It?"</p>
06/20	<p>No in-class meeting! CourseDen Discussion: Pagan Intellectuals respond</p>	<p>Wilken, chapters 5-7</p>
06/21	<p>Pressures from within: Heresies and Solutions to Heresies Before and After Constantine</p>	<p>Selections on Manichaeans (on CourseDen; <u>*Start reading Augustine, if you haven't already!!!*</u></p>
06/22	<p>No in-class meeting! CourseDen Discussion: Augustine's spiritual journey and conversion</p>	<p>Augustine, Confessions, Books 1-8 (pages 1-132)</p>
06/25	<p>Christianity in Roman North Africa; monasticism; the end of paganism</p>	<p>Augustine, Confessions, Books 9-13 (pages 133-305); Alan Cameron, <i>Last Pagans of Rome</i>, chapter 1 (on CourseDen)</p>
06/26	<p>The relationship of faith and history: can the two be reconciled?</p> <p>Comparative article review on Forland and Gregory due</p>	<p>The debate of Forland, Gregory, Forland (on CourseDen): Forland, "Acts of God? Miracles and Scientific Explanation" Gregory, "No Room for God? History, Science, Metaphysics, and the Study of Religion" Forland, "Historiography without God: A Reply to Gregory"</p>

Course Update Request (Add, Delete, Modify)					
Originator					
History Department	College of Arts and Humanities	Williams, Daniel			
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 type="checkbox"/> See Comments Faculty Senate Review Required (See Procedure)			
Course Details					
HIST	4285	Special Topics In European History			
Prefix	Number	Course Title			
Courses on European history topics not usually offered by the department.					
Course Catalog Description					
3	0	3	Fall - 2013	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading
Prerequisites			Corequisites		
Rationale					
The course catalog currently lists HIST 4485 / 5485 as our department's sole "Special Topics" course, so currently, all new courses that are introduced in our department on an experimental basis are offered as sections of HIST 4485 before they are added to the catalog as regular courses. In recent years, the history department has been offering multiple sections of HIST 4485 each semester, which has resulted in problems for students who want to register for more than one HIST 4485 / 5485 section. The registrar has also found it difficult to appropriately categorize and process these HIST 4485 / 5485 courses in WolfWatch. To address these problems and reduce the number of HIST 4485 / 5485 sections offered each semester, we are introducing two new "Special Topics" courses - one for special topics in European history and another for special topics in world history. By offering some of our special topics courses under these new course designations, we will make it easier for the registrar to appropriately categorize the new special topics courses that are offered and we will reduce the number of registration problems that result when students attempt to register for more than one section of HIST 4485 / 5485. Because these are special topics courses whose subject matter, reading assignments, and course expectations will vary each semester, I have not submitted a sample syllabus.					
Planning Info			Comments		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 25-35					
College Approvals			Cross Listing Approvals		
<u>Howard Goodson</u> [APPROVED 2012-09-13] Chair, Course Department			<u>N/A</u> Chair, Cross Listed Department		
<u>Denise Overfield</u> [APPROVED 2012-09-24] Dean, College of Arts and Humanities			<u>N/A</u> Associate Dean, Cross Listed College		
Other Approvals			Final Approval		
<u>James R. Mayer</u> [APPROVED 2012-10-15] Chair, Undergraduate Academic Programs Committee			<u>Jon Anderson</u> [REQUIRED] Chair, Faculty Senate		

Course Update Request (Add, Delete, Modify)						
Originator						
History Department <small>Department</small>	College of Arts and Humanities <small>College</small>	Williams, Daniel <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="checkbox"/> Faculty Senate Review Required (See Procedure)				
Course Details						
HIST <small>Prefix</small>	4385 <small>Number</small>	Special Topics In World History <small>Course Title</small>				
Courses on topics in world history not usually offered by the department.						
Course Catalog Description						
3 <small>Lec Hrs</small>	0 <small>Lab Hrs</small>	3 <small>Credit Hrs</small>	Fall - 2013 <small>Effective Term</small>	Other <small>Frequency</small>	Letter Grade <small>Grading</small>	
Prerequisites			Corequisites			
Rationale						
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College Approvals			Cross Listing Approvals			
Howard Goodson [APPROVED 2012-09-13] <hr/> <small>Chair, Course Department</small>			N/A <hr/> <small>Chair, Cross Listed Department</small>			
Denise Overfield [APPROVED 2012-09-24] <hr/> <small>Dean, College of Arts and Humanities</small>			N/A <hr/> <small>Associate Dean, Cross Listed College</small>			
Other Approvals			Final Approval			
James R. Mayer [APPROVED 2012-10-15] <hr/> <small>Chair, Undergraduate Academic Programs Committee</small>			Jon Anderson [REQUIRED] <hr/> <small>Chair, Faculty Senate</small>			

Course Update Request (Add, Delete, Modify)					
Originator					
Computer Science Department <small>Department</small>	College of Science and Mathematics <small>College</small>	Rudolph, Edwin <small>Originator</small>			
Action		Modifications			
<input type="radio"/> Add <input type="radio"/> Modify <input checked="" type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments Faculty Senate Review Required (See Procedure)			
Course Details					
CS <small>Prefix</small>	2001 <small>Number</small>	Technology Frontiers <small>Course Title</small>			
<p>This course will discuss milestones in the history of computing while exploring and evaluating a variety of current and innovative computing applications. Students will solve a variety of simple problems designed to demonstrate the impact of computing as a problem-solving medium. Students will deliver an effective presentation related to topics covered in the course. Professional computing societies and organizations, as well as current trends in the computing job market, will be discussed.</p>					
Course Catalog Description					
2.00 <small>Lec Hrs</small>	2.00 <small>Lab Hrs</small>	3.00 <small>Credit Hrs</small>	Fall - 2013 <small>Effective Term</small>	Other <small>Frequency</small>	Letter Grade <small>Grading</small>
Prerequisites			Corequisites		
Rationale					
This course has never been offered, is not required for the B.S. in Computer Science program, and the department has no plans to offer this course in the future.					
Planning Info			Comments		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment:					
College Approvals			Cross Listing Approvals		
Scott Gordon [APPROVED 2012-09-14] <hr/> Coordinator, COSM Curriculum Committee			N/A <hr/> Chair, Cross Listed Department		
Adel Abunawass [APPROVED 2012-09-05] <hr/> Chair, Course Department			N/A <hr/> Associate Dean, Cross Listed College		
Other Approvals			Final Approval		
James R. Mayer [APPROVED 2012-10-10] <hr/> Chair, Undergraduate Academic Programs Committee			Jon Anderson [REQUIRED] <hr/> Chair, Faculty Senate		

Course Update Request (Add, Delete, Modify)						
Originator						
Computer Science Department <small>Department</small>	College of Science and Mathematics <small>College</small>	Rudolph, Edwin <small>Originator</small>				
Action		Modifications				
<input type="radio"/> Add <input type="radio"/> Modify <input checked="" type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments Faculty Senate Review Required (See Procedure)				
Course Details						
CS <small>Prefix</small>	4290 <small>Number</small>	Theory of Computation <small>Course Title</small>				
Regular languages, finite-state automata, context-free languages, grammars, push-down automata, Turing machines, Church's thesis, decidability, the halting problem, and computability.						
Course Catalog Description						
3.00 <small>Loc Hrs</small>		3.00 <small>Credit Hrs</small>	Fall - 2013 <small>Effective Term</small>	Other <small>Frequency</small>	Letter Grade <small>Grading</small>	
Prerequisites			Corequisites			
CS 3151						
Rationale						
This course has not been offered in several years, is not required for the B.S. in Computer Science program, and the department has no plans to offer the course in the future.						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment:						
College Approvals			Cross Listing Approvals			
Scott Gordon [APPROVED 2012-09-14] <hr/> Coordinator, COSM Curriculum Committee			N/A <hr/> Chair, Cross Listed Department			
Adel Abunawass [APPROVED 2012-09-05] <hr/> Chair, Course Department			N/A <hr/> Associate Dean, Cross Listed College			
Other Approvals			Final Approval			
James R. Mayer [APPROVED 2012-10-10] <hr/> Chair, Undergraduate Academic Programs Committee			Jon Anderson [REQUIRED] <hr/> Chair, Faculty Senate			

Course Update Request (Add, Delete, Modify)					
Originator					
Computer Science Department <small>Department</small>	College of Science and Mathematics <small>College</small>	Rudolph, Edwin <small>Originator</small>			
Action Modifications					
<input type="radio"/> Add <input type="radio"/> Modify <input checked="" 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="checkbox"/> Faculty Senate Review Required (See Procedure)			
Course Details					
CS <small>Prefix</small>	4320 <small>Number</small>	Human/Computer Interaction <small>Course Title</small>			
This course provides a broad overview of HCI and offers specific background relating to user-centered design approaches in computer systems. The course covers user interface design strategies, user experience levels, usability engineering, cross-disciplinary issues, and methodologies used in the design and evaluation of human/computer interfaces.					
<small>Course Catalog Description</small>					
2.00 <small>Lec Hrs</small>	2.00 <small>Lab Hrs</small>	3.00 <small>Credit Hrs</small>	Fall - 2013 <small>Effective Term</small>	Other <small>Frequency</small>	Letter Grade <small>Grading</small>
Prerequisites			Corequisites		
CS 3211					
Rationale					
This course has never been offered, is not required for the B.S. in Computer Science program, and the department has no plans to offer the course in the future.					
Planning info			Comments		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: <input type="text"/>					
College Approvals			Cross Listing Approvals		
<u>Scott Gordon</u> [APPROVED 2012-09-14] <small>Coordinator, COSM Curriculum Committee</small>			<u>N/A</u> <small>Chair, Cross Listed Department</small>		
<u>Adel Abunawass</u> [APPROVED 2012-09-05] <small>Chair, Course Department</small>			<u>N/A</u> <small>Associate Dean, Cross Listed College</small>		
Other Approvals			Final Approval		
<u>James R. Mayer</u> [APPROVED 2012-10-10] <small>Chair, Undergraduate Academic Programs Committee</small>			<u>Jon Anderson</u> [REQUIRED] <small>Chair, Faculty Senate</small>		

Course Update Request (Add, Delete, Modify)						
Originator						
Computer Science Department <small>Department</small>		College of Science and Mathematics <small>College</small>		Rudolph, Edwin <small>Originator</small>		
Action		Modifications				
<input type="radio"/> Add <input type="radio"/> Modify <input checked="" 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="checkbox"/> Faculty Senate Review Required (See Procedure)				
Course Details						
CS	4911	Cyber Forensics and Security				
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>				
This course explores crimes involving computers and computer networks, with an emphasis on the technology used to perform such crimes and the technology used to detect, prevent, and document them. Topics include evidence gathering and analysis, intrusion detection and response, data hiding techniques, common digital crimes and profiles of perpetrators, legal testimony and report writing. The course will include a review of relevant computer networking and file systems concepts.						
<small>Course Catalog Description</small>						
2.00	2.00	3.00	Fall - 2013	Other	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			
CS 3280						
Rationale						
This course has never been offered, is not required for the B.S. in Computer Science program, and the department has no plans to offer the course in the future.						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment:						
College Approvals			Cross Listing Approvals			
Adel Abunawass [APPROVED 2012-09-05] <hr/> Chair, Course Department			N/A <hr/> Chair, Cross Listed Department			
Scott Gordon [APPROVED 2012-09-14] <hr/> Coordinator, COSM Curriculum Committee			N/A <hr/> Associate Dean, Cross Listed College			
Other Approvals			Final Approval			
James R. Mayer [APPROVED 2012-10-10] <hr/> Chair, Undergraduate Academic Programs Committee			Jon Anderson [REQUIRED] <hr/> Chair, Faculty Senate			

Course Update Request (Add, Delete, Modify)						
Originator						
Geosciences Department <small>Department</small>	College of Science and Mathematics <small>College</small>	Rose, Shea <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 checked="" type="checkbox"/> See Comments Faculty Senate Review Required (See Procedure)						
Course Details						
GEOG	4400	Energy and Sustainability				
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>				
<p>This course will focus on the links between energy use and environmental degradation. Physical processes and social dynamics will be considered in order to understand the complex issues of energy production, demand, and consumption. In this class students will practice expressing informed opinions about current environmental energy debates, examine the social aspects of energy issues, and consider alternative energy futures.</p>						
<small>Course Catalog Description</small>						
3	0	3	Spring - 2012	Yearly	Letter Grade	
<small>Loc Hrs</small>	<small>Lab Hrs</small>	<small>Credit Hrs</small>	<small>Effective Term</small>	<small>Frequency</small>	<small>Grading</small>	
Prerequisites				Corequisites		
Rationale						
<p>This course is needed in the geography curriculum. Energy issues present challenging political, social, and environmental debates that require an understanding of both the physical environment and social systems. This course bridges human and physical geography to allow students to make informed decisions on energy issues.</p>						
Planning Info				Comments		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 18				Additional Fee: Geosciences Science Fee \$45 Flat Fee This course was developed out of GEOG 4082 in Spring of 2012.		
College Approvals				Cross Listing Approvals		
<u>Curtis L. Hollabaugh [APPROVED 2012-08-20]</u> <small>Chair, Course Department</small>				N/A <hr/> <small>Chair, Cross Listed Department</small>		
<u>Scott Gordon [APPROVED 2012-09-14]</u> <small>Coordinator, COSM Curriculum Committee</small>				N/A <hr/> <small>Associate Dean, Cross Listed College</small>		
Other Approvals				Final Approval		
<u>James R. Mayer [APPROVED 2012-10-12]</u> <small>Chair, Undergraduate Academic Programs Committee</small>				<u>Jon Anderson [REQUIRED]</u> <small>Chair, Faculty Senate</small>		

GEOG 4400: Energy and Sustainability
Spring 2012 - Tuesday 1:00-3:40
Callaway Building, Room 245

Instructor: TBA

Office hours: Tuesdays (9:00-10:00 am), and Wednesdays (3:30-4:30 pm), or by appointment

Phone:

Course Fee: Geosciences Science Fee \$45 Flat Fee

This syllabus is a guide for the course and is subject to revisions announced during class sessions, via emails, and/or on the course site at CourseDen.

Course Description:

This course will focus on the links between energy use and environmental degradation. Physical processes and social dynamics will be considered in order to understand the complex issues of energy production, demand, and consumption.

In this class you will have the opportunity to:

- practice expressing informed opinions about current environmental energy debates,
- examine the social aspects of environmental issues, and
- exercise your imagination to envision different energy futures.

Course Objectives:

- Identify environmental effects of energy options.
- Recognize the role of energy efficiency in meeting electrical demand
- Understand the historical basis of U.S. energy policy
- Awareness of the societal and environmental context of energy issues
- Understand units of energy measurement

Course Materials:

All materials will be supplied through hand-outs or electronic postings

Disability Statement:

If you require course adaptations because of a documented disability, please contact the Office of Disability Services. It is the student's responsibility to alert the instructor and teaching assistants of documented special needs.

Evaluation:

Students will be assessed by means of Exams, a Video Project and a Lab Assignments. There is no extra credit. Lab Assignments include exercises in class, homework, and class trip participation.

Midterm	25%
Final exam	25%
Video Project	20%
Lab Assignments	30%

Grading Scale:

A: 90 - 100
B: 80 - 89
C: 70 - 79
D: 60 - 69
F: 0 - 59

Make-ups:

Exam make-ups will only be given for emergencies involving the student or immediate family. Appropriate documentation must be provided and deemed acceptable by the instructor. The instructor reserves the right to issue an exam in an alternate format for make-ups. Lab assignments completed in class cannot be made up, and out of class assignments are due at the beginning of class on specified date.

Academic Honesty Policy:

Cheating and plagiarism of any sort will not be tolerated. Plagiarism is the use of someone else’s ideas or words as your own. If you plagiarize or cheat on any part of an exam or assignment for this course, you will receive a zero on it, and other disciplinary action may be taken.

General Expectations and Classroom Protocol:

- Be prepared to start class promptly at 1:00. Students needing to leave early must inform the instructor ahead of time.
- Check CourseDen daily to keep be aware of announcements for this class.
- Attendance is important. If you miss six times or more, you may be withdrawn from the class.
- Students are responsible for acquiring any missed class materials. I will not provide lecture notes; you must get them from classmates.
- The use of audio or video recording devices during class is prohibited.

CLASS SCHEDULE Energy and Sustainability (Subject to revision.)

Week	TOPIC	
1	Jan. 10	Syllabus; Introduction
2	Jan. 17	History of Energy
3	Jan. 24	Fossil Fuels
4	Jan. 31	Energy Fundamentals
5	Feb. 7	Energy Conservation
6	Feb. 14	Renewables
7	Feb. 21	MIDTERM
8	Feb. 28	Energy Policy
9	Mar. 6	Green Building
10	Mar. 13	Energy Management
11	Mar. 20	<i>Spring Break</i>
12	Mar. 27	Energy Monitoring and Analysis
13	April 3-6	<u>Energy Field Trip</u>
14	April 10	Environmental Practitioners
15	April 17	Video Presentations

FINAL EXAM: April 24

Program View Request (Read-Only)	
Originator College of Social Sciences Sociology Department Luken, Paul <small>College Department Originator</small>	
Action <input type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Deactivate <input checked="" 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
Program Selection College of Social Sciences Bachelor of Science with a Major in Sociology <small>College Program</small> Bachelor of Science with a Major in Sociology On Campus Undergraduate <small>Program Name Program Location Degree Level</small> Bachelor of Science Spring 2013 <small>Degree Name Effective Semester/Year</small>	
Modification Details We wish to eliminate the presociology major. <small>(Max 4000 characters)</small>	Rationale Modifications to the BS admissions requirements that have already gone into effect have made the premajor option unnecessary. Continued use of the premajor creates unnecessary paperwork for faculty, staff and students. <small>(Max 4000 characters)</small>
Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: <input type="text" value="80"/>	Comments If it is possible, we would like to have all presociology majors reclassified as sociology majors. <small>(Max 4000 characters)</small>
College Approvals <hr/> Paul Luken [APPROVED 2012-09-17] Chair, Course Department <hr/> Heather Mbaye [APPROVED 2012-09-28] Coordinator, COSS Executive Committee	Cross Listing Approvals <hr/> N/A Chair, Cross Listed Department <hr/> N/A Associate Dean, Cross Listed College
Other Approvals <hr/> James R. Mayer [APPROVED 2012-10-15] Chair, Undergraduate Academic Programs Committee	Final Approval <hr/> Jon Anderson [REQUIRED] Chair, Faculty Senate

Course Update Request (Add, Delete, Modify)																	
Originator																	
Mass Communications Department <small>Department</small>		College of Social Sciences <small>College</small>		Stone, Wendell <small>Originator</small>													
<table border="0" style="width: 100%;"> <tr> <td colspan="2" style="padding: 5px;">Action</td> <td colspan="4" style="padding: 5px;">Modifications</td> </tr> <tr> <td colspan="2" style="padding: 5px;"><input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete</td> <td colspan="4" style="padding: 5px;"><input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="checkbox"/> Faculty Senate Review Required (See Procedure)</td> </tr> </table>						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="checkbox"/> Faculty Senate Review Required (See Procedure)			
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="checkbox"/> Faculty Senate Review Required (See Procedure)															
Course Details																	
COMM 2110 <small>Prefix Number</small>		Intercultural Communication <small>Course Title</small>															
<p>This course will focus on developing awareness and skillsets needed to communicate across geographic and cultural lines. Topics include methods for improving oral, written, and interpersonal communication skills needed in a diverse society and within a global context.</p>																	
Course Catalog Description																	
3 <small>Lec Hrs</small>	0 <small>Lab Hrs</small>	3 <small>Credit Hrs</small>	Fall - 2012 <small>Effective Term</small>	Every Term <small>Frequency</small>	Letter Grade <small>Grading</small>												
Prerequisites None.			Corequisites None.														
Rationale																	
<p>General Rationale. Even under the best circumstances, communication between two or more people poses significant challenges. All involved in the process may share a common language, culture, and history; yet, subtle variations in use of language, in nonverbal actions, in communication styles, and in frames of reference can interfere with the effective and efficient transmission of information. When a person from one culture constructs a written or spoken message for consumption by persons of another culture, the process of exchanging information becomes enormously more complex. Even when the countries share a language and historical connection (such as is true for the United States and the United Kingdom), word choice, hand gestures, and idiomatic expressions vary enough to create challenges in communication. With increasing globalization, cross-cultural communication is becoming ever more important in both our personal and professional lives. Not so long ago, we were likely to spend our workdays with people whose backgrounds largely mirrored our own. Now, even if we never travel far from the Carrollton area, we are likely to work with, enjoy the companionship of, or engage in commerce with a person who is from a distant country. Our business may order some of its supplies from down the street and some from across the globe. Thus, effective cross-cultural communication becomes essential in both our personal and professional lives. Through this course, students will demonstrate knowledge of the fundamental concepts of communication for examining the social and multicultural world. This course (COMM 2110) will help students understand the diversity of communication styles throughout the world and the importance of those styles. Writing and certain speaking styles in some European and Asian countries seem unnecessarily florid or indirect to many in the United States, whereas our communication patterns may appear abrupt, aggressive, or even rude to other people. Eye contact or physical interaction which is perfectly acceptable in one country may be unintentionally offensive in another. Culture does not affect communication style alone; it also affects content. Thus, a technical writer creating an installation guide for a water heater will likely create quite different documents, depending on whether the device is being marketed in low-context or high-context cultures. For low-context cultures (such as Germany and the United States), the manual would probably be fairly lengthy, since the readers expect plenty of detail. For high context cultures (such as Japan), the manual might be considerably shorter, since readers would expect to draw from their own knowledge to supply some of the details. A reader in a high-context culture may feel insulted if the manual includes too many details, since that would seem to imply that the reader lacks requisite knowledge. Learning about the differences and commonalities among cultures is one important part of this course. A second important part is the course will help students understand their own culture. By looking at how the United States differs from Japan, students learn about the United States as well as Japan. Furthermore, the course will help students understand the influence of other parts of the world on the United States, whether the influence results from interaction from the past or from recent immigration. Rationale for inclusion in Core Area E. Although COMM 2110 will actually meet two learning outcomes for Area E, we wish to focus on the last of the three. Regarding the first outcome, students will gain an understanding of the political, social, economic, or cultural dimensions of the history of various countries and cultures through their course reading, research, and presentations. That, however, will be a side benefit of the course, since our primary purpose will be assisting students in gaining knowledge of the communication concepts and theories used in examining and understanding oral, written, and non-linguistic communication in various countries or c</p>																	
Planning Info			Comments														
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 26																	
College Approvals			Cross Listing Approvals														
Camilla Gant [APPROVED 2012-01-30] _____ Chair, Course Department			N/A _____ Chair, Cross Listed Department														
Heather Mbaye [APPROVED 2012-02-07] _____ Coordinator, COSS Executive Committee			N/A _____ Associate Dean, Cross Listed College														
Other Approvals			Final Approval														
James R. Mayer [APPROVED 2012-10-10] _____ Chair, Undergraduate Academic Programs Committee			Jon Anderson [REQUIRED] _____ Chair, Faculty Senate														

SYLLABUS for COMM 2110:
INTERCULTURAL COMMUNICATION

INSTRUCTOR:

OFFICE HOURS:

CONTACT INFO.:

REQUIRED: *Experiencing Intercultural Communication* (4th ed.)

COURSE DESCRIPTION: This course offers students an overview of the study of intercultural communication.

LEARNING OUTCOMES: Students completing the course will be able to: 1) identify current examples of global communication styles; 2) present an effective research report on a communication topic in the social world; 3) evaluate both the commonalities and differences in communication between cultures; 4) distinguish the diversity amongst cultures by employing critical thinking skills using evidence, statements, and arguments.

DUE DATES: All reading and writing assignments must be completed before the start of class on the day on which the assignment is noted. All exams, presentations, and other assignments must be completed on the date and in the order assigned. Make-up opportunities are solely at my discretion and will be permitted only if the situation warrants and time permits. I will consider allowing a student to make up work without penalty if 1) the student notifies me in advance or (if an emergency arises which precludes a telephone call prior to class time) contacts me as soon as possible after the emergency; 2) written, independent verification is provided for a situation beyond the student's control that resulted in the student's absence; and 3) there is sufficient time to allow a make-up. Otherwise, the student loses 15% of the maximum points for the assignment. There is no guarantee that a student will be allowed a make-up opportunity, regardless of his/her excuse. The student will lose all points for a presentation/exam/assignment if time or other factors preclude a makeup. With the exception of extended, unavoidable absences, written work usually will not be accepted more than one week after its due date (note that some assignments will not be accepted late regardless or reason).

ATTENDANCE POLICY: *Except as mandated by university policy, there are no excused absences.* Attendance and participation are essential elements of this course. Though you should be present and on time for every class meeting, you will be permitted up to three absences, with two tardies or early departures counting as one absence. Every absence after the third will result in 10 points being deducted from your final grade. Students with perfect attendance will receive a 10-point attendance bonus. **If you arrive late, you must see me after class to ensure that I change the roster from "absent" to "tardy."**

EMAIL AND OTHER CONTACT: All correspondence should be submitted through your official university accounts (either MyUWG or WebCT). Questions about confidential information (grades and the like) should be addressed through WebCT only. Unless I am traveling or otherwise engaged, I will normally respond to email once per day sometime during normal business days and hours (8:00 to 5:00, Monday through Friday, exclusive of holidays). I typically will not respond to email after hours or on weekends.

ORIGINALITY: All work that you submit/present **MUST** be your own work. Academic dishonesty, such as plagiarism or cheating, will not be tolerated. Outside source material must be given credit or referenced within the context of your paper, presentation, outline, etc. Violations of academic honesty will result in failure of the assignment and possible failure of the course. Appropriate action will be taken against a student involved in academic dishonesty.

ASSIGNMENTS AND GRADING :

Activity	Weight	Earned	Total	%
Journal	90			
Quizzes	110			
Midterm	200			
Final	200			
Research Presentation/Paper	300			
Participation	100			

A = 900 to 1000
 C = 700 to 799

B = 800 to 899
 D = 600 to 699

- **Journal:** You will keep a journal in which you enter at least one substantive comment each week (minimum 150 words per entry, with a minimum of 14 entries). All entries must relate to the topic of the course: intercultural communication; furthermore, comments must display an awareness of course material. Topics you discuss in the journal may include: reactions to reading material or class discussions, analyses of world events and items in the news, comments on your own interactions with persons from other cultures/countries, or any other topic relating to intercultural communication. Although you may write in first person and may occasionally use an informal style, you should predominately maintain a formal writing style. Consistent errors in punctuation, spelling, grammar, style, and other surface issues will result in a lower grade. The journal must be typed. You will submit the journal three times over the course of the semester.
- **Quizzes:** You will complete 11 quizzes, worth 10 points each. Quizzes may be administered in class, through CourseDen, or through a combination of the two.
- **Mid-Term and Final Exams:** These exams cover *all* course material, including all readings, lectures, discussions, and student presentations. Questions may take any format (multiple choice, short answer, discussion, etc.).
- **Presentation of Research (Group Project):** You will be divided into six groups. Your group will choose one or more foreign cultures or countries. Each group will also be assigned a chapter. You will research how the issues discussed in the assigned chapter can be seen in and have affected the cultures/countries you selected. You will create a presentation lasting for a full class period in which you present the primary concepts discussed in your chapter and show how those concepts relate to your group’s culture(s).

In addition to the presentation, your group must write a six to eight page paper summarizing your findings. You should both publish a copy to CourseDen and present a hard copy on the day you present. Although all members of the group must contribute to the paper, it should read like a smooth, cohesive work. This is a formal paper. Although content is most important, grammar, punctuation, paragraph structure, writing style, layout, overall appearance, and similar issues will affect your grade. Your instructor will identify the style manual to consult in setting margins, determining layout, citing sources, and constructing a bibliography.

Each member of the group must reference a minimum of six standard academic sources. Home pages (whether personal or corporate) are unacceptable. You should give preference to juried or peer-reviewed publications and books from university presses or other academic publishers. Submit a copy of the title page of all sources. A source will not count, if you fail to submit a copy of the title page at the time you turn in your paper.

The total points assigned to the group research project will be divided among the following individual assignments: 1) research proposal; 2) presentation; 3) final paper; and 4) submission to the instructor of

15 multiple-choice or fill-in-the-blank questions based on your report/presentation and posting of your paper in CourseDen.

- **Participation:** You must regularly participate in class activities and discussions. Failure to do so will cost points from your participation grade. Among other things, you should read a newspaper or follow a news site each week, since we will have a weekly discussion of intercultural communication and events in the news.

MATERIAL FROM OTHER CLASSES: You must obtain permission from me in advance if you wish to use work from another class to meet any part of a course requirement for this class. I will evaluate each request individually, allowing the use of such material only if: a. the material meets all requirements for this class; b. all faculty involved have been notified and have given their consent; and c. you do additional research and other work comparable to that which you would do if you were not working on the same topic for another course.

EXTRA CREDIT: I may choose to add one or more optional extra credit assignments during the semester; the total points available for extra credit will not exceed 30. Extra-credit reports will be accepted through CourseDen only and must be submitted within one week of the event.

PEER EVALUATION: You may be asked to evaluate the work of other students. If so, you should be honest, fair, and constructive in all comments.

SPECIAL NEEDS: If you are a student who has special needs, please make an appointment to see me in my office so I can understand what your needs are. Bring your Student Accommodations Report with you, if you have one.

COURSEDEN: (Note that I use the terms "Courseden" and "WebCT" interchangeably.) Since the syllabus, most handouts, and other information will be posted on the WebCT page for this class, I will not distribute hardcopies of most material. You should go to WebCT to get copies. You are responsible for all information on WebCT. Check the email and message sections frequently. **Make sure that you set WebCT to notify you when you receive mail (details on how to do so are included in the library orientation).**

USE OF SYLLABUS: You are responsible for all assignments and information contained in this syllabus (including any changes made during class). Consult it frequently to ensure that you meet all deadlines and requirements noted here, whether they are announced in class.

LIMITATIONS: Changes in this syllabus and in the assigned activity may be necessary over the course of the semester.

CIVILITY: The university policy on civility will be adhered to by all. Rude behavior and inappropriate language will not be used in the classroom. Disruption or talking during lectures and other class activity will not be tolerated. All cell phones must be turned off before you enter the classroom.

COURSE WITHDRAWAL PROCEDURES: If you drop this course after the schedule change period, you must obtain a withdrawal form from the REGISTRAR'S OFFICE. Ceasing to attend class does not constitute formal withdrawal and may result in a grade of "F" or "WF."

PENALTIES. If not submitted at the start of the class period when due, all written work will be penalized 10%, with an additional 10% deducted for each class period after that. Written work will not be accepted if it is over a week late. Handwritten work will be returned and treated as late.

If a student is late making the presentation based on her/his research paper, the student will lose 30% of the maximum points. A make up will be allowed only if we have time. If we do not have class time, the student will lose all points for the assignment.

SELECTING SOURCES. You must use the most reliable and valid sources available. You may begin your research on the Internet using Google, Lycos, or a similar search engine. Keep in mind, however, that most of what is available on the Internet is unsuitable for scholarly use. *Misrepresenting the source of information is academic dishonesty. Make it very clear exactly where and how you obtain your information.*

Preferred Sources: You should always give preference to juried or peer-reviewed publications and other scholarly work. Use the databases available through the library to locate your sources.

Unacceptable Sources: Do not use homepages and similar Internet sites of organizations or individuals. Avoid email, self e-published items, blogs, interviews with your peers, and the like. **Services such as Wikipedia and Conservapedia may not be used for any purpose and will not be approved regardless of the reason.**

Note: In addition to costing you points elsewhere, Wikipedia, homepages, and the like will not count in meeting your minimum number of sources.

Daily Activity

Date	Chapter Reading	Topic/Activity	Work Due
1		Introduction	
2	Chapter 1	Introduction to Intercultural Communication	
3	Chapter 2	Components of Intercultural Communication	
4	Chapter 3	History	
5	Chapter 4	Identity Construction	
6		Identity Construction, cont.	
7		Overview of Presentation Skills	
8		Overview of Presentation Skills	
9	Chapter 5	Verbal Issues: Student Presentation	Group 1 Presentation
10	Chapter 6	Nonverbal Issues: Student Presentation	Group 2 Presentation
11	Chapter 5	Verbal Issues (lecture)	
12	Chapter 6	Nonverbal Issues (lecture)	
13	CourseDen Reading	From Wurzel, <i>Toward Multiculturalism</i>	
14	CourseDen Reading	Cultural Differences That Affect Communication, from <i>Technical Communication</i>	Journal (minimum 5 entries)
15	Various (student's choice)	Issues and Topics in the News	
16	Midterm		
17	Chapter 7	Popular Culture: Student Presentation	Group 3 Presentation
18	Chapter 8	Conflict: Student Presentation	Group 4 Presentation
19	Chapter 7	Popular Culture (lecture)	
20	Chapter 8	Conflict (lecture)	
21	Chapter 9	Everyday Life	
22	Chapter 11	Business	
23	Chapter 12	Education	
24	Chapter 10	Tourism: Student Presentation	Group 5 Presentation
25	Chapter 13	Health Care: Student Presentation	Group 6 Presentation
26	Chapters 10 & 13	Tourism and Health Care (lecture)	
27		Conclusion: Intercultural Communication and You / Final	

Program View Request (Read-Only)	
<p>Originator</p> <p>School of Nursing: <input type="text" value="Nursing"/> Department: <input type="text" value="Nursing"/> Originator: <input type="text" value="Hite, Jo"/> College: <input type="text"/> Department: <input type="text"/> Originator: <input type="text"/></p>	
<p>Action</p> <p> <input type="radio"/> Add <input checked="" 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>Program Selection</p> <p>School of Nursing: <input type="text" value="Bachelor of Science in Nursing"/> Program: <input type="text" value="Bachelor of Science in Nursing"/> College: <input type="text"/> Program: <input type="text"/></p> <p> Bachelor of Science in Nursing On Campus Undergraduate Program Name Program Location Degree Level Bachelor of Science in Nursing Summer 2012 Degree Name Effective Semester/Year </p>	
<p>Modification Details</p> <p><input type="text"/></p> <p>(Max 4000 characters)</p>	<p>Rationale</p> <p>The School of Nursing (SON) at the University of West Georgia (UWG) recognized the need for intense curricular revision based on new American Association of Colleges of Nursing accreditation standards and a change in the focus in nursing education on quality and safety as recommended by the</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>Present or Projected Annual Enrollment: <input type="text" value="220"/></p>	<p>Comments</p> <p>This program addition is for the new curriculum that affects both BSN programs.</p> <p>(Max 4000 characters)</p>
<p>College Approvals</p> <p><u>Cynthia Epps [APPROVED 2012-09-11]</u> Associate Dean, Nursing</p> <p><u>Kathryn M. Grams [APPROVED 2012-09-11]</u> Dean, School of Nursing</p>	<p>Cross Listing Approvals</p> <p><u>N/A</u> Chair, Cross Listed Department</p> <p><u>N/A</u> Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <p><u>James R. Mayer [APPROVED 2012-10-15]</u> Chair, Undergraduate Academic Programs Committee</p>	<p>Final Approval</p> <p><u>Jon Anderson [REQUIRED]</u> Chair, Faculty Senate</p>

UNIVERSITY of 
West Georgia
SCHOOL OF NURSING

**RN-BSN CURRICULUM PLAN
2010-2011**

Semester Core Curriculum (60 hours)

AREA A – Essential Skills (9 hours)

ENGL 1101 (3)
ENGL 1102 (3)
MATH 1001, 1101, or 1111 (3)

AREA B – Institutional Priorities (4 hours)

Oral Communication (3)
Institutional Elective (1)*

**AREA C – Humanities and Fine Arts (6 hours)
hours)****

Fine Arts Elective (3)
Humanities Elective (3)

AREA D – Science, Math, and Technology (11

Lab Science I (4)
Lab Science II (4)
MATH 2063 – Applied Statistics (3) ***

AREA E – Social Sciences (12 hours)

HIST 1111 or 1112 (3)
HIST 2111 or 2112 (3)
POLS 1101 (3)
Social Science Elective (3)

AREA F – BSN Specific Courses (18 hours)**

BIOL 2021/2021L (4) A & P 1
BIOL 2022/2022L (4) A & P 2
BIOL 2030/2030L (4) Med Micro
Social Science/Nursing Electives (6)

*Area B-2, Credit by Exam for XIDS 2001 (What Do You Know About Nursing) can be purchased for all RN's

***Required before enrollment in NURS 4523, EBP: Translating Research to Practice

Please see the UWG Undergraduate Catalog for course descriptions. Transfer students may be eligible for Core Curriculum substitutions – contact a School of Nursing advisor for additional information.

Upper Division RN-BSN Requirements (60 hours)

Semester 1:

NURS 3172 – Health Assessment (1-2-2)
NURS 4522 – Professional Practice Issues and Concepts (3-0-3)
NURS 4523 – EBP: Translating Research to Practice (3-0-3)

Semester 2:

NURS 4545 – Leadership in the Community (4-8-8)

Additional Requirements:

Georgia RN-BSN Articulation Plan Credit (24-44)
Please reference the BSN Student Handbook regarding this policy.

All courses listed above should be offered 50% or greater online.

This schedule shows a list of planned courses and as such is subject to change. At its sole discretion, the University may revise this schedule and any information contained herein, without advance notice. No contract, either expressly or implied, is created by this schedule.

Rev. 10/7/10

NAME _____ Student ID _____

BACHELOR OF SCIENCE IN NURSING
Carrollton or Newnan

Semester Core Curriculum – 60 semester hours												
				Hrs. Req.	Hrs. Com.	Hrs. Rem.				Hrs. Req.	Hrs. Com.	Hrs. Rem.
Area A – Essential Skills - 9 hrs.						Area B – Institutional Priorities – 4 hrs.						
ENGL 1101				3			Oral Communication			3		
ENGL 1102				3			Inst. Elective			1		
MATH 1001 or 1111				3								
Area C – Humanities – 6 hrs.						Area D – Science, Math, Technology – 11 hrs.						
Fine Arts Elective				3			Lab Science I*			4		
Humanities Elective				3			Lab Science II*			4		
							MATH 2063			3		
Area E – Social Sciences – 12 hrs.						Area F – BSN Specific Courses – 18 hrs.						
HIST 1111 or 1112				3			BIOL 2021/2021L			4		
HIST 2111 or 2112				3			BIOL 2022/2022L			4		
POLS 1101				3			BIOL 2030/2030L			4		
Social Science Elective				3			NURS 2101			3		
							NURS 2102			3		
History				US		GA						
Constitution				US		GA						
							Date Evaluated					
							Evaluator					

Rev. 02/2012

CARROLLTON Campus Full-Time 6 Semesters – 67 Credit Hours

Summer 1 (6 hours)	Fall 1 (15 hours)	Spring 1 (16 hours)
NURS 2101 Patho/Pharm I (3-0-3) NURS 3101 Prof Nsg Concepts I (3-0-3)	NURS 2102 Patho/Pharm II (3-0-3) NURS 3000 Holistic Hlth Assessment (2-2-3) NURS 3201 Health Care of Client I (3-0-3) NURS 3301 Clinical Practice I (0-12-6)	NURS 3102 Prof Nsg Concepts II (3-0-3) NURS 3202 Health Care of Client II (4-0-4) NURS 3302 Clinical Practice II (0-12-6) NURS 3400 Nsg Rsch & EBP (3-0-3)
Summer 2 (1 hour)	Fall 2 (14 hours)	Spring 2 (15 hours)
NURS 3303 Comp. Based Clinical (0-2-1)	NURS 4101 Prof Nsg Concepts III (2-0-2) NURS 4201 Hlth Care of Client III (4-0-4) NURS 4300 Clinical Specialty Pract (0-6-3) NURS 4301 Clinical Practice III (0-10-5)	NURS 4102 Prof Nsg Concepts IV (2-0-2) NURS 4204 Hlth Care of Client IV (4-0-4) NURS 4302 Clinical Practice IV (0-16-8) NURS 4444 NCLEX Preparation (1-0-1)

NEWNAN Campus Part-Time 8 Semesters – 67 Credit Hours

Summer 1 (6 hours)	Fall 1 (8 hours)	Spring 1 (9 hours)
NURS 2101 Patho/Pharm I (3-0-3) NURS 3101 Prof Nsg Concepts I (3-0-3)	NURS 2102 Patho/Pharm II (3-0-3) NURS 3000 Holistic Hlth Assessment (2-2-3) NURS 3102 Prof Nsg Concepts II (2-0-2)	NURS 3201 Health Care of Client I (3-0-3) NURS 3301 Clinical Practice I (0-12-6)
Summer 2 (5 hours)	Fall 2 (10 hours)	Spring 2 (10 hours)
NURS 3400 Nsg Rsch & EBP (3-0-3) NURS 4101 Prof Nsg Concepts III (2-0-2)	NURS 3202 Hlth Care of Client II (4-0-4) NURS 3302 Clinical Practice II (0-12-6)	NURS 3303 Comp. Based Clinical (0-2-1) NURS 4201 Hlth Care of Client III (4-0-4) NURS 4301 Clinical Practice III (0-10-5)
Summer 9 (hours)	Fall 13 (hours)	
NURS 4102 Prof Nsg Concepts IV (2-0-2) NURS 4300 Clinical Specialty Pract (0-6-3)	NURS 4202 Hlth Care of Client IV (4-0-4) NURS 4302 Clinical Practice IV (0-16-8) NURS 4444 NCLEX Preparation (1-0-1)	

University of West Georgia

School of Nursing

Program Goals for 2012 Revised Curriculum Implementation

1. Provide holistic nursing care to persons (individuals, families, groups, communities, and populations) across the continuum of healthcare in a variety of settings at local and global levels, focusing on health promotion and disease and injury prevention across the lifespan.
2. Practice quality caring as the essence of nursing for persons of diverse cultures, values, beliefs, and lifestyles.
3. Utilize critical thinking and clinical reasoning based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences to provide safe, competent, evidence-based care.
4. Communicate and collaborate effectively within inter-professional teams utilizing technology and information systems to improve health outcomes and healthcare systems.
5. Participate in analysis, critique, and reform of healthcare regulatory, policy, and financial systems that influence nursing and healthcare environments.
6. Apply leadership and management principles to empower nurses and achieve high standards of quality and safety in the delivery of person-centered care.
7. Assume altruistic legal and ethical responsibility and accountability for personal and professional behavior.
8. Utilize effective teaching strategies to empower persons to achieve healthcare goals.

Approved 2/28/11/SONF

Addendum III

Program View Request (Read-Only)	
Originator College of Education Leadership and Applied Instruction Butts, Frank <small>College Department Originator</small>	
Action Modifications <input type="radio"/> Add <input checked="" 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 checked="" type="checkbox"/> See Modification Details	
Program Selection College of Education Master of Arts in Teaching (MAT) <small>College Program</small> Master of Arts in Teaching (MAT) On Campus Graduate <small>Program Name Program Location Degree Level</small> Master of Arts in Teaching with a Major in Teacher Education Summer 2013 <small>Effective Semester/Year</small>	
Modification Details The request is to add two courses as options to meet the requirement for item 7 on the program sheet. Changes are in red on the attached document. <small>(Max 4000 characters)</small>	Rationale 1. Many initial certification graduate students aspire to become school leaders. The optional courses would help meet "pre-service" requirements for the leadership certificate in Georgia. 2. The two additional optional courses would give students more flexibility in <small>(Max 4000 characters)</small>
Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 40	Comments <small>(Max 4000 characters)</small>
College Approvals Frank Butts [APPROVED 2012-06-15] Chair, Course Department Rebecca Stanard [APPROVED 2012-06-19] Associate Dean, College of Education	Cross Listing Approvals N/A Chair, Cross Listed Department N/A Associate Dean, Cross Listed College
Other Approvals	Final Approval Jon Anderson [REQUIRED] Chair, Faculty Senate

**Proposed Program Sheet
Master of Arts in Teaching**

Name _____ Student ID _____

Courses	Credits	Semester Planned	Grade
Professional Education Foundation	15		
1. SPED 6706 Special Education in the Regular Classroom	3		
2. CEPD 6101 Psychology of Classroom Learning	3		
3. SEED 7291 Instruction and Management in the Classroom	3		
4. MEDT 6401 Technology in the Content Areas	3		
5. EDRS 6342 School and Classroom Assessment	3		
Pedagogical Content Courses	12		
6. SEED 7261 Advanced Instructional Strategies for English Ed or * SEED 7262 Advanced Instructional Strategies for Social Studies Ed or * SEED 7263 Advanced Instructional Strategies for Science Ed or * SEED 7264 Advanced Instructional Strategies for Mathematics Ed * PHED 6665 Methods of Teaching K-12 Physical Education PHED 6668 Concepts and Methods in Health Education Or approved graduate course in instructional strategies in content field*	3		
7. MEDT 7461 Instructional Design, or EDLE 6316 School Law, or EDLE 6322 Curriculum for Ed Leaders	3		
8. Graduate course in content area,	3		
9. Graduate course in content area,	3		
Internship	6		
10. SEED 7288 Teaching Internship &	3		
11. SEED 7289 Teaching Internship Seminar	3		
or 6 hrs of approved graduate content coursework for non-certification students			
Total Professional Education Courses	33		
Courses recommended by advisor as pre-entry requirements	Credits	Semester Planned	

*Must take Strategies that match primary content area.

Student Signature _____ Date _____

Advisor Signature _____ Date _____

Department Chair Signature _____ Date _____

**Proposed Program Sheet
Master of Arts in Teaching
Advisement Sheet**

Name: _____ Student ID: _____

Home Telephone: _____ Advisor: _____

Permanent Address: _____

Work/Campus Address: _____

FAX: _____ Email: _____

Work Phone: _____ Initial Assessment Date: _____

Undergraduate Degree/Major: _____

Colleges and Dates Previously Attended: _____

<u>Admission Requirements</u>	<u>Completion Dates</u>
____ Undergraduate degree in teaching field	____ Initial Advising
____ GACE Content Area Passed	____ Applicant for Candidacy
____ GACE Basic Skills Passed or exempted	____ Department Exam
____ Undergraduate GPA of 2.7 or higher	_____
_____	_____
____ Date Admitted to Graduate School	_____

Proposed Program Sheet Master of Arts in Teaching

Program Notes

1. It is the candidate's responsibility to apply for graduation in a timely manner.
2. All candidates must take and pass comprehensive exams during their last semester of the program.
3. Only two courses of this program may be taken off campus. Transfer courses count as off-campus courses. SEED 7291, strategies courses, and internship must be done at UWG.
4. With the advisor's permission, up to 6 semester hours of credit may be transferred from an accredited institution. Transfer credit must carry at least a grade of B.
5. Candidates must meet all requirements imposed by the Graduate School, the College of Education, and the Department of Leadership and Applied Instruction.

Advising Notes

History Note: History majors must take or have had Georgia history.

English Note: English majors will need to take a **young adult literature course**. This will count as a content course in the program if taken at the graduate level.

Program View Request (Read-Only)			
Originator			
College of Education <small>College</small>	Leadership and Applied Instruction <small>Department</small>	Butts, Frank <small>Originator</small>	
Action		Modifications	
<input type="radio"/> Add <input checked="" 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 checked="" type="checkbox"/> See Modification Details	
Program Selection			
College of Education <small>College</small>	Master of Education with a Major in Secondary Education <small>Program</small>		
Master of Education with a Major in Secondary Education <small>Program Name</small>	On Campus <small>Program Location</small>	Graduate <small>Degree Level</small>	
Master of Education <small>Degree Name</small>	Summer <small>Effective Semester/Year</small>	2013	
Modification Details		Rationale	
The request is to change six hours of content specialization to "or Related Electives approved by advisor". The wording to the introduction to the program sheet was changed to be more accurate to current.		1. The changes put the program in line with the 12 hour content specialization requirement for advanced programs as expected by the Georgia Professional Standards Commission. 2. The change will allow candidates to complete their degree fully at UMAC.	
<small>(Max 4000 characters)</small>		<small>(Max 4000 characters)</small>	
Planning Info		Comments	
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: <input type="text" value="20"/>		<small>(Max 4000 characters)</small>	
College Approvals		Cross Listing Approvals	
Frank Butts [APPROVED 2012-06-15] Chair, Course Department		N/A Chair, Cross Listed Department	
Rebecca Stanard [APPROVED 2012-07-12] Associate Dean, College of Education		N/A Associate Dean, Cross Listed College	
Other Approvals		Final Approval	
		Jon Anderson [REQUIRED] Chair, Faculty Senate	

**MASTER OF EDUCATION
SECONDARY EDUCATION
CURRENT ADVISEMENT SHEET**

Name: _____ ID# _____

Home Telephone: _____ Advisor: _____

Permanent Address: _____

Work/Campus Address: _____

Telephone: _____ FAX: _____ Email: _____

Work Phone: _____ Initial Assessment Date: _____

Undergraduate Degree/Major: _____

Colleges and Dates Previously Attended: _____

Present Certification (Field and Level): _____

GACE, Praxis II, or TCT Date Passed: _____ Area: _____

<u>ADMISSION REQUIREMENTS</u>	<u>COMPLETION DATES</u>
_____ Undergraduate Degree with 2.7 GPA	_____ Initial Advising
_____ Teaching Certificate	_____ Dept. Comprehensive Exam
_____ Date Admitted to Graduate Studies	_____ Application for Graduation

Program Notes

1. Content courses must be taken in the area of certification. Advanced Instructional Strategies must be taken in the area of certification. Content courses have Arts and Sciences prefixes unless a substitution is approved by an advisor.
2. Admission to this program requires a Level 4 Secondary clear professional teaching certificate.
3. If not taken earlier, SPED 2706, Introduction to Special Education, must be completed to meet Georgia certification requirements.
4. It is the student's responsibility to apply for graduation in a timely manner. Pay attention to deadlines.
5. Only four courses of this program may be taken off campus. Transfer courses count as off-campus courses.
6. With the advisor's permission, up to nine semester hours of credit may be transferred from an accredited institution. Transfer credit must carry at least a grade of B. The suitability of the course for transfer is the decision of the advisor.
7. Student must meet all requirements imposed by the Graduate Studies, the College of Education, and the Department of Leadership and Instruction.
8. Student will be required to take a comprehensive examination or complete a comprehensive activity.
9. Student is required to purchase a TK20 account, where all relevant course information will be stored.

MASTER OF EDUCATION

SECONDARY EDUCATION: Concentration _____
PLAN OF STUDY

Name: _____

ID#: _____

PLAN OF STUDY	HRS.	GR	TRF/ SUB	
Professional Education	15			Content Choices
1. CEPD 6101 Psy of Classroom Learning	3			(Selected With Advisor's Approval)
2. EDFD 7303 Culture & Society in Ed or EDFD 7305 History of American Ed or EDFD 7307 Critical Issues in Ed or EDFD 7309 Philosophical Found of Ed	3			
3. SEED 7261 Advanced Instructional Strategies for English Ed or SEED 7262 Advanced Instructional Strategies for Social Studies Ed or SEED 7263 Advanced Instructional Strategies for Science Ed or SEED 7264 Advanced Instructional Strategies for Mathematics Ed	3			
4. SEED 7271 Advanced Study of the Secondary School Curriculum	3			
5. Elective	3			
Content Specialization	18			
1.	3			
2.	3			
3.	3			
4.	3			
5.	3			
6.	3			
Research	3			
1. EDRS 6301 Research in Education or EDRS 6302 Research Methods in Ed Studies	3			
Total Program	36			

SEE PROGRAM NOTES ON REVERSE SIDE.

STUDENT SIGNATURE: _____

DATE: _____

ADVISOR SIGNATURE: _____

DATE: _____

DEPARTMENT DESIGNEE SIGNATURE: _____

DATE: _____

**MASTER OF EDUCATION
SECONDARY EDUCATION
PROPOSED ADVISEMENT SHEET**

Name: _____ ID# 917

Home Telephone: _____ Advisor: _____

Permanent Address: _____

Work/Campus Address: _____

Telephone: _____ FAX: _____ Email: _____

Work Phone: _____ Initial Assessment Date: _____

Undergraduate Degree/Major: _____

Colleges and Dates Previously Attended: _____

Present Certification (Field and Level): _____

GACE, Praxis II, or TCT Date Passed: _____ Area: _____

<u>ADMISSION REQUIREMENTS</u>	<u>COMPLETION DATES</u>
<p>_____ Undergraduate Degree with 2.7 GPA</p> <p>_____ Teaching Certificate</p> <p>_____ Date Admitted to Graduate Studies</p>	<p>_____ Initial Advising</p> <p>_____ Dept. Comprehensive Exam</p> <p>_____ Application for Graduation</p>

Program Notes

- Content courses must be taken in the area of certification. Advanced Instructional Strategies must be taken in the area of certification. Content courses have Arts and Sciences prefixes unless a substitution is approved by an advisor.
- Admission to this program requires a Level 4 Secondary clear professional teaching certificate.
- If not taken earlier, SPED 2706, Introduction to Special Education, must be completed to meet Georgia certification requirements.
- It is the student's responsibility to apply for graduation in a timely manner. Pay attention to deadlines.
- With the advisor's permission, up to nine semester hours of credit may be transferred from an accredited institution. Transfer credit must carry at least a grade of B. The suitability of the course for transfer is the decision of the advisor.
- Students must meet all requirements imposed by the Graduate Studies, the College of Education, and the Area of Leadership and Instruction.
- Student will be required to take a comprehensive examination or complete a comprehensive activity.
- Student is required to purchase a TK20 account, where all relevant course information will be stored.

**MASTER OF EDUCATION
SECONDARY EDUCATION
PLAN OF STUDY**

Name: _____

ID#: 917- _____

PLAN OF STUDY	HRS.	GR	TRF/ SUB		
Professional Education	15			Content Choices	
1. CEPD 6101 Psy of Classroom Learning	3				
2. EDFD 7303 Culture & Society in Ed or EDFD 7305 History of American Ed or EDFD 7307 Critical Issues in Ed or EDFD 7309 Philosophical Found of Ed	3				
3. SEED 7261 Advanced Instructional Strategies for English Ed or SEED 7262 Advanced Instructional Strategies for Social Studies Ed or SEED 7263 Advanced Instructional Strategies for Science Ed or SEED 7264 Advanced Instructional Strategies for Mathematics Ed	3				
4. SEED 7271 Advanced Study of the Secondary School Curriculum	3				
5. Elective	3				
Content Specialization	18				
1.	3				
2.	3				
3.	3				
4	3				
5. Related Elective (approved by advisor)	3				
6 Related Elective (approved by advisor)	3				
Research	3				
1. EDRS 6301 Research in Education (or) EDRS 6302 Research Methods in Ed Studies	3				
Total Program	36				

SEE PROGRAM NOTES ON REVERSE SIDE.

STUDENT SIGNATURE: _____

DATE: _____

ADVISOR SIGNATURE: _____

DATE: _____

DEPARTMENT CHAIR SIGNATURE: _____

DATE: _____

Program View Request (Read-Only)	
Originator College of Education Leadership and Applied Instruction Butts, Frank <small>College Department Originator</small>	
Action Modifications <input type="radio"/> Add <input checked="" 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 checked="" type="checkbox"/> See Modification Details	
Program Selection College of Education Master of Education with a Major in Middle Grades Education <small>College Program</small> Master of Education with a Major in Middle Grades Education On Campus Graduate <small>Program Name Program Location Degree Level</small> Master of Education Summer 2013 <small>Degree Name Effective Semester/Year</small>	
Modification Details The request is to change three hours of Content Specialization to Electives as approved by advisor. Changes are in red in the attached document. <small>(Max 4000 characters)</small>	Rationale 1. The change reflects the content specialization expectations and minimum degree requirements of the Georgia Professional Standards Commission. 2. The University of West Georgia does not currently offer enough advanced courses for which these candidates are eligible, particularly middle grades. <small>(Max 4000 characters)</small>
Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: <input type="text" value="20"/>	Comments <small>(Max 4000 characters)</small>
College Approvals <hr/> Frank Butts [APPROVED 2012-06-18] Chair, Course Department <hr/> Rebecca Stanard [APPROVED 2012-07-06] Associate Dean, College of Education	Cross Listing Approvals <hr/> N/A Chair, Cross Listed Department <hr/> N/A Associate Dean, Cross Listed College
Other Approvals <div style="border: 1px solid black; height: 100px;"></div>	Final Approval <hr/> Jon Anderson [REQUIRED] Chair, Faculty Senate

**MASTER OF EDUCATION
MIDDLE GRADES EDUCATION
CURRENT ADVISEMENT SHEET**

Name: _____ ID# _____

Home Telephone: _____ Advisor: _____

Permanent Address: _____

Work/Campus Address: _____

Telephone: _____ FAX: _____ Email: _____

Work Phone: _____ Initial Assessment Date: _____

Undergraduate Degree/Major: _____

Colleges and Dates Previously Attended: _____

Present Certification (Field and Level): _____

Praxis II or TCT Date Passed: _____ Area: _____

<u>ADMISSION REQUIREMENTS</u>	<u>COMPLETION DATES</u>
_____ Undergraduate GPA _____ Current Middle Grades Certification _____ Date Admitted to Graduate Studies	_____ Initial Advising _____ Applicant for Candidacy _____ Department Exam

Program Notes

*** Required Courses. See Reverse Side.**

1. No more than 9 hours may be taken before REGULAR admission to Graduate School. See advisor or Graduate Catalog for details.
2. Content specialization should reflect a balance of methods and content. Minimum requirements for content area include at least 3 hours of strategies (MGED) and 3 hours of content. PTED 7241, Teaching English As A Second Language, may be used as a strategies course. PTED 7240, Issues in Applied Linguistics and Second Language Acquisition, may also be used as a content course. Appropriate reading courses may also be used in the content area.
3. Admission to this program requires a Level 4 Middle Grades or K-8 (elementary) clear, professional teaching certificate.
4. Persons holding an elementary (K-8) certificate must use electives area to fulfill requirements for primary and secondary concentrations. Please see advisor.
5. Student will be required to take a comprehensive examination or complete a comprehensive activity.
6. Student is required to purchase a TK20 account, where all relevant course information will be stored.

**MASTER OF EDUCATION
MIDDLE GRADES EDUCATION
PLAN OF STUDY**

Name: _____ ID#: _____

PLAN OF STUDY	HRS.	GR	TRF/ SUB	
Professional Education	9			Content Choices
1. CEPD 6101 *Psy of Classroom Learning	3			
2. MGED 7271 *Issues in Middle Grades Ed	3			
3. Choose one from:	3			
PTED 7246 Comparative Education				
EDFD 7303 Culture & Society in Ed				
EDFD 7305 History of American Ed				
EDFD 7307 Critical Issues in Ed				
EDFD 7309 Philosophical Found of Ed				
Content Specialization ²	15			
1. MGED 7261, 7262, 7263 or 7264	3			
2.	3			
3.	3			
4.	3			
5.	3			
Electives ⁴	9			
1.	3			
2.	3			
3.	3			
Research	3			
1. EDRS 6301 Research in Education	3			
Total Program	36			

* Required Courses SEE PROGRAM NOTES ON REVERSE SIDE.

STUDENT SIGNATURE: _____

DATE: _____

ADVISOR SIGNATURE: _____

DATE: _____

DEPARTMENT CHAIR SIGNATURE: _____

DATE: _____

(Designee)

MASTER OF EDUCATION

**MIDDLE GRADES EDUCATION
PROPOSED ADVISEMENT SHEET**

Name: _____ ID# 917- _____

Home Telephone: _____ Advisor: _____

Permanent Address: _____

Work/Campus Address: _____

Telephone: _____ FAX: _____ Email: _____

Work Phone: _____ Initial Assessment Date: _____

Undergraduate Degree/Major: _____

Colleges and Dates Previously Attended: _____

Present Certification (Field and Level): _____

GACE, Praxis II or TCT Date Passed: _____ Area: _____

<u>ADMISSION REQUIREMENTS</u>	<u>COMPLETION DATES</u>
_____ Undergraduate GPA 2.7	_____ Initial Advising
_____ Current Middle Grades Certification	_____ Applicant for Candidacy
_____ Date Admitted to Graduate Studies	_____ Department Exam

Program Notes

Student is required to purchase a TK20 account, where all relevant course information will be stored.
Student will be required to take a comprehensive examination or complete a comprehensive activity.

**MASTER OF EDUCATION
MIDDLE GRADES EDUCATION
PLAN OF STUDY**

Name: _____

ID#: _____

PLAN OF STUDY	HRS.	GR	TRF/ SUB	
Professional Education	9			Content Choices
1. CEPD 6101 *Psy of Classroom Learning	3			
2. MGED 7271 *Issues in Middle Grades Ed	3			
3. Choose one from:	3			
PTED 7246 Comparative Education				
EDFD 7303 Culture & Society in Ed				
EDFD 7305 History of American Ed				
EDFD 7307 Critical Issues in Ed				
EDFD 7309 Philosophical Found of Ed				
Content Specialization ²	12			
1. MGED 7261, 7262, 7263 or 7264	3			
2.	3			
3.	3			
4.	3			
Electives (approved by advisor) ⁴	12			
1.	3			
2.	3			
3.	3			
4.	3			
Research	3			
1. EDRS 6301 Research in Education	3			
Total Program	36			

*** Required Courses SEE PROGRAM NOTES ON REVERSE SIDE.**

STUDENT SIGNATURE: _____

DATE: _____

ADVISOR SIGNATURE: _____

DATE: _____

DEPARTMENT CHAIR SIGNATURE: _____
(Designee)

DATE: _____

Program View Request (Read-Only)										
<p>Originator</p> <table style="width:100%; border: none;"> <tr> <td style="width:33%; border: none;">Richards College of Business <small>College</small></td> <td style="width:33%; border: none;">Dean's Office RCOB <small>Department</small></td> <td style="width:33%; border: none;">Turner, Doug <small>Originator</small></td> </tr> </table>		Richards College of Business <small>College</small>	Dean's Office RCOB <small>Department</small>	Turner, Doug <small>Originator</small>						
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<p>Action Modifications</p> <table style="width:100%; border: none;"> <tr> <td style="width:40%; border: none;"> <input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate </td> <td style="width:60%; border: none;"> <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details </td> </tr> </table>		<input type="radio"/> Add <input checked="" 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 checked="" type="checkbox"/> See Modification Details							
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Master of Business Administration <small>Degree Name</small>	Spring <small>Effective Semester/Year</small>	2013								
<p>Modification Details</p> <p>Utilize the existing Georgia Highlands Douglasville Georgia campus to offer the Richards College of Business Master of Business Administration (MBA) program.</p> <p><small>(Max 4000 characters)</small></p>	<p>Rationale</p> <p>See attached</p> <p><small>(Max 4000 characters)</small></p>									
<p>Planning Info</p> <p><input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement</p> <p>Present or Projected Annual Enrollment: <input type="text" value="20"/></p>	<p>Comments</p> <p><small>(Max 4000 characters)</small></p>									
<p>College Approvals</p> <table style="width:100%; border: none;"> <tr> <td style="text-align: center; border-bottom: 1px solid black;"> Doug Turner [APPROVED 2012-06-26] </td> </tr> <tr> <td style="text-align: center;"><small>Chair, Course Department</small></td> </tr> <tr> <td style="text-align: center; border-bottom: 1px solid black;"> Faye McIntyre [APPROVED 2012-08-28] </td> </tr> <tr> <td style="text-align: center;"><small>Dean, RCOB</small></td> </tr> </table>	Doug Turner [APPROVED 2012-06-26]	<small>Chair, Course Department</small>	Faye McIntyre [APPROVED 2012-08-28]	<small>Dean, RCOB</small>	<p>Cross Listing Approvals</p> <table style="width:100%; border: none;"> <tr> <td style="text-align: center; border-bottom: 1px solid black;">N/A</td> </tr> <tr> <td style="text-align: center;"><small>Chair, Cross Listed Department</small></td> </tr> <tr> <td style="text-align: center; border-bottom: 1px solid black;">N/A</td> </tr> <tr> <td style="text-align: center;"><small>Associate Dean, Cross Listed College</small></td> </tr> </table>	N/A	<small>Chair, Cross Listed Department</small>	N/A	<small>Associate Dean, Cross Listed College</small>	
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<p>Other Approvals</p> <table style="width:100%; border: none;"> <tr> <td style="text-align: center; border-bottom: 1px solid black;"> Sunil Hazari [APPROVED 2012-08-27] </td> </tr> <tr> <td style="text-align: center;"><small>RCOB Graduate Program Committee Chair</small></td> </tr> </table>	Sunil Hazari [APPROVED 2012-08-27]	<small>RCOB Graduate Program Committee Chair</small>	<p>Final Approval</p> <table style="width:100%; border: none;"> <tr> <td style="text-align: center; border-bottom: 1px solid black;"> Jon Anderson [REQUIRED] </td> </tr> <tr> <td style="text-align: center;"><small>Chair, Faculty Senate</small></td> </tr> </table>	Jon Anderson [REQUIRED]	<small>Chair, Faculty Senate</small>					
Sunil Hazari [APPROVED 2012-08-27]										
<small>RCOB Graduate Program Committee Chair</small>										
Jon Anderson [REQUIRED]										
<small>Chair, Faculty Senate</small>										

**EXTERNAL DEGREE OFFERING OF AN APPROVED PROGRAM AT
AN EXISTING BOARD APPROVED INSTRUCTIONAL LOCATION**
Administrative Approval Request Form

Institution(s): University of West Georgia

College(s)/Division(s): Richards College of Business

Department(s): Graduate Program Office

Program Name: Master of Business Administration (MBA)

CIP Code: 521101

Location of the Degree Offering: Georgia Highlands Campus - Douglasville Georgia

Description: The MBA program educates students with a broad knowledge of business in order for them to perform effectively in management positions or to pursue further studies. The objectives of the MBA program are to enhance the student's ability to:

1. Communicate at a professional level in oral presentations and in writing using appropriate technologies.
2. Work effectively with others and lead in organizational situations.
3. Identify how globalization affects organizations and their environment.
4. Recognize the importance of ethical decision making.
5. Integrate analytical and problem solving skills with concepts and theories from all functional areas of business using appropriate analytical and decision making technologies.

Need: The adoption and formalization of the MBA curriculum at the Douglasville campus completes the MBA distribution plan of the Richards College of Business. This design offers the MBA curriculum at three different, but reasonably accessible locations. The campuses are Carrollton, Newnan, and Douglasville. The Carrollton campus offers the complete MBA program in three semesters beginning in the fall of each year. The Newnan and Douglasville campuses offer the complete MBA program in a period of six semesters beginning in alternate spring semesters. The proximity of the three campus locations is critical to the competitive differentiation strategy to allow students the flexibility to alter their schedule, thus accelerating or slowing their rate of completion based on individual factors.

Demand: Douglas County is one of the most rapidly growing areas in the state. Based on the state Census Bureau more than 20 percent of the population had received their bachelor's degree or a higher degree between 2000 and 2010. Offering an MBA program at the Georgia Highlands Douglasville campus will assist in meeting this demand and will enable the University of West Georgia to compete with other institutions in this market.

Projected Enrollment: Two courses will be offered at this location per semester serving approximately 20 students.

Cost: The principle structural and infrastructure cost has already been absorbed by Georgia Highlands in developing the Douglasville location. Ancillary support and maintenance cost will be minimal if any. Minimal additional advertising cost, if any, are expected as the MBA program is currently marketed by the Richards College of Business. Labor costs are restricted to faculty support where the course offerings at Douglasville are restricted to two per semester.

Total Credit Hours Required for Completion: 30 hours

Proposed Start Date: January 2013

Contact information for the lead person at the instructional site: Dr. Hope Udombon, Administrative Director of Graduate Business Programs, Richards College of Business, University of West Georgia, 678.839.5355, hudombon@westga.edu.

Contact information for the lead contact individual for the academic program: Dr. Hope Udombon

Include a signed letter of non-objection or support from the president of any institution in close proximity to the site that offers a similar program.

Addendum IV

ACADEMIC STANDARDS

General Academic Standards

Graduate students must maintain a cumulative grade point average (GPA) of 3.0 or higher to remain in Good Academic Standing. The cumulative GPA of 3.0 also applies to undergraduate courses which are sometimes taken during a student's graduate program. Students must be in Good Academic Standing to be eligible for graduation and admission to Doctoral Candidacy.

GRADING SYSTEM

The quality of work for most courses in a graduate program is indicated by the grades of A, B, C, and F. The quality of work for a dissertation, thesis, practicum, and/or internship is indicated by the grades of S (Satisfactory) and U (Unsatisfactory). The grade of IP (In Progress) is reserved for courses that require a continuation of work beyond the term for which the student enrolled in the course. IP is approved for dissertation and thesis hours and project courses.

Other grades which may be used in graduate programs include I (Incomplete), W (Withdrew without Penalty), WF (Withdrew, Failing), WM (Withdrew for Military Service), and V (Audited).

Grades of F, U, I, W, WF, WM, and V will not be accepted toward the program of study in any graduate program. Some departments and programs will not accept C's as part of a graduate plan of study. See the College, Department, or Program-Specific Academic Standards following the section on Academic Dismissal for additional information.

ACADEMIC STANDING

Graduate students are expected to maintain Good Academic Standing as they progress toward completing their programs. Students will be evaluated each term on the basis of the cumulative GPA. The academic standing of graduate students is classified as follows:

1. Good Academic Standing
2. Academic Probation
3. Academic Suspension
4. Academic Dismissal

Good Academic Standing

Good Academic Standing is defined for graduate students as a cumulative GPA of 3.0 or higher.

Academic Probation

A student whose cumulative GPA drops below 3.0 will begin the next term on Academic Probation. A student must earn a term GPA of 3.0 or higher each term while on Academic Probation. One of three possible actions will be implemented for a student on Academic Probation at the end of each term of enrollment:

1. A student who earns a term GPA of 3.0 or higher and raises his or her cumulative GPA to 3.0 or higher will return to Good Academic Standing.
2. If a student's term GPA is 3.0 or higher, but the cumulative GPA remains below 3.0, he or she will remain on Academic Probation.
3. If a student earns a term GPA below 3.0 while on Academic Probation, regardless of the cumulative GPA, he or she will be suspended for one term.

Academic Suspension

A student on Academic Probation who earns a term GPA below 3.0 will be suspended from the University for one term. One term is defined as the Fall, Spring, or Summer term. The Summer term includes all sessions; thus, a suspended student is required to sit out all sessions that comprise the Summer term.

The student on Academic Suspension is not guaranteed the opportunity to return to the University. The suspended student must apply for reinstatement to return to the University and program after the one term absence. Reinstatement criteria are established by the college or school which houses the student's graduate program and are listed in the Reinstatement Procedures section which follows the College, Department, or Program-Specific Standards section of this policy.

If a student's request for reinstatement is approved, the student returns to the University on Academic Probation. One of three possible actions will be implemented for a reinstated student on Academic Probation at the end of each term of enrollment:

1. A reinstated student who earns a term GPA of 3.0 or higher and raises his or her cumulative GPA to 3.0 or higher will return to Good Academic Standing.
2. If a reinstated student's term GPA is 3.0 or higher, but the cumulative GPA remains below 3.0, he or she will remain on Academic Probation.
3. If a reinstated student earns a term GPA below 3.0 while on Academic Probation, regardless of the cumulative GPA, he or she will be academically dismissed from the University.

Academic Dismissal

If a student's application for reinstatement following a term suspension is denied by the college or school which houses the student's graduate program, the student will be academically dismissed from the University.

A reinstated student on Academic Probation who earns a term GPA below 3.0 will be academically dismissed from the University.

College, Department, or Program-Specific Academic Standards

General Academic Standards apply to all graduate programs, which include both degree and certification programs. Some colleges/school, departments, or programs have additional and/or different academic standards which govern a student's progress toward program completion. Additional and/or different college/school, department, or program-specific academic standards are listed in this section.

College of Arts and Humanities

Good Academic Standing for a student enrolled in a Non-Degree Initial Certification Program for teacher certification (Art, Foreign Languages, Music) is defined as a cumulative GPA of 2.7 or higher.

The following programs do not accept letter grades of C as part of a program of study in the College of Arts and Humanities. A student will be dismissed from the program if he or she earns two C's or one F.

- M.A. in English
- M.A. in History
- Certificate in Museum Studies
- Certificate in Public History

College of Education

Good Academic Standing for a student enrolled in a Non-Degree Initial Certification Program for teacher certification is defined as a cumulative GPA of 2.7 or higher.

Any graduate level student earning a grade of F, regardless of his/her academic standing, will be referred to his/her program and, at the discretion of the program, may be suspended from the program.

A student will be dismissed from the following two programs if he or she earns two C's or one F.

- Ed.D. in School Improvement
- Ed.D. in Professional Counseling and Supervision

College of Science and Mathematics

The following information applies to the M.S. in Applied Computer Science program.

1. Students earning a second grade of C or one F will be reviewed for dismissal.
2. Only one C in all courses can be applied toward the degree.
3. Students must complete:
 - a. CS 6910 (Project I) by earning a grade of "S"
 - b. CS 6920 (Project II) by earning a grade of "S" and participate in an exit interview with computer science graduate faculty

College of Social Sciences

A student will be dismissed from the following programs if he or she earns two C's or one F.

- M.A. in Criminology
- M.A. in Psychology
- M.A. in Sociology
- Ph.D. in Psychology: Consciousness and Society

Richards College of Business

No requirements beyond the General Academic Standards are applicable to RCOB graduate programs.

School of Nursing

A minimum grade of B is required in all courses in the Master of Science in Nursing (MSN) program. Students who earn a grade of C, WF, or U in any two courses, or who earn an F in any one course, will be dismissed from the program. Students who earn a C, WF, or U may repeat that course one time only.

REINSTATEMENT PROCEDURES

If a student is suspended from a graduate program for academic reasons, he or she may apply for reinstatement after an absence of one term. Reinstatement is not guaranteed. Because each college or school follows slightly different reinstatement procedures, the student should follow the procedures for the college or school which houses his or her graduate program.

College of Arts and Humanities

1. The student should submit a letter to the Dean of the College of Arts and Humanities indicating the justification for reinstatement.
2. The Dean will solicit the advice and recommendation of the appropriate academic unit and will review the materials submitted.
3. Upon positive recommendation from the Dean of the College of Arts and Humanities, the student will be reinstated and allowed to continue his or her coursework, with any provisions established in conjunction with the department.

College of Education

1. The student should submit a letter to the Director of Graduate Programs indicating justification for reinstatement.
2. The Director of Graduate Programs then consults with the Department Chair or Appeals Committee.
3. With a positive recommendation from the Director of Graduate Programs, the student will be reinstated and allowed to continue coursework, with provisions established by the department.

College of Science and Mathematics

M.S. in Applied Computer Science

1. The student should submit a letter to the Chair of the Department of Computer Science indicating justification for reinstatement.
2. The Department Chair, in consultation with the graduate faculty of the department, will make the final decision in regard to the reinstatement.
3. In the event the student is reinstated, the student will be allowed to continue his or her coursework, subject to the prevailing course schedule and all provisions established by the Department Chair.

M.S. in Biology

M.S. in Mathematics

1. The student should submit a letter to the Director of Graduate Studies indicating justification for reinstatement.
2. The Director of Graduate Studies will solicit the advice and recommendation of the appropriate academic unit and will review the materials submitted.
3. Upon positive recommendation from the Director of Graduate Studies, the student will be reinstated and allowed to continue his or her coursework, with any provisions established in conjunction with the department.

College of Social Sciences

1. The student should submit a letter to the Director of Graduate Studies indicating justification for reinstatement.
2. The Director of Graduate Studies will solicit the advice and recommendation of the appropriate academic unit and will review the materials submitted.
3. Upon positive recommendation from the Director of Graduate Studies, the student will be reinstated and allowed to continue his or her coursework, with any provisions established in conjunction with the department.

Richards College of Business

1. The student should submit a letter to the Associate Dean of Graduate Studies indicating justification for reinstatement.
2. The Associate Dean of Graduate Studies may solicit the advice and recommendation of other appropriate academic unit(s) and will review the materials submitted.
3. Upon a positive recommendation from the Associate Dean of Graduate Studies the student will be reinstated and allowed to continue his or her coursework with potential additional provisions.

School of Nursing

1. The student should submit a letter to the SON Associate Dean of Graduate Studies indicating justification for reinstatement.
2. The SON Associate Dean of Graduate Studies and the graduate faculty will review the submitted materials.
3. Upon positive recommendation from the Associate Dean and Graduate Faculty Committee, the student will be reinstated and allowed to continue his or her coursework, with any established SON provisions.

Addendum V

208 Academic Appeals

208.01 Confidentiality

Due to the sensitive nature of any appeals hearing, confidentiality will be respected in a manner consistent with relevant state law and University System of Georgia policy.

208.02 Categories of Academic-Based Appeals

There are three categories of academic-based appeals. All three are initiated by the student.

- Admission to the University (Section 208.03)
- Grade Appeals (Section 208.04), of which there are two kinds: Academic Dishonesty Grade Appeals and Grade Determination Appeals
- Academic Suspension or Academic Dismissal from the University (Section 208.05). Academic suspension (term or one year) or academic dismissal may only be reviewed through a grade appeal (208.04) or hardship withdrawal (205.01).

Sections 208.03 and 208.04 identify the two university subcommittees of the Academic Policies Committee of the Faculty Senate established to hear admission appeals and grade appeals and include the general processes and procedures that should be followed. Given the variability and uniqueness of individual circumstances, the chairperson of a respective subcommittee may, in consultation with respective parties, suggest alternative actions/processes as issues present themselves.

- Subcommittee for Admission Appeals
- Subcommittee for Grade Appeals

208.03 Appeals of Admission to the University

- A. Undergraduate Student Applicants.** Undergraduate applicants to the university who have been denied admission may appeal that decision by submitting an appeal to the Admission Appeals Subcommittee. Applicants are advised to communicate with the Office of Admissions for instructions.
- B. Graduate Student Applicants.** Graduate applicants who are denied admission to a graduate program may appeal that decision by submitting an appeal to the relevant College or School. As appeal procedures vary by program, the applicant is advised to communicate with the College or School for instructions.
- C. The Subcommittee for Admission Appeals.** The Admission Appeals Subcommittee hears appeals made by undergraduate applicants.
 - 1. Comments.** After a student has petitioned the appropriate administrative officials in the Office of Admissions, he or she has the right to appeal (in writing with supporting evidence) an adverse decision by such officials in cases of (1) admission or (2) other similar matters.

2. **Responsibilities of the Admission Appeals Subcommittee.** The chairperson of the subcommittee will be responsible, in conjunction with the Office of Admissions, for distributing appropriate materials to committee members, for announcing in advance the time and place of each scheduled appeal(s) hearing, and for conveying recommendations of the subcommittee in writing to the Director of Admissions.
3. **Admission Appeals Subcommittee Membership.** The chairperson of this subcommittee, in consultation with the chairperson of the Academic Policies Committee, will be responsible for appointing members no later than May of each year.
 - a. **Members.** The subcommittee will be comprised of at least three faculty members (one of which should be a member of the Academic Policies Committee), one University official, and one student.
 - b. **Length of Service.** Faculty members will serve a term of two years. The University official and student representative will serve one-year terms. Committee members should not be reappointed for consecutive terms.
 - i. **One-Year Term.** A one-year term begins with the summer semester and runs through spring semester of the following year.
 - ii. **Two-Year Term.** A two-year term begins with the summer semester and runs through spring semester of the second year.
 - c. **Quorum.** Any three members of the subcommittee, at least two of which shall be Faculty, shall constitute a quorum.
- D. Ultimately, final authority for all student appeals rests with the president of the institution. (See Section 4.7.1 Student Appeals, BOR Manual).

208.04 Grade Appeals

A. Comments.

1. **The Subcommittee for Grade Appeals.** The Grade Appeals Subcommittee hears both Academic Dishonesty Grade Appeals and Grade Determination Appeals. The grade appeal procedure is explained in Section 208.04(F). Fairness and procedural safeguards are listed in Section 208.04(G).
2. **Student's Right to Appeal.** Students have the right to appeal a grade by initiating an Academic Dishonesty Grade Appeal or Grade Determination Appeal with the chair of the department that offers the course.
3. **Timetable for Grade Appeals.** Grade appeals shall be initiated by the student no later than the end of the semester following the assignment of the grade and **concluded no later than one year (12 calendar months) after the assignment of the grade.**

B. Definitions. There are two kinds of grade appeals.

1. **Academic Dishonesty Grade Appeal.** If the faculty member assigned the grade due to an allegation of cheating, plagiarism, or some other act of academic dishonesty and the student wishes to pursue the appeal, his or her case should be considered an Academic Dishonesty Grade Appeal.
2. **Grade Determination Appeal.** If the reasons underlying the appeal are based on policy disagreements or alleged charges of arbitrary or unfair treatment by the involved faculty member, the appeal should be considered a Grade Determination Appeal.

C. Responsibilities of the Grade Appeals Subcommittee. The Grade Appeals Subcommittee hears both Academic Dishonesty Grade Appeals and Grade Determination Appeals. The chairperson of the subcommittee will be responsible, in conjunction with the Office of the Provost and Vice President for Academic Affairs, for distributing appropriate materials to subcommittee members, for announcing in advance the time and place of each scheduled appeal(s) hearing, and for conveying recommendations of the subcommittee in writing to the Provost (or Provost's designee).

1. Academic Dishonesty Grade Appeals. In cases where there are allegations of academic improprieties, it is assumed that these cases will be related to the classroom. It would be expected that a professor who has noted improprieties would have taken some form of corrective action (see Section 207).

- a. The purpose of the Grade Appeals Subcommittee in hearing this type of student complaint is (1) to determine if academic improprieties did take place and (2) to review the appropriateness of the faculty member's corrective action as it relates to final grade assignment.
- b. Fairness and procedural safeguards for Academic Dishonesty Grade Appeals, Section 208.04(G)(1)(c), state that the burden of demonstrating a preponderance of evidence shall rest upon the officials or faculty member who originated an action against a student or assigned for cause a particular grade.

2. Grade Determination Appeals. Educational institutions have the responsibility for evaluating students by standards and using a grading system that is publicized and known to faculty and students. The responsibility for determining the grade of each student rests on the faculty member who has responsibility for teaching the course in which the student is enrolled. If a student feels unfairly treated by a faculty member in terms of the assignment of the final course grade, the student can initiate a Grade Determination Appeal.

- a. The purpose of the Grade Appeals Subcommittee hearing this type of student complaint is to review the totality of the student's performance in relationship to his or her final grade.
- b. Fairness and procedural safeguards for Grade Determination Appeals, Section 208.04(G)(2)(c), state that the burden of demonstrating a preponderance of evidence of arbitrary or unfair grading rests on the student. The student should realize such a charge is a serious one and refrain from taking capricious action.

D. Membership of the Grade Appeals Subcommittee. Faculty membership of the Grade Appeals Subcommittee will be determined no later than May of each year by the Chair of the Academic Policies Committee, and shall consist of one representative from each college, one from the Library, and one from the School of Nursing. In addition, the Chair of the Academic Policies Committee will appoint one additional University official and a student representative to serve.

- 1. Length of Service.** The length of service on this subcommittee shall be for one full year (12 calendar months) starting with summer semester.
- 2. Quorum.** Any five members of the subcommittee, at least three of whom are faculty, shall constitute a quorum.
- 3. Role of the Chief Judicial Officer.** For Academic Dishonesty Grade Appeals, the Chief Judicial Officer of the University will be invited to sit on the committee to ensure that all due process requirements are met.

E. Faculty Availability for Grade Appeal Decisions. If a faculty member is unavailable when a grade appeal is underway, a faculty-ranked administrator may assume the faculty member's place in the decision-making process in the following circumstances.

1. **Permanently Unavailable.** If a faculty member is permanently unavailable for a grade appeals hearing because he or she is no longer employed by the University, the Department Chair is responsible for the grade and will attend the hearing. In such a case, the Department Chair is acting in the stead of the faculty member who assigned the grade.
2. **Temporarily Unavailable.**
 - a. **Decision Outcome is Not Time Sensitive.** If a faculty member is temporarily unavailable, for example, on temporary leave, out of the country, or ill, and the outcome of the hearing *does not* affect a student's continued enrollment, financial aid, or graduation, the grade appeal hearing will be delayed until the faculty member returns.
 - b. **Decision Outcome is Time Sensitive.** If a faculty member is temporarily unavailable and the outcome of the hearing *does* affect a student's continued enrollment, financial aid, or graduation, the grade appeal hearing will not be delayed. Under such circumstances, the faculty member will be represented by his or her college/school/library Dean (or Dean's Designee), rather than the Department Chair. The Chairperson of the Grade Appeals Subcommittee shall schedule an appropriately timed hearing with the Dean/Designee. Given these circumstances, and in the event of finding for the involved student, the Dean/Designee is authorized to make the appropriate grade change or other remedies congruent with the appeal finding.

F. Procedures. The student initiates the grade appeal in writing, using the [Student Grade Appeal Form](#) available from the Provost's website.

1. **Procedural Summary.** Grade appeals begin at the level of the Department Chair.
 - a. **Department Chair.** Upon receipt of the written grade appeal, the Chair (1) consults with the faculty member and the student, (2) determines whether the grade appeal should be considered as an Academic Dishonesty Grade Appeal or a Grade Determination Appeal, (3) examines the available evidence, and (4) grants the appeal and changes the grade, or denies the appeal. The Chair notifies the student of the decision in writing. If the Chair denies the appeal, the written notification to the student should explain the student's right to appeal to the Dean (or Dean's designee). If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Dean (or Dean's designee).
 - b. **Dean (or Dean's Designee).** The Dean/designee reviews the appeal and grants or denies the appeal. The Dean/designee notifies the student of the decision in writing. If the Dean/designee denies the appeal, the written notification to the student should explain the student's right to appeal to the Office of the Provost and Vice President for Academic Affairs. If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Provost (or Provost's designee).

- c. **Provost (or Provost’s Designee).** The Provost/designee submits the appeal to the chairperson of the Grade Appeals Subcommittee for a hearing.
 - d. **Grade Appeals Subcommittee.** At the conclusion of the hearing of the Grade Appeals Subcommittee, the chairperson of the subcommittee will submit in writing conclusions and recommendations to the Provost/designee for information, review, and additional action. (For example, change of grade or further judicial sanctions). Ultimately, final authority for all student appeals rests with the president of the institution. (See Section 4.7.1 Student Appeals, BOR Manual).
- 2. Timetable of Appeals**
- a. **Academic Dishonesty Grade Appeal.** This appeal is defined in 208.04(B)(1). An Academic Dishonesty Grade Appeal may be made as soon as a grade penalty on the grounds of academic dishonesty has been levied against a student. The appeal must be concluded no later than one year (12 months) after the grade is assigned.
 - b. **Grade Determination Appeal.** This appeal is defined in 208.04(B)(2). A Grade Determination Appeal shall be initiated after the final course grade is assigned, but no later than the end of the semester following the assignment of the grade, and concluded no later than one year (12 months) after the final course grade is assigned.
- 3. Documentation Required for the Appeal.** A student must submit the [Student Grade Appeal Form](#) available from the Provost’s website and any supporting paperwork to the Department Chair.

G. Fairness and Procedural Safeguards

- 1. Academic Dishonesty Grade Appeals.** In order to guarantee fairness and proper procedural safeguards for all concerned, the subcommittee shall be guided by the following procedures:
- a. The subcommittee will hear a case only if the student has exhausted all administrative remedies through the appropriate department chair and his or her college/school/library dean
 - b. The subcommittee chairperson will consult with both the faculty member and student concerning the hearing procedures, the time, date, and place of the hearing and will ensure relevant materials reach all parties in a timely fashion.
 - c. The burden of demonstrating a preponderance of evidence shall rest upon the officials or faculty member who originated an action against a student or assigned for cause a particular grade.
 - d. The student appearing before the subcommittee shall have the right to be assisted by an advisor of his or her choice.
 - e. During the hearing the student shall have the opportunity to testify and to present evidence and witnesses on his or her behalf. He or she shall have opportunity to hear and question adverse witnesses. In no case shall the subcommittee consider statements against a student unless the student has been given an opportunity to rebut unfavorable inferences that might otherwise be drawn.
 - f. All matters upon which a decision will be based must be introduced at the proceeding before the subcommittee. Any conclusions drawn by the subcommittee shall be based solely upon such evidence.

- g. In the absence of a transcript, an audio recording of the hearing shall be made.
- h. Appellants who fail to appear after proper notice will have their cases heard in absentia. The chairperson of the subcommittee will submit in writing conclusions and recommendations to the Provost and Vice President for Academic Affairs (or Provost's designee).

2. Grade Determination Appeals. In order to guarantee procedural fairness to both the student and the faculty member involved, the following procedures shall guide such hearings:

- a. The subcommittee will hear the case only if the student has exhausted all administrative remedies through the appropriate department chair and his or her college/school/library dean.
- b. The subcommittee chairperson will consult with both the faculty member and student concerning the hearing procedures, the time, date, and place of the hearing and will ensure relevant materials reach all parties in a timely fashion.
- c. The burden of demonstrating a preponderance of evidence of arbitrary or unfair grading rests on the student. The student should realize such a charge is a serious one and refrain from taking capricious action.
- d. Both the student and faculty member shall be given an opportunity to present his or her case and to refute the case presented by the other.
- e. All matters upon which a recommendation will be based must be introduced during the hearing before the subcommittee. Recommendations shall be based solely upon such evidence.
- f. Appellants who fail to appear after proper notice will have their cases heard in absentia.
- g. The chairperson of the subcommittee will submit in writing conclusions and recommendations to the Provost and Vice President for Academic Affairs (or Provost's designee).

208.05 Appeals of Academic Suspension or Academic Dismissal from the University

Academic suspension (term or one year) or academic dismissal may only be reviewed through a grade appeal (208.04) or hardship withdrawal (205.01). The suspension or dismissal will not be overturned until the grade appeal or hardship withdrawal has been processed.