

# Memorandum

**To:** General Faculty

**Date:** April 20, 2010

**Regarding:** Agenda, Faculty Senate Meeting, April 23<sup>rd</sup> at 3:00 pm in  
TLC 1-303

The agenda for the April 23<sup>rd</sup> Faculty Senate Meeting will be as follows:

1. Call to Order
2. Roll Call
3. Approval of the minutes of the March 12<sup>th</sup>, 2010 meeting ([See Addendum I](#))
4. Committee Reports

**Committee I: Undergraduate Academic Programs (Chair, Shelly Elman)**

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

- A) College of Arts and Sciences
  - a) Program: European Studies  
Request: Add  
Action: Approved (friendly amendment: Need find out the department and college this stand-alone certificate is based out of)
- 1) Department of Geosciences
  - a) Program: Minor in Geographic Information Systems  
Request: Modify (Requirements)  
Action: Approved
  - b) Program: Geographic Information Systems Certificate  
Request: Modify (Description)  
Action: Approved
- 2) Department of Mass Communications
  - a) Program: BA Mass Communication  
Request: Modify (Change course prefix & add courses)

Action: Approved

- b) Course: MCOM 3354: Digital Social Media & Society  
Request: Add  
Action: Approved
  - c) Course: MCOM 3355: Media Programming & Management  
Request: Add  
Action: Approved
  - d) Course: MCOM 4414: Public Relations Management  
Request: Add  
Action: Approved
  - e) Course: MCOM 4444: Public Relations Campaigns  
Request: Add  
Action: Approved
  - f) Course: MCOM 4455: Critical Issues in Mass Communications  
Request: Add  
Action: Approved
- 3) Department of Mathematics
- a) Program: Secondary Education Track  
Request: Modify (Replace MATH 3063 with MATH 4203 in Sec. Ed. Track)  
Action: Approved
- 4) Department of Sociology and Criminology
- a) Course: SOCI 4801: Poverty  
Request: Add  
Action: Approved
  - b) Course: SOCI 4915: Violence Against Women  
Request: Add  
Action: Approved
  - c) Course: SOCI 4916: Gender and Work  
Request: Add  
Action:

## **B) School of Nursing**

- a) Course: NURS 4522: Professional Practice Issues & Concepts  
Request: Add  
Action: Approved

- b) Course: NURS 4523: Translating Research into Practice  
Request: Add  
Action: Approved
- c) Course: NURS 4545: Nursing Leadership in Healthcare Communities  
Request: Add  
Action: Approved

### **C) College of Education**

- 1) Department of Curriculum and Instruction
  - a) Course: READ 4254: Reading & Writing in the Content Areas  
Request: Add  
Action: Approved
- 2) Department of Educational Leadership and Professional Studies
  - a) Course: EDFD 3011: Legal & Ethical Issues in Teaching  
Request: Delete  
Action: Approved
- 3) Department of Health, Physical Education, and Sport Studies
  - a) Course: PHED 4670: Mvmt Child in Phys Ed & Sport  
Request: Delete  
Action: Approved
- 4) Department of Special Education and Speech Language Pathology
  - a) Course: SLPA 3761: Methods in Clinical Management  
Request: Delete  
Action: Approved

### **D) College of Business**

- 1) Department of Accounting and Finance
  - a) Course: FINC 3505: Real Estate Principles/Practice  
Request: Delete  
Action: Approved

### **Information Items:**

#### **A) College of Arts & Sciences**

- 1) Department of Mass Communications
  - a) Course: COMM 1154: Introduction to Mass Communications  
Request: Modify  
Action: Approved

- b) Course: COMM 2254: Media Ethics  
Request: Modify  
Action: Approved
  - c) Course: COMM 3301: Writing & Reporting for Newspapers  
Request: Modify  
Action:
  - d) Course: COMM 3303: Editing & Makeup for Print Publications  
Request: Modify  
Action: Approved
  - e) Course: COMM 3357: Diversity & Mass Media  
Request: Modify  
Action: Approved
  - f) Course: COMM 4450: Broadcast News Writing & Reporting  
Request: Modify  
Action: Approved
  - g) Course: COMM 4481: Independent Study  
Request: Modify  
Action: Approved
  - h) Course: COMM 4484: Mass Communications Research  
Request: Modify  
Action: Approved
  - i) Course: COMM 4485: Special Topics  
Request: Modify  
Action: Approved
  - j) Course: COMM 4486: Internship  
Request: Modify  
Action: Approved
- 2) Department of Mathematics
- a) Course: MATH 1111: College Algebra  
Request: Modify  
Action: Approved
  - b) Course: MATH 4203: Mathematical Probability  
Request: Modify  
Action: Approved
- B) College of Education**

- 1) Department of Curriculum and Instruction
  - a) Course: MGED 4264: Meth Integrate Science & Math  
Request: Modify  
Action: Approved
  - b) Course: READ 4252: Literature in the Middle School  
Request: Modify  
Action: Approved

### **C) College of Business**

- 1) Department of Accounting and Finance
  - a) Course: ACCT 3241: Fraud Examination  
Request: Add  
Action: Tabled; representative not in attendance
  - b) Course: ACCT 4242: Strategic Information Systems  
Request: Modify  
Action: Tabled; representative not in attendance
- 2) Department of Management
  - a) Course: CISM 2335: Business Programming & Web Design  
Request: Modify  
Action: Approved
  - b) Course: CISM 4355: E. Commerce Dvlpmnt & Mgnt  
Request: Modify  
Action: Approved

### **Other Business:**

#### **A) General Education Committee**

- 1) Core update:
  - a) The committee is examining the BOR overlay of the core as there is no time to delve into changes.
  - b) More assessment of the core is needed.
    - The VPAA's Office conducted a trial assessment of the core to a small group of students; the Gen Ed committee is looking into modifying that assessment for a broader student population.
    - A majority of the UAPC are concerned that core assessment is moving toward multiple choice tests rather than looking at other assessment models.
- 2) Budget Cuts: It was discussed that Program deletions should go through the proper Senate Committee channels.
  - a) The UAPC is confused about the process for suspending programs; the committee believes that program suspension should go through the same Senate Committee channels as Program additions/deletions/modifications. Does this happen?

**Committee II: Academic Policies and Procedures (Chair, Janet Donohoe)**

**Information Items:**

- A) 2011-2012 Academic Calendar ([See Addendum III](#))

**Committee VI: General University Matters Committee (Chair, Minna Rollins)**

**Action Items:**

- A) **The committee recommends the approval of the revised parking code**  
([See Addendum IV](#))

**Committee IX: Graduate Studies Committee (Chair, Skip Clark)**

**Action Item: ([See Addendum V](#))**

- A) College of Arts and Science
- 1) Department of Anthropology
    - a) Course: ANTH 5181 Cultural Resources Management  
Request: Add  
Action: Approved
  - 2) Department of Art
    - a) Program: M.Ed. in Art Education  
Request: Modify  
Action: Approved
  - 3) Department of Foreign Languages and Literatures
    - a) Program: Initial Certification Post-Baccalaureate-Spanish  
Request: Modify  
Action: Approved
    - b) Program: MAT degrees in French, Spanish and German  
Request: Delete  
Action: Approved
  - 4) Department of Geosciences
    - a) Course: GEOG 5563 Remote Sensing  
Request: Add  
Action: Approved
  - 5) Department of Mathematics
    - a) Course: MATH 6982 Directed Readings  
Request: Add  
Action: Approved

B) College of Education

- 1) Department of Counseling and Educational Psychology
  - a) Program: M.Ed. in Professional Counseling College Student Affairs  
Request: Add  
Action: Approved
  - b) Course: CEPD 6142 Spec Issues: Community Counsel  
Request: Delete  
Action: Approved
  - c) Course: CEPD 6150 Test and Measurement  
Request: Delete  
Action: Approved
  - d) Course: CEPD 6161 Advanced Counseling Methods  
Request: Delete  
Action: Approved
  - e) Course: CEPD 6170 Foundations of College Student Affairs  
Request: Add  
Action: Approved
  - f) Course: CEPD 6172 Theories of College Student Development  
Request: Add  
Action: Approved
  - g) Course: CEPD 6174 Higher Education Administration  
Request: Add  
Action: Approved
  - h) Course: CEPD 6175 Student Affairs Practicum  
Request: Add  
Action: Approved
  - i) Course: CEPD 6176 Legal Issues in Higher Education  
Request: Add  
Action: Approved
  - j) Course: CEPD 6178 The American College Student  
Request: Add  
Action: Approved
  - k) Course: CEPD 6179 Capstone Seminar: Student Affairs  
Request: Add

Action: Approved

- l) Course: CEPD 7110 Child Development  
Request: Delete  
Action: Approved
- m) Course: CEPD 7132 Gestalt  
Request: Delete  
Action: Approved
- n) Course: CEPD 7133 Transactional Analysis  
Request: Delete  
Action: Approved
- o) Course: CEPD 7140 Counselor as Leader  
Request: Delete  
Action: Approved
- p) Course: CEPD 7150 Advoc & Brokering of Services  
Request: Delete  
Action: Approved
- q) Course: CEPD 7151 Pre-School Assessment  
Request: Delete  
Action: Approved
- r) Course: CEPD 7186 Counsel Parents of Except Chld  
Request: Delete  
Action: Approved
- s) Course: CEPD 7187 Guidance in the Elementary Sch  
Request: Delete  
Action: Approved
- t) Course: CEPD 8150 Individual Psychological Test  
Request: Delete  
Action: Approved
- u) Course: CEPD 8151 Psychological Projective Test  
Request: Delete  
Action: Approved
- v) Course: CEPD 8183 Research Project  
Request: Delete  
Action: Approved

- 2) Department of Curriculum and Instruction
  - a) Program: Georgia Responds- Initial Certification in Middle Grades  
Request: Modify  
Action: Approved
  - b) Program: Initial Certification/Post-Baccalaureate-Biology  
Request: Modify  
Action: Approved
  - c) Program: Initial Certification/Post-Baccalaureate-Broad Field Science  
Request: Modify  
Action: Approved
  - d) Program: Initial Certification/Post-Baccalaureate-Chemistry  
Request: Modify  
Action: Approved
  - e) Program: Initial Certification/Post-Baccalaureate-Earth Science  
Request: Modify  
Action: Approved
  - f) Program: Initial Certification/Post-Baccalaureate-Secondary History  
Request: Modify  
Action: Approved
  - g) Program: Initial Certification/Post-Baccalaureate-Secondary Math  
Request: Modify  
Action: Approved
  - h) Program: Initial Certification/Post-Baccalaureate-Physics  
Request: Modify  
Action: Approved
  - i) Program: Non-degree Middle Grades-Language Arts/Social Studies (Day Program)  
Request: Modify  
Action: Approved
  - j) Program: Non-Degree Middle Grades-Math/Science (Day Program)  
Request: Modify  
Action: Approved
- 3) Department of Educational Leadership and Professional Studies
  - a) Program: Ed.S. in Educational Leadership  
Request: Modify  
Action: Approved

- b) Program: Non-degree Educational Leadership Certification Add-on Program (PL6/PL7)  
Request: Modify  
Action: Approved

C) Richards College of Business

- a) Program: Master of Business Administration  
Request: Modify  
Action: Approved

1) Department of Accounting and Finance

- a) Program: Masters of Professional Accounting  
Request: Modify  
Action: Approved

2) Department of Management

- a) Course: BUSA 5100  
Request: Delete  
Action: Approved

D) School of Nursing

- a) Program: MSN Program  
Request: Modify  
Action: Approved

**Information Item**

A) College of Arts and Sciences

1) Department of Geosciences

- a) Course: GEOG 6677 Image processing  
Request: Modify  
Action: Approved

B) College of Education

1) Special Education and Speech Language Pathology

- a) Course: SLPA 6794 Medical Externship in Speech-Language Pathology  
Request: Modify  
Action: Approved

- b) Course: SLPA 6796 School Internship: Speech-Language Pathology  
Request: Modify  
Action: Approved

- c) Course: SLPA 7720 Language Disorders and Literacy  
Request: Modify  
Action: Approved

C) MS in Mathematics Program Admission Requirements:

On a case-by basis, when an international applicant's TOEFL score is sufficient, the Math Department's Graduate Committee will make a recommendation to the Dean of the Graduate School to waive the minimum GRE Score. This admission procedure does not prevent the applicant from being eligible to receive GAs at UWG.

D) Master's of Music Program Admission Requirements:

The Music Department at the University of West Georgia will waive the minimum GRE score requirement for admittance to all Graduate degrees in Music.

E) Music Department – Early/Special Admission:

Undergraduate students who complete the BM or BME with a **3.0 or greater cumulative GPA at the University of West Georgia** will be automatically admitted to the Graduate School pending completion of the application and the *Applied Performance Evaluation* (the *Senior Graduating Degree Recital* can count as the *Applied Performance Evaluation* for a period of one year, upon request by the applicant).

This admission would be active for a period of 5 years after graduation and the Graduate Record Examination or the Miller's Analogy Test, and the music department's *Graduate Qualifying Exam* **would not be required**

**Committee XI: Technology Planning Committee (Chair, Danilo Baylen)**

**Information Item:**

A) Campus Information Technology Evaluation Report ([See Addendum VI](#))

5. Old Business

6. New Business

A) SACS and QEP – Jon Anderson ([See Addendum VII](#))

7. Announcements

8. Adjournment

# **Addendum I**

# University of West Georgia Faculty Senate Meeting

March 12, 2010  
Minutes

## 1. Call to Order

The meeting was convened in room 1-303 of the Technology-enhanced Learning Center. The meeting was called to order by Chair pro-tem Chris Huff at 3:00 p.m.

## 2. Roll Call:

Present: Anderson, Ashford, Baumstark, Baylen, Boldt, Chowns, Cook, Crean, Defoor, Donohoe, Elman, Hancock, Hasbun, Hazari, Huff, Kang, Luken, Mbaye, Ogletree, Packard, Payne, Rollins, Shook, Snipes

Absent: Austin, Epps, Hatfield, Hodges, Hooper, McCord

## 3. Approval of Minutes.

The minutes of the February 19, 2010 meeting of the Faculty Senate were approved by voice vote with no objection.

## 4. Committee Reports

### Committee I: Undergraduate Academic Programs

#### Action Items

The following proposals were presented by Shelly Elman, the Chair of the committee:

A.1.a.b.c. To add ANTH 3185, ANTH 4105, ANTH 4181.

The motion was approved by voice vote.

B.1.a-d. To add SEED 4240L, SEED 4242L, SEED 4243L, SEED 4271L.

The motion was approved by a voice vote.

C.1.a.b. To modify the Minor in Management and to modify the Minor in Management Information Systems.

This motion was approved by voice vote.

#### Information Items

The following information items were presented by Shelly Elman, the Chair of the committee:

Information items A.1.a-g, A.2.a-h, B.a-d. and C.a-c, were presented. These are modifications of: GEOG 3563, 3713, 4553, 4554, 4564, GEOL 3603, 4033, MATH 2008, 3703, 3803, 4203, 4213, 4713, 4753, 4773; SEED 4240, 4242, 4243, 4271; ACCT 4261, 4808, 4866.

The UAPC would like to change the phrase “Effective Term” to “catalog Term” on the Course/Program Addition/Deletion Form.

The UAPC recommends that full and open campus wide discussions on the state of the Regents’ Exam occur prior to any changes being made to it, whether sticking with it or substituting for it, including the question of how many times a student can attempt it.

### **Committee V: Student Life**

Heather Mbaye, Chair of the committee presented the committee’s recommendation for approval a new constitution for the Student Publication Board.  
The motion was approved by voice vote.

### **Committee VI: General University Matters**

Minna Rollins, Chair of the committee, presented the committee’s recommendation for approval of the revised parking code. Discussion ensued, with regards to the following:

- 1) the absence of a rule concerning scooters;
- 2) language regarding the use of the word “handicapped”;
- 3) the design of handtags.

The committee was then charged with the following:

- 1) develop a policy consideration to govern scooters for the next Senate meeting;
- 2) revise the language concerning the word “handicapped”;
- 3) consider options for redesigning the handtags.

The revised motion was then approved by voice vote.

### **Committee IX: Graduate Studies**

#### Action Items

The following proposals were presented by Skip Clark, the Chair of the committee:

A.1.a.b.c. To modify the M.Ed. program in Professional Counseling (Community Counseling), the M.Ed. program in Professional Counseling (School Counseling); and the M.Ed. program in Professional Counseling.

This motion was approved by voice vote.

A.2. To add EDFD 7306.

This motion was approved by voice vote.

B.1.a. To modify the Department of Management program: Business Education Initial Certification.

This motion was withdrawn as replaced by B.2.a.

B.2.a. To modify the Department of Marketing and Real Estate program: Business Education Initial Certification.

This motion was approved by voice vote.

### Information Items

The following information item was presented by Skip Clark, the Chair of the committee:

- A. New wording regarding the admissions requirements for the MPAcc Program.

### **5. Old Business**

- A. A discussion focused on the question of a quorum at committee meetings ensued. Relevant issues discussed included: who should enforce such quorums, reasons for lack of attendance and the need for training of committee chairs. Discussion also included the question of possible reasons for the lack of a quorum at the March 5 general faculty meeting. The Senate reaffirmed the need for adequate training of new committee chairs.

### **6. New Business**

- A. The business of nominations for the general faculty election of Chair of the Faculty Senate was presented by Chris Aanstoos, as executive secretary of the Senate, who presented the list of all 29 faculty eligible to serve, indicated he had asked each of them whether they would be willing to serve, and the five who had expressed their willingness to serve if nominated. These included: Javier Hasbun, Chris Huff, Perry Kirk, Will Lloyd, and Dawn McCord. (Hasbun and Huff, being in attendance, recused themselves and were excused from attendance for the remainder of the deliberations.) Nominations were open to the floor, and Hasbun, Huff, Kirk, Lloyd and McCord were all nominated. Nominations were then closed, and this slate of candidates was approved by voice vote. The Senate's executive committee was charged as the elections committee to design procedures for the election.

### **7. Announcements**

No announcements were offered.

### **8. Adjournment**

Without objection the meeting was declared adjourned at 4:57 p.m.

# **Addendum II**

## Course or Program Addition, Deletion or Modification Request

Department: European ~~Studies~~ Union Studies College: \_\_\_\_\_

RECEIVED  
2010 APR 14 PM 1:31  
/ /

Current course catalog listing: (for modifications or deletions)

Prefix      Course      Title      Hours: Lecture/Lab/Total

<b>Action</b>		
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program	
<input type="checkbox"/> Modify	<input checked="" 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		

<b>Credit</b>	
<input checked="" type="checkbox"/> Undergraduate	
<input type="checkbox"/> Graduate	
<input type="checkbox"/> Other*	
*Variable credit must be explained	

<b>Frequency</b>	
<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):

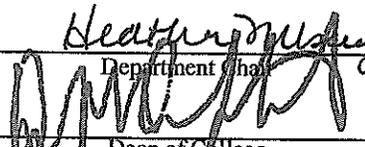
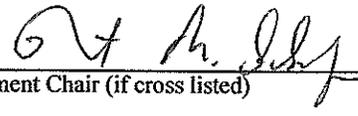
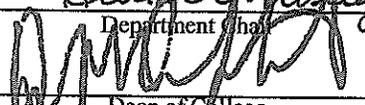
Please see attached

Prerequisite(s) None

Present or Projected Enrollment: 2-3 (Students per year)      Effective Date\*: Fall /2010  
\*For a new course, one full term must pass between approval and effective date.      Term/Year

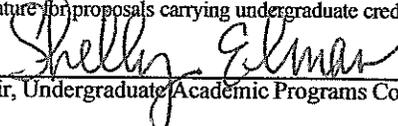
Grading System:       Letter Grade       Pass/Fail       Other

Approval:

	<u>1/14/2010</u> Date		<u>1/14/10</u> Date
Department Chair		Department Chair (if cross listed)	
	<u>3-8-10</u> Date	Dean of College (if cross listed)	Date
Dean of College		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).

	<u>4/14/10</u> Date	Chair, Undergraduate Academic Programs Committee	Date
		Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs      Date

## EUROPEAN UNION STUDIES CERTIFICATE PROGRAM

The European Union Studies Certificate Program is a collaborative program involving sixteen institutions of the University System of Georgia (see appendix 1). It is operated under the supervision of the University System's European Council. UWG joined the program in 1998. The current Director of the Program is Dr. Heather Mbaye, of UWG's Political Science and Planning Department.

Since its launch, the certificate has achieved numerous successes, including the Chancellor's Award for Collaborative Excellence in 1999 and the ACE/AT&T Award for Technology as a Tool for Internationalization in 2003. It seems clear we are poised to become an international leader in this emerging field. Students can earn a certificate jointly conferred with the Ludwig Maximilians University at no additional cost to them.

Briefly, the program operates as follows:

- ◆ **Online teaching:** USG faculty teach online courses, often in conjunction with the LMU. Faculty from all disciplines and institutional levels are eligible to participate. Faculty must be qualified to teach university level courses in the USG.
- ◆ **Online courses:** Students register for courses online, FTE hours stay at the home institution of the student, and students are able to take a much broader program of courses than they would otherwise be able to take. In addition, students experience a virtual learning experience with students in Europe—at no additional cost.
- ◆ **Tuition shifting:** Sixteen institutions have agreed to participate in a tuition shifting system to enable students to enroll at their home institution.

This program was created in the 1990s by Brian Murphy at NGCSU as a collaborative program. Currently each campus determines which campus courses count in the program and awards the certificate accordingly. In addition, the program offers the following courses:

<i>Course</i>	<i>Instructor</i>	<i>Co-Taught Munich</i>	<i>Discipline</i>	<i>E-Mail</i>
<b>Spring 2010</b>				
EU Law and Legal Systems	Heather Mbaye	No	Social Sciences	<a href="mailto:hmbaye@westga.edu">hmbaye@westga.edu</a>
International Health and Welfare	Daniel BaracsKay	No	Humanities Capstone	<a href="mailto:dbaracsKay@valdosta.edu">dbaracsKay@valdosta.edu</a>
Introduction to the European Union	Richard Reiman	No	Core Course	<a href="mailto:reiman@sgc.edu">reiman@sgc.edu</a>
<b>Summer 2010</b>				
Introduction to the European Union	Chris Bourdouvalis	No	Core Course	<a href="mailto:cbourdou@aug.edu">cbourdou@aug.edu</a>
European Environmental Policy	Heather Mbaye	Yes	Sciences	<a href="mailto:hmbaye@westga.edu">hmbaye@westga.edu</a>
Doing Business in the EU	Donna Cunningham	Yes	Business	<a href="mailto:dcunning@valdosta.edu">dcunning@valdosta.edu</a>

Fall 2010				
EU Science and Technology Policy	Heather Mbaye	Yes	Sciences	<a href="mailto:hmbaye@westga.edu">hmbaye@westga.edu</a>
US-EU relations	Greg Dixon	Yes	Social Sciences	<a href="mailto:gdixon@westga.edu">gdixon@westga.edu</a>
Introduction to the European Union	Chris Bourdouvalis	No	Core Course	<a href="mailto:cbourdou@aug.edu">cbourdou@aug.edu</a>
Spring 2011				
Introduction to the European Union	Richard Reiman	No	Core Course	<a href="mailto:rreiman@sgc.edu">rreiman@sgc.edu</a>
History of Integration	Heather Mbaye	No	Humanities Capstone	<a href="mailto:hmbaye@westga.edu">hmbaye@westga.edu</a>
Democracy and the EU	J. Sal Peralta	No	Social Sciences Capstone	<a href="mailto:jperalta@westga.edu">jperalta@westga.edu</a>
Summer 2011				
European Monetary Union	Heather Mbaye	Yes	Business	<a href="mailto:hmbaye@westga.edu">hmbaye@westga.edu</a>
EU Communication and Media	Frank Barnas	Yes	Humanities	<a href="mailto:fbarnas@valdosta.edu">fbarnas@valdosta.edu</a>
Introduction to the European Union	Chris Bourdouvalis	No	Core Course	<a href="mailto:cbourdou@aug.edu">cbourdou@aug.edu</a>
Fall 2011				
Federalism and Multilevel Governance	Chris Bourdouvalis	Yes	Business	<a href="mailto:cbourdou@aug.edu">cbourdou@aug.edu</a>
EU Law and Legal Systems	Heather Mbaye	Yes	Social Sciences	<a href="mailto:hmbaye@westga.edu">hmbaye@westga.edu</a>
Introduction to the European Union	Chris Bourdouvalis	No	Core Course	<a href="mailto:cbourdou@aug.edu">cbourdou@aug.edu</a>
Spring 2012				
Introduction to the European Union	Richard Reiman	No	Core Course	<a href="mailto:rreiman@sgc.edu">rreiman@sgc.edu</a>
Social Policy in Europe	Heather Mbaye	No	Social Science Capstone	<a href="mailto:hmbaye@westga.edu">hmbaye@westga.edu</a>
Foreign Policy of the EU	Greg Dixon	No	Social Science	<a href="mailto:gdixon@westga.edu">gdixon@westga.edu</a>
Summer 2012				
European Environmental Policy	Heather Mbaye	Yes	Sciences	<a href="mailto:hmbaye@westga.edu">hmbaye@westga.edu</a>
Doing Business in the EU	Donna Cunningham	Yes	Business	<a href="mailto:dcunning@valdosta.edu">dcunning@valdosta.edu</a>
Introduction to the European Union	Chris Bourdouvalis	No	Core Course	<a href="mailto:cbourdou@aug.edu">cbourdou@aug.edu</a>
Fall 2012				
EU Science and Technology Policy	Heather Mbaye	Yes	Sciences	<a href="mailto:hmbaye@westga.edu">hmbaye@westga.edu</a>
US-EU relations	TBA	Yes	Social Sciences	TBA
Introduction to the European Union	Richard Reiman	No	Core Course	<a href="mailto:rreiman@sgc.edu">rreiman@sgc.edu</a>

(Please see Appendix 2 for course descriptions and some sample syllabi)

**In short:**

- *No additional courses need be created on campus*
- *No additional resources are required.*
- *UWG is an active participant in this program.*
- *The EU Certificate Program has already been approved by the Board of Regents as a system-wide opportunity for students.*
- *Classes are not graduate level.*

Currently, the program is open to all enrolled undergraduates as part of their degree program. However, we receive several requests each semester from business persons interested in obtaining the certificate as an add-on to an already completed degree. This is analogous to the teaching certificate program.

Therefore, in order to allow these people to register and complete the program, we need to have the program on the books as a UWG program so that the registrar is able to admit and categorize them appropriately.

Target Audience: Students with completed bachelor degrees who wish to obtain additional certification. Number of students: 2-3 per semester

### **Program Learning outcomes:**

#### *Broad Program Goals*

- The European Union Certificate Program fosters interdisciplinary learning about the EU and encourages students to become global citizens.
- It contributes to the institutional and Board of Regents goal of increased internationalization of the curriculum by allowing students to take a much broader range of courses (through the online consortium) on the EU and EU topics than they would otherwise be able to take.
- It enables students to globalize their educational experience and provides an additional credential that improves future employment and educational opportunities

#### *Student Learning Outcomes: Basic Knowledge Goals*

The introductory course is structured to accomplish five learning outcomes which are measured by students demonstrating, on assignments and assessments such as exams, knowledge of:

- the historical origins and development of the EU;
- the EU's governing institutions;
- the EU's policymaking processes;
- current EU policies and issues;
- EU-USA relations

#### *Student Learning Outcomes: In-depth Knowledge Goals*

The multidisciplinary course menu allows students to choose four topical classes. For each of the four topics:

- students will demonstrate, in class discussion and on assignments or exams, in depth knowledge of that particular aspect of the EU or European integration;
- students will demonstrate, in class discussion and on assignments or exams, in depth knowledge of issues that deal substantially with the impact or consequences of the EU and/or European integration;

- students will demonstrate, in class discussion and on assignments or exams, in depth knowledge of the EU in comparative scope.

*Student Learning Outcomes: Skills Goals*

The program has three skills objectives:

- students will be able to find and process information about Europe and the European Union
- students will be able to make connections between issues normally relegated to a single discipline and view the EU in a multidisciplinary way
- students will be able to conduct intensive research on EU-related topics.

*Student Learning Outcomes: Practicum Goals*

- Students will demonstrate “real-world” experience of the European Union via completion of a practicum consisting either of study or research abroad experience or an appropriate internship (with a European company, consulate, etc.)

**Admission:**

A certificate in European Union Studies can be earned in one of two ways. Under the academic track, a certificate is taken in tandem with an undergraduate degree program. Students from all academic majors are eligible to participate so long as they possess a minimum 2.75 cumulative Grade Point Average (GPA). It should be noted that some institutions permit the certificate to substitute for an academic minor. Under the professional track, non-degree students—such as business executives—are eligible to enroll in the program upon proof of a valid undergraduate degree from an accredited institution on the condition that they fulfill the minimum GPA requirement of 2.75.

Academic students (currently enrolled undergraduates) must meet the following criteria before they can apply to the program:

- (1) 30 completed semester hours of academic credit, and
- (2) a course in World History, Western Civilization, or Global Issues, and
- (3) GPA of 2.75

The latter course must be approved by an institution's campus representative to the EU Studies program as containing sufficient content on Europe and European topics.

Business/ non-degree certificate students must meet the following criteria before they can apply to the program:

- (1) Completed undergraduate degree, including
- (2) a course in World History, Western Civilization, or Global Issues, and
- (3) GPA of 2.75

## Curriculum

The certificate in EU Studies is composed of six courses that total a minimum of 17 semester hours of academic credit. To earn the certificate, students must have a 3.0 cumulative GPA in program courses upon completion of the program. An official certificate is awarded by a student's home institution for satisfactory fulfillment of the curriculum. Most institutions also recognize the accomplishment on the permanent transcripts of students participating in the academic track.

Aside from a certificate earned at one's home institution, students have an opportunity to acquire a certificate jointly conferred with a European institution. This option requires students to complete--with a grade of "B" or better--a minimum of two online courses that are co-taught by European faculty. In other words, the certificate is bestowed by two institutions, one in Georgia and one in Europe. The benefit is that students obtain a credential from a respected university in Europe, the University of Munich.

The curriculum has four mandatory components and one option:

- A. Introduction to the EU. *The first course that should be taken in the program.*
- B. Multidisciplinary Menu. *Four courses selected from a menu of choices.*
- C. Capstone Seminar. *The last course taken that unifies the program's curriculum.*
- D. Practicum Experience. *A hands-on internship or study abroad course.*
- E. Areas of Distinction. *Optional distinctions for foreign language training or honors thesis.*

### *A. Introduction to the EU*

This course constitutes the program's core offering and can be taught at the level (1000-3000) appropriate to an institution's status (two-year or four-year) and discipline preference.

### *B. Multidisciplinary Menu*

Each institution maintains an approved "menu" of courses that satisfy the certificate's requirements. A student must complete four courses from this menu distributed among at least three different discipline areas: Social Sciences, Humanities & Fine Arts, Business & Economics, and Natural & Health Sciences. No more than one course can be taken at the 1000-2000 level. This requirement is waived for courses taken in a study abroad experience or EU on-line course. Students may substitute an internship or thesis for up to two multidisciplinary courses. A course qualifies for the multidisciplinary menu if it meets any of the following three criteria:

- it deals substantially with a particular aspect of the EU or European integration;
- it deals substantially with the impact or consequences of the EU or European integration;
- it has a comparative scope, with at least twenty-five percent focused on the EU.

A course, even if relevant, cannot be included in the menu until approved according to the program's guidelines.

### *C. Capstone Seminar*

A 4000-level seminar serves as a capstone experience and should ideally be the last course taken in the certificate program. The course has three learning objectives:

- to update students on EU developments and reinforce their general knowledge of the EU;
- to provide in-depth knowledge of important EU issues; and
- to allow students to conduct intensive research on EU-related topics.

### *D. Practicum Experience*

Since it is deemed crucial that students demonstrate more than an academic knowledge of the European Union to be certified as adequately prepared in the subject, a "real-life" practicum experience pertaining to the EU must be performed either in the form of an overseas visit or an internship. The overseas option is broadly defined and can be accommodated by a wide range of activities, including study or research abroad. The same flexibility applies to the internship, which can be served domestically or internationally. A student's specific practicum experience must be approved by the program's campus representative.

### *E. Areas of Distinction*

In addition to acknowledging competence in the European Union generally, the certificate also highlights special achievements by providing a notation of "distinction" in two areas:

- foreign language proficiency (two courses at the 3000-4000 level);
- composition of a thesis.

A distinction in foreign language must be earned in a European language approved by the program's campus representative as appropriate to the certificate's objectives. A student with prior language skills can earn a distinction by successful completion of an examination demonstrating competence equivalent to the 3000 level. The exam is administered at the student's home institution.

The thesis can be written anytime during the final year of study. It is supervised by a committee composed of three faculty members who represent at least two different academic disciplines. Faculty from any institution participating in the program are eligible to serve on the committee. The student designates one member as thesis director.

The thesis topic must address the EU in some significant way and must be approved by the committee. The format and content of the thesis must adhere to the program's style guidelines. The members of the thesis committee vote on whether to "pass" or "fail" the student at the conclusion of an oral defense. A "pass" vote must be unanimous. If one negative vote is recorded, the student is given an opportunity to revise the thesis; the course is failed if not obtaining a unanimous "pass" vote on the second oral exam.

The thesis course is automatically failed when a student receives two "fail" votes on the first oral exam. After a successful oral defense, the thesis director awards a letter grade. Credit is assigned in the manner determined by the student's institution. This option can be used to fulfill an institution's honors and/or departmental thesis requirements;

modifications can occur in the thesis regulations with the consent of the program's campus representative but only where the modification is needed to accommodate institutional or departmental requirements.

When concluded, the program's curriculum ensures that the certificate contains sufficient rigor and depth to validate a student as qualified in the field of European Union studies.

**Program evaluation, Assessment and Review:**

Courses taught in Summer and Fall are rotated from an already-approved catalog of eight courses (see above); each course is offered at least once every two years. This catalog was approved at the time of program creation by a group of faculty representatives from each participating USG institution, as well as by the LMU in Munich and the Board of Regents.

Spring courses are occasionally different. These are what we might call "special topics" classes. At the time of course proposal, these are reviewed for academic content, learning outcomes, and academic rigor; the approval process is completed by the Executive Committee of the European Union Studies Program. The ExComm consists of 5 members from 5 schools and several disciplines. Faculty are vetted by the same ExComm for their qualifications as well.

Student learning outcomes are assessed on an on-going basis throughout the year. Each instructor is responsible for assessing students through class discussion, exams, quizzes, assignments, and term papers, among other assessment tools.

In addition, students evaluate each course via a standardized (for each course) online assessment tool. Faculty is assessed based in part on student evaluations.

Students are asked to complete an "exit survey" upon completion of the certificate.

Each course is assessed for content by the Director and the instructor(s) and updated each time it is taught.

The Steering Committee will meet twice yearly to discuss program evaluation, course evaluation, exit surveys, and participation. These meetings may be telephone conference calls or face to face meetings.

The Director and/or members of the Executive Committee meet in conjunction with German partner LMU to review program courses and evaluate program outcomes to ensure that courses continue to enable students to meet the program goals. These meetings are both telephone conference calls and face to face meetings. The most recent review was held at LMU in July 2009 and resulted in the decision to increase collaborative course offerings in summer to better serve our students, especially the German students at LMU.

---

# Appendix 1



CAMPUS  
REPRESENTATIVES

**EU CERTIFICATE  
PROGRAM**

*Admission*

*Curriculum*

*Course Descriptions*

*Course Schedule*

*Login to EU SP Classes*

*Study Abroad*

*Faculty Resources*

**TRANSATLANTIC  
DEGREE PROGRAM**

*Title VI Grant*

**CAMPUS  
REPRESENTATIVES**

**CONTACTS**

To update this information, please contact:

Dr. Heather A.D. Mbaye  
University of West Georgia  
1601 Maple St.  
Carrollton, GA 30118  
678.839.4988  
[hmbaye@westga.edu](mailto:hmbaye@westga.edu)

***Participating Institutions***

**Armstrong Atlantic State University**  
Olavi Arens  
History Department  
Savannah, GA 31419  
Phone # (912) 921-5581  
Fax # (912)-921-5581  
E-mail: [arensola@mail.armstrong.edu](mailto:arensola@mail.armstrong.edu)

**Augusta State University**  
Christos Bourdouvalis  
Political Science Department  
Augusta, GA 30904  
Phone # (706) 667-4422  
Fax # (706) 667-4116  
E-mail: [cbourdou@aug.edu](mailto:cbourdou@aug.edu)

**Clayton State University**  
Christopher Ward  
Department of History  
Morrow, GA 30260  
Phone # (678) 466-4811  
E-mail: [ChristopherWard@mail.clayton.edu](mailto:ChristopherWard@mail.clayton.edu)

**Columbus State University**  
Neal McCrillis  
Center for International Education  
Columbus State University  
Columbus, GA 31907  
Phone # (706) 565-4036  
E-mail: [McCrillis\\_Neal@colstate.edu](mailto:McCrillis_Neal@colstate.edu)

**Dalton State College**  
Jack Waskey  
Political Science Department  
Dalton, GA 30720  
Phone # (706) 272-4586  
E-mail: [jwaskey@em.daltonstate.edu](mailto:jwaskey@em.daltonstate.edu)

**Gainesville State College**  
Randall Parish  
Social Sciences Division  
P.O. Box 1748  
Watkinsville, GA 30677  
Phone # (706) 310-6231  
Fax # (706)310-6202  
E-mail: [rparish@gsc.edu](mailto:rparish@gsc.edu)

**Georgia Perimeter College**  
Donald Singer  
Lawrenceville Campus  
1000 University Center Lane  
Lawrenceville, GA 30043  
Phone # (678) 407-5220  
E-mail: [dsinger@gpc.edu](mailto:dsinger@gpc.edu)

**Georgia Southern University**  
Charles Crouch  
History Department  
Building 1132  
Statesboro, GA 30460  
Phone # (912) 681-0547  
Fax # (912) 681-0377  
E-mail: [chascro@gsaix2.cc.gasou.edu](mailto:chascro@gsaix2.cc.gasou.edu)

**Georgia State University**  
William M. Downs  
Political Science Department  
1024 General Classroom Building  
Atlanta, GA 30303  
Phone # (404) 651-4841  
Fax # (404) 651-1434  
E-mail: [polwmd@panther.gsu.edu](mailto:polwmd@panther.gsu.edu)

**Kennesaw State University**  
Elsa Nystrom  
History Department  
Social Science Building #4122  
Kennesaw, GA 30144  
Phone # (770) 423-6149  
Fax # (770) 423-6432  
E-mail: [enystrom@ksuemail.kennesaw.edu](mailto:enystrom@ksuemail.kennesaw.edu)

**Middle Georgia College**  
Harold Cline  
Division of Social Sciences and Education  
Cochran, GA 31014  
Phone # (912) 275-6643  
Fax # (912) 275-6648  
E-mail: [hccline@warrior.mgc.peachnet.edu](mailto:hccline@warrior.mgc.peachnet.edu)

**North Georgia College & State University**  
Dylin Armstrong  
Political Science Department  
Dahlonega, GA 30597  
Phone # (706) 864-1864  
Fax # (706) 867-1874  
E-mail: [dfarmstrong@ngcsu.edu](mailto:dfarmstrong@ngcsu.edu)

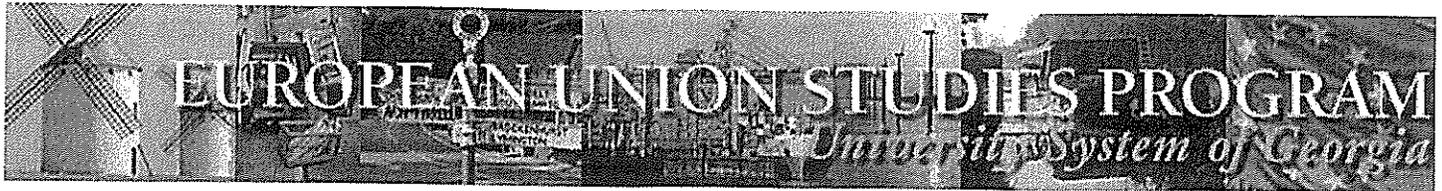
**South Georgia College**  
Richard A. Reiman  
Division of Business and Social Sciences  
South Georgia College  
100 W. College Park Dr.  
Douglas, GA 31533  
Phone # (912) 389-4280  
Fax # (912) 389-4391  
E-mail: [reiman@mail.sgc.peachnet.edu](mailto:reiman@mail.sgc.peachnet.edu)

**University of West Georgia**  
Heather Mbaye  
Department of Political Science & Planning  
Carrollton, GA 30118  
Phone # (678) 836-6504  
Fax # (678) 839-5009  
Email: [hmbaye@westga.edu](mailto:hmbaye@westga.edu)

**Valdosta State University**  
Michael Baun  
Political Science Department  
247 West Hall  
Valdosta, GA 31618  
Phone # (229) 259-5082  
Fax # (229) 333-7389  
E-mail: [mbaun@valdosta.edu](mailto:mbaun@valdosta.edu)

[Back](#)  
[to](#)  
[Top](#)

# Appendix 2



EU CERTIFICATE  
PROGRAM  
[Login to EUJSP Classes](#)

EU CERTIFICATE  
PROGRAM

[Admission](#)  
[Curriculum](#)  
[Course Descriptions](#)  
[Course Schedule](#)  
[Login to EUJSP Classes](#)  
[Study Abroad](#)  
[Faculty Resources](#)

TRANSATLANTIC  
DEGREE PROGRAM

[Title VI Grant](#)

CAMPUS  
REPRESENTATIVES

CONTACTS

## 2010 - Spring:

### Introduction to the European Union

The purpose of the course is to introduce the European Union (EU). Originally formed in 1957 by six nations, the EU is currently composed of twenty-seven countries from Western and Central Europe. A commitment to cooperate did not become a priority until after World War II when hesitation about relinquishing certain aspects of national sovereignty was overridden by the war's devastation. The authority of the EU evolved slowly through a series of treaty agreements to encompass a complex network of social, political, and economic responsibilities. In the process, an elaborate structure of institutions developed to manage the EU's expanding range of activities.

USG Course Instructor: [Dr. Rick Reiman](#)

[Click here for a syllabus](#)

### Health and Welfare

This course is intended to introduce students to an examination of the key current issues in health and welfare from a Trans-Atlantic perspective. We will explore the most current literature on the primary issues facing nations in today's health care environment. Several case studies will help link theory to practice, and students will have an opportunity to better understand how cultural, political, social, and economic factors relate to health care implementation.

USG Course Instructor: [Dr. Daniel Baracsckay](#)

[Click here for a syllabus](#)

### Law and Legal Systems

This course focuses on the legal institutions that constitute the European Union and the legal processes of those institutions. The course covers the legal institutions of the European Union, including the European Parliament, the European Council, the Commission, the Court of Justice, and the European Ombudsman.

The course will look at the body of law, both static and dynamic, on which these institutions rest and that have been produced by the institutions themselves. This law includes the several treaties that provide the legal basis of the EU; the body of statutory law enacted by the Parliament, the Council, and the Commission; and the judicial decisions adjudicated by the Court of Justice and the Court of First Instance; and finally, the administrative rulings issued by the European Ombudsman.

We will also examine the extent to which EU law has made a real impact on the lives of European citizens, companies, and member governments.

USG Course Instructor: [Dr. Heather Mbaye](#)

[Click here for a syllabus](#)

## 2010 – Summer

### Introduction to the European Union

The purpose of the course is to introduce the European Union (EU). Originally formed in 1957 by six nations, the EU is currently composed of twenty-seven countries from Western and Central Europe. A commitment to cooperate did not become a priority until after World War II when hesitation about relinquishing certain aspects of national sovereignty was overridden by the war's devastation. The authority of the EU evolved slowly through a series of treaty agreements to encompass a complex network of social, political, and economic responsibilities. In the process, an elaborate structure of institutions developed to manage the EU's expanding range of activities.

USG Course Instructor: [Dr. Chris Bourdovallis](#)

[Click here for a syllabus](#)

### Environmental Policy

Environmental Policy in the European Union is a survey of the critical issues that define the relationship between environmental quality and the course of European integration. These include the historical origins of environmental policy, the difficulties of implementing changing regulations, the role of EU governance in policy implementation, and the future prospects for the EU's success in environmental regulation (with an occasional glance at environmental policy in the United States). This course will also provide students the opportunity to explore specific case studies of the politics of environmental policy in the application of EU environmental policies in two discrete areas: fisheries and climate change.

USG Course Instructor: [Dr. Heather Mbaye](#)

LMU Course Instructor: [Dr. Rainer Hülse](#)

[Click here for a syllabus](#)

### Doing Business in the EU

This course focuses on the challenges to business in the US and EU. It focuses on institutions and rules which impact the business environment for domestic and international firms.

USG Course Instructor: [Donna Cunningham](#)

LMU Course Instructor: [Dr. Rainer Hülse](#)

[Click here for a syllabus](#)

## 2010 - Fall

### Introduction to the European Union

The purpose of the course is to introduce the European Union (EU). Originally formed in 1957 by six nations, the EU is currently composed of twenty-seven countries from Western and Central Europe. A commitment to cooperate did not become a priority until after World War II when hesitation about relinquishing certain aspects of national sovereignty was overridden by the war's devastation. The authority of the EU evolved slowly through a series of treaty agreements to encompass a complex network of social, political, and economic responsibilities. In the process, an elaborate structure of institutions developed to manage the EU's expanding range of activities.

USG Course Instructor: [Dr. Chris Bourdoulis](#)

[Click here for a syllabus](#)

### US-EU Relations

This course examines the ways that government, politics and policies work within the European Union and the United States. We begin by exploring the question of what "comparative politics" means and what it contributes to our understanding the complex and varied political universe that we live in. From a comparative perspective we will examine how political institutions work in different settings, and the factors such as culture, ideology, history, structure, and political leadership which shape different political systems affect key policy arenas.

USG Course Instructor: [Greg Dixon](#)

LMU Course Instructor: [Dr. Rainer Hülse](#)

### European Monetary Union

European Monetary Union addresses the core policies of the enlarged European Union, focusing on those relating to money and monetary decision making. It analyzes the evolution of the major policy areas and institutions, as well as the evolution of the European Monetary System as a whole.

USG Course Instructor: [Dr. Heather Mbaye](#)

LMU Course Instructor: [Dr. Rainer Hülse](#)

## 2011 - Spring:

### Introduction to the European Union

The purpose of the course is to introduce the European Union (EU). Originally formed in 1957 by six nations, the EU is currently composed of twenty-seven countries from Western and Central Europe. A commitment to cooperate did not become a priority until after World War II when hesitation about relinquishing certain aspects of national sovereignty was overridden by the war's devastation. The authority of the EU evolved slowly through a series of treaty agreements to encompass a complex network of social, political, and economic responsibilities. In the process, an elaborate structure of institutions developed to manage the EU's expanding range of activities.

USG Course Instructor: [Dr. Rick Reiman](#)

Click [here](#) for a syllabus

### Democracy and the EU

This course analyzes the concepts of democracy and the process of democratization around the world. First, we will discuss the range of definitions of democracy, and some of the difficulties associated with the concept and its measures. Second, we will examine how key regime characteristics lead to different modes of democratic transitions, and we will identify the key determinants of democratic consolidation. Finally, we study the process of democratic erosion and breakdown through the experiences of Spain, Germany, Eastern Europe, and other cases around the world. At the end of the course, students will be able to identify the conceptual dimensions of democracy and its empirical indicators, the central problems that plague transitions and consolidation processes, and summarize the key findings and conclusions about democratization.

USG Course Instructor: [J. Sal Peralta](#)

### History of Integration

This course will examine the different integrational pushes in Europe, including the EU. We will compare various regional organizations and examine the reasons that the EU has survived, grown, and prospered when several other alternatives fell by the wayside. We will also use the EU as a comparative case in examining other regional integration attempts around the world.

USG Course Instructor: [Dr. Heather Mbaye](#)

## 2011 - Summer

### Introduction to the European Union

The purpose of the course is to introduce the European Union (EU). Originally formed in 1957 by six nations, the EU is currently composed of twenty-seven countries from Western and Central Europe. A commitment to cooperate did not become a priority until after World War II when hesitation about relinquishing certain aspects of national sovereignty was overridden by the war's devastation. The authority of the EU evolved slowly through a series of treaty agreements to encompass a complex network of social, political, and economic responsibilities. In the process, an elaborate structure of institutions developed to manage the EU's expanding range of activities.

USG Course Instructor: [Dr. Chris Bourdovallis](#)

Click [here](#) for a syllabus

### Communications and Media

It is an understatement to say communications and the media are driving forces in the European Union. Europe is crossed with not only phone lines, but is filled with antennae, modems, radio waves, satellite signals, television broadcasts, and other forms of telecommunications that serve to unite the countries within. This course examines six key elements in this field: 1) Basic Concepts and Principles in the EU Law, 2) Broadcasting, 3) Voice Telephony, 4) The Internet, 5) Consequences of EU Enlargement, 6) Media Policies and Practices.

USG Course Instructor: [Frank Barnas](#)

LMU Course Instructor: [Dr. Rainer Hülse](#)

### Science and Technology Policy

This class will examine Science and Technology Policy, with particular attention to the European Union and (for comparison) the United States. The course begins with an overview of technological innovation, and of the current state of science and policymaking in the EU and the US. After these introductory topics, we will investigate Environmental Policy –paying particular attention to those policies in the EU and US. The class then examines how governments can encourage scientific and technological innovation, and concludes by asking whether government and society can (or should) try to limit or control technological innovation.

USG Course Instructor: [Dr. Heather Mbaye](#)

LMU Course Instructor: [Dr. Rainer Hülse](#)

## 2011 - Fall

### Introduction to the European Union

The purpose of the course is to introduce the European Union (EU). Originally formed in 1957 by six nations, the EU is currently composed of twenty-seven countries from Western and Central Europe. A commitment to cooperate did not become a priority until after World War II when hesitation about relinquishing certain aspects of national sovereignty was overridden by the war's devastation. The authority of the EU evolved slowly through a series of treaty agreements to encompass a complex network of social, political, and economic responsibilities. In the process, an elaborate structure of institutions developed to manage the EU's expanding range of activities.

USG Course Instructor: [Dr. Rick Reiman](#)

Click [here](#) for a syllabus

### Law and Legal Systems

This course focuses on the legal institutions that constitute the European Union and the legal processes of those institutions. The course covers the legal institutions of the European Union, including the European Parliament, the European Council, the Commission, the Court of Justice, and the European Ombudsman.

The course will look at the body of law, both static and dynamic, on which these institutions rest and that have been produced by the institutions themselves. This law includes the several treaties that provide the legal basis of the EU; the body of statutory law enacted by the Parliament, the Council, and the Commission; and the judicial decisions adjudicated by the Court of Justice and the Court of First Instance; and finally, the administrative rulings issued by the European Ombudsman.

We will also examine the extent to which EU law has made a real impact on the lives of European citizens, companies, and member governments.

USG Course Instructor: [Dr. Heather Mbaye](#)

LMU Course Instructor: [Dr. Rainer Hülse](#)

Click [here](#) for a syllabus

### Multi-level Governance / Federalism

Students taking this course will learn about the different types of federalism in a comparative (US-Europe) context. In examining the relationship between various levels of government in the EU, the multi-level character of the Union will emerge.

USG Course Instructor: [Dr. Chris Bourdoulis](#)

LMU Course Instructor: [Dr. Rainer Hülse](#)

## 2012 - Spring:

### Introduction to the European Union

The purpose of the course is to introduce the European Union (EU). Originally formed in 1957 by six nations, the EU is currently composed of twenty-seven countries from Western and Central Europe. A commitment to cooperate did not become a priority until after World War II when hesitation about relinquishing certain aspects of national sovereignty was overridden by the war's devastation. The authority of the EU evolved slowly through a series of treaty agreements to encompass a complex network of social, political, and economic responsibilities. In the process, an elaborate structure of institutions developed to manage the EU's expanding range of activities.

USG Course Instructor: Dr. Rick Reiman

Click [here](#) for a syllabus

### Foreign Policy of the EU

This is an upper division reading course on the foreign policy of the European Union. The course explores regionalism in international relations with a focus on how its growing complexity reflects the variations in regional political, social, and cultural contexts. The course will focus on the challenges to all states created by an increasingly interdependent, globalized world. We will explore how regional responses to these challenges have developed in a manner that reflects the contexts of three major regions: Europe, North America, and Africa. The early part of the course focuses on theories of regional integration. The remainder of the course will examine these three regions of the world in light of these theories. We will explore differences in institutional design, goals, and scale across these regions and how these differences reflect the particular context of these regions. We will focus on three intergovernmental institutions: The European Union, The North American Free Trade Agreement, and the African Union (formerly the Organization of African Unity). Special attention shall be given to the role of the EU as an exemplar of regional integration and its influence in the evolution and design of the other two organizations.

USG Course Instructor: Greg Dixon

LMU Course Instructor:

### Social Policy in Europe

This course examines the history of social policy in the European Union. We will examine gender policy, education, child care, elder care, and other policies in the context of improving social conditions in the domestic policy arena.

USG Course Instructor: Dr. Heather Mbaye

LMU Course Instructor:

## 2012 - Summer

### Introduction to the European Union

The purpose of the course is to introduce the European Union (EU). Originally formed in 1957 by six nations, the EU is currently composed of twenty-seven countries from Western and Central Europe. A commitment to cooperate did not become a priority until after World War II when hesitation about relinquishing certain aspects of national sovereignty was overridden by the war's devastation. The authority of the EU evolved slowly through a series of treaty agreements to encompass a complex network of social, political, and economic responsibilities. In the process, an elaborate structure of institutions developed to manage the EU's expanding range of activities.

USG Course Instructor: Dr. Chris Bourdovalls

Click [here](#) for a syllabus

### Environmental Policy

Environmental Policy in the European Union is a survey of the critical issues that define the relationship between environmental quality and the course of European integration. These include the historical origins of environmental policy, the difficulties of implementing changing regulations, the role of EU governance in policy implementation, and the future prospects for the EU's success in environmental regulation (with an occasional glance at environmental policy in the United States). This course will also provide students the opportunity to explore specific case studies of the politics of environmental policy in the application of EU environmental policies in two discrete areas: fisheries and climate change.

USG Course Instructor: Dr. Heather Mbaye

LMU Course Instructor:

### Doing Business in the EU

This course focuses on the challenges to business in the US and EU. It focuses on institutions and rules which impact the business environment for domestic and international firms.

USG Course Instructor: Donna Cunningham

LMU Course Instructor:

## 2012 - Fall

### Introduction to the European Union

The purpose of the course is to introduce the European Union (EU). Originally formed in 1957 by six nations, the EU is currently composed of twenty-seven countries from Western and Central Europe. A commitment to cooperate did not become a priority until after World War II when hesitation about relinquishing certain aspects of national sovereignty was overridden by the war's devastation. The authority of the EU evolved slowly through a series of treaty agreements to encompass a complex network of social, political, and economic responsibilities. In the process, an elaborate structure of institutions developed to manage the EU's expanding range of activities.

USG Course Instructor: [Dr. Chris Bourdovails](#)

Click [here](#) for a syllabus

### US-EU Relations

This course examines the ways that government, politics and policies work within the European Union and the United States. We begin by exploring the question of what "comparative politics" means and what it contributes to our understanding the complex and varied political universe that we live in. From a comparative perspective we will examine how political institutions work in different settings, and the factors such as culture, ideology, history, structure, and political leadership which shape different political systems affect key policy arenas.

USG Course Instructor: [Dr. Heather Mbaye](#)

LMU Course Instructor:

### European Monetary Union

European Monetary Union addresses the core policies of the enlarged European Union, focusing on those relating to money and monetary decision making. It analyzes the evolution of the major policy areas and institutions, as well as the evolution of the European Monetary System as a whole.

USG Course Instructor: [Dr. Heather Mbaye](#)

LMU Course Instructor:

# European Union Studies Program

University System of Georgia

Professor: Daniel Baracskay, Ph.D.  
Valdosta State University  
Department of Political Science  
1500 N. Patterson Street, WH 252  
Valdosta, GA 31698-0058  
Phone: (229) 333-5771  
Email: [dbaracskay@valdosta.edu](mailto:dbaracskay@valdosta.edu)

**Course:** Health and Welfare

**Dates:** Spring Semester, February 1 - April 17, 2010; This course will be divided into five modules lasting two weeks each. There will also be a final exam period after Module 5.

**Instructor Office Hours:**

Wednesdays, 1-3

**\*Special Note:** This is an online course in the European Union Studies Program of the University System of Georgia. Information on the program can be found at: <http://www.eustudiesprogram.org/index.htm>. Students can also use this link to log into the course by clicking on "Login to EUSP Classes," which will take them to the Georgia On My Line (GOML) login page for the program. Students who need technical support should click on the GeorgiaView Vista help icon on the login screen. Online help is also available for GOML / WebCT at the following link: <https://goml.view.usg.edu/webct/help.dowebct>

This course requires that all work be done by the student using the Internet. You must familiarize yourself with your online account. All written assignments will be submitted only in Microsoft Word format via BB.

**Communication on WebCT:** After the course has started, students should only email me using WebCT email, and NOT personal email accounts. Only for emergencies with the WebCT system should students email me at my Valdosta address.

**Class Readings:**

- 1) Carol Holtz, *Global Health Care: Issues and Policies*, (Sudbury, MA: Jones and Bartlett Publishers, 2008). ISBN-13: 9780763738525.
  - The Amazon.com link to purchase this book is:
    - [http://www.amazon.com/Global-Healthcare-Issues-Policies-Carol/dp/0763738522/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1258819750&sr=1-1](http://www.amazon.com/Global-Healthcare-Issues-Policies-Carol/dp/0763738522/ref=sr_1_1?ie=UTF8&s=books&qid=1258819750&sr=1-1)
  - The barnesandnoble.com link to purchase this book is:
    - <http://search.barnesandnoble.com/booksearch/isbninquiry.asp?EAN=9780763738525>

- The borders.com link to purchase this book is:
    - <http://www.borders.com/online/store/>
- 2) Other handouts and articles will be posted on WebCT for students to read.

**Weekly Lectures:** Weekly lectures will be posted on WebCT for students to reference. These are not a substitute for reading the text and participating in course discussions and assignments. The lectures are ONLY available in Adobe PDF format. Since they are uploaded onto the system at the beginning of the course, they cannot be changed or altered from how they appear. Students can use the zoom tool (+ or -) in Adobe to focus in on areas for better clarity.

**Video Note:** There will be a series of videos which supplement the course readings. They will primarily relate to the course discussions and will be shown online using the “course videos” tool on WebCT. Students should use the videos to reinforce what they are studying in the text.

**Course Description / Objectives:**

This course is intended to introduce students to:

- 1) An examination of the key current issues in health and welfare from a comparative approach. This course explores the most current literature relating to the issues facing nations in today’s health and welfare environments.
- 2) An analysis of developing countries and their perspectives and challenges relating to welfare and health care.
- 3) An exploration of the contemporary research methods used to analyze issues in global health care and welfare policy, with particular emphasis on analyzing countries in the European Union.
- 4) An analysis of international research ethics and case study analyses which generate insight on pertinent health and welfare issues in developing countries.
- 5) An overview of infectious diseases from a global perspective, and the use of Complementary and Alternative Medicines and Treatments.
- 6) An overview of other diseases, particularly relating to: selected cardiovascular diseases; diabetes and respiratory diseases; orthopedic chronic diseases; cancer; violence, injury, and occupational care; nutrition; mental health; and environmental health.
- 7) An exploration of lifespan health issues, particularly relating to reproduction and infants, juvenile health, and geriatric health.

**Attendance:** Even though this is an online course, all students are expected to maintain regular attendance and check in on WebCT daily during the week. Weekly discussions will encourage all students to post and read other students’ postings daily, as well as maintain the workload for the course.

**Communication/Email Note:** All communication and emails will proceed through WebCT, and not personal email accounts, for this course. The basic protocol for email includes:

- They must be properly addressed and use appropriate language, tone, etc.
- Emails to the professor will normally be answered within two working days (weekends and holidays are not working days).

**A Note on Internet Access:** This is an online class which assumes that students will have access to a working computer and access to the Internet. Students can use their school's computer lab, a public library, another university or college, etc., to ensure they have access. "Not having a computer" or "computer crashes" are not acceptable excuses for late work.

**Course Requirements:**

A) This course is divided into five modules, each lasting a period of two weeks. There will be five quizzes (due by the end of each module), a writing assignment (due by 3/16 in Module 4), and a final exam (administered the week after Module 5). In addition, class participation in discussions will count for a portion of the grade.

Course Discussions:	15 points (5 x 3 points each)
Module Quizzes:	100 points (5 x 20 points each)
Writing Assignment:	40 points
Final Exam:	<u>45 points</u>
<b>Total = 200 points</b>	

B) Letter grades will be assigned on the following percentile basis of points earned (200 total possible points):

<u>Points</u>	<u>Letter Grade</u>
180-200	A
160-179	B
140-159	C
120-139	D
119 and lower	F

Please note that at no time will there be any extra credit offered.

C) Course discussions will be graded as follows:

- No response or inadequate response = 0 points
- Adequate response = 1-2 points; (addresses the question but only somewhat links the discussion back to the course text and content).
- Good response = 3-4 points; (draws in course material in a thoughtful way and responds to other students' discussions).
- Excellent response = 5 points; (draws in course material in a thoughtful way to add to the discussion, and responds to 2-3 other students' postings).

D) The quizzes and final exam will be completed online under the WebCT assessment tool. There will be a quiz for each module. Students will be able to take a module quiz anytime during the second week of the module after reading the material. Module quizzes conclude at the end of the module, and no extensions will be granted to students not taking the quiz during this time since it is available for an entire week. Students choose when they will take the quizzes during the period. Any student not taking the quiz in the specified period will receive a zero. To complete the quizzes and final exam, you will log in and be given a time limit to complete all of the questions. These assessments

will be in multiple choice and short essay format, and will test your basic knowledge of topics covered in the book and weekly lectures. It is very important that you have all of the readings completed before taking the exams, since you will not have time to go back and search for the answers.

E) I will post specific guidelines and instructions on WebCT early in the course for the course writing assignment. Only Microsoft Word is acceptable for the assignment. It will be submitted as an attachment in the assignments tool on WebCT. Since guidelines will be posted early in the term, students can complete and submit their assignments at any time prior to the due date. All late assignments will be penalized by one letter grade for each day they are late, irrespective of the excuse. No assignment will be accepted after five days late, without prearrangements with the professor. Course discussions will be completed in the discussion tool on WebCT. Each discussion will last the length of the module, and any student not responding during this time will receive a zero for that particular discussion.

F) An "I" [Incomplete] grade indicates that a student was doing satisfactory work at the end of the term but, for non-academic reasons, was unable to complete all requirements for the course. A report of "I" requires the subsequent completion of all course requirements within a time limit specified by the professor. Students are responsible for making arrangements with their professor for completion of course requirements within the time specified, in accordance with this regulation. If an "I" is not changed to a letter grade within the period specified, it will be changed to the grade "F".

G) All students should be aware of academic integrity requirements for this course. No cheating and/or plagiarism will be tolerated. Those students who cheat or plagiarize will receive a zero for the quiz/exam/assignment.

H) The EUSP complies with the requirements of the Americans With Disabilities Act (ADA). If you believe that you are covered under this act, and if you have need for special arrangements to allow you to meet the requirements of this course, please contact your professor.

# Course Schedule:

## Module 1: Weeks 1-2

- 1- 2/1/10 Holz, chapters 1-2; lectures 1 & 2; Discussion #1
- 2- 2/8/10 Holz, chapters 3-5; lectures 3, 4, & 5; Discussion #1 continued; Quiz 1 period begins on 2/8 and is due before noon on 2/15

## Module 2: Weeks 3-4

- 3- 2/15/10 Holz, chapters 6-8; lectures 6, 7, & 8; Discussion #2
- 4- 2/22/10 Holz, chapters 9-10; lectures 9 & 10; Discussion #2 continued; Quiz 2 period begins on 2/22 and is due before noon on 3/1

## Module 3: Weeks 5-6

- 5- 3/1/10 Holz, chapters 11-13; lectures 11, 12, & 13; Discussion #3
- 6- 3/8/10 Holz, chapters 14-15; lectures 14 & 15; Discussion #3 continued; Quiz 3 period begins on 3/8 and is due before noon on 3/15

## Module 4: Weeks 7-8

- 7- 3/15/10 Holz, chapters 16-17; lectures 16 & 17; Discussion #4; writing assignment due by 11:59 p.m. on 3/16.
- 8- 3/22/10 Holz, chapters 18-19; lectures 18 & 19; Discussion #4 continued; Quiz 4 period begins on 3/22 and is due before noon on 3/29

## Module 5: Weeks 9-10

- 9- 3/29/10 Holz, chapters 20-21; lectures 20 & 21; Discussion #5
- 10- 4/5/10 Holz, chapter 22; lecture 22; Discussion #5 continued; Quiz 5 period begins on 4/5 and is due before noon on 4/12

## Final Exam Period

4/12/10-4/15/2010

## Syllabus: Introduction to the European Union Course – Fall 2009

Section Instructor: Richard Reiman

E-mail [rreiman@sgc.edu](mailto:rreiman@sgc.edu)

### Course Description

The purpose of the course is to introduce the European Union (EU). Originally formed in 1957 by six nations, the EU is currently composed of twenty-seven countries from Western and Central Europe. The goal of European unity is not a recent innovation, having existed at least since the time of Charlemagne, but a commitment to cooperate did not become a priority until after World War II when hesitation about relinquishing certain aspects of national sovereignty was overridden by the war's devastation. The authority of the EU evolved slowly through a series of treaty agreements to encompass a complex network of social, political, and economic responsibilities. In the process, an elaborate structure of institutions developed to manage the EU's expanding range of activities. Three issues remain unresolved about the EU's future:

- the degree to which political—rather than merely economic—unity will be accomplished;
- the impact enlargement will have on the operation of the EU; and
- the challenge, if any, to the United States that will be posed by the collective strength of the EU's member states.

It has clearly become important for American students to know and understand the EU. The course incorporates historical, political, sociological, and economic considerations in studying the EU in order to appreciate the

magnitude of what is being attempted.

### Learning Objectives

#### Goals

The learning objectives for the course require students to demonstrate knowledge of the following:

- the historical origins and development of the EU;
- the EU's governing institutions;
- the EU's policy-making processes;
- current EU policies and issues; and
- EU-USA relations.

Aside from acquiring knowledge about the EU, students will be challenged to sharpen writing, analytical, technological, and communication skills.

### Course requirements: Preliminaries

1. WebCT/GeorgiaView: The course is taught entirely online via WebCT/GeorgiaView. You have received an introductory letter via email with login and password information. Please make sure that you change your password and that you remember it by writing it down and keeping it in a secure location. Once you change your password, the instructor will not know what it is. This is the most common source of log-in problems.

2. PLEASE NOTE: A Printable PDF Version of the Syllabus which may be easier for you to reference is available on this WebCT site, under "Course Resources."

3. Please check your calendar often for updated information as to the dates of quizzes, exams, and discussion dates. While you can access the course and post your discussion submissions anytime, anywhere in asynchronous fashion, each module contains assignments which everyone must complete within the same prescribed due dates indicated on the calendar. More information about this is below.

4. You will be graded on two kinds of assessments: exams and discussions. There are a total of ten exams (8 quizzes, a Midterm exam, and a Final exam). Collectively, the quizzes are "worth" 20% of your course grade. The Midterm exam and the Final exam are each worth 20% of

your course grade. There are two kinds of Discussion grades, one in which you collaborate on a "leader group essay" for one of the modules (20% of your total course grade), and one (also worth 20%) which is the combination of your participation grades for each module in responding to and commenting on the leader group essays of others (each of the 8 module discussions is 2.5 points for a combined result of 20). The total value of your grades for the discussion portion of the course is 40%, rounding out the grade weighting for all grades to 100%.



There is no required textbook for the course, as the modules contain all the readings required and you will be collecting readings in the form of online documents and web sites for use by yourself and other students.

#### Course requirements: Quizzes and Exams

Introduction      8 Quizzes  
  
Midterm Exam  
  
Final Exam

Requirements      Quizzes: Each module has a separate quiz. You must complete each quiz within the time frame set by the calendar. Once you begin a quiz you must finish it within one hour or WebCT/Georgia View will not allow you to complete it. Each quiz is "worth" 2.5% of your course grade.

**Midterm:** The Midterm may be taken anytime within a two-day period designated on the calendar but once it is opened it must be completed within 90 minutes. It will consist of twenty multiple choice questions (each worth two points) and two essay questions (each worth 30 points and each answerable in 3 to 4 paragraphs) on the modules covered by the date of the Midterm. The Midterm exam is "worth" 20% of your course grade.

**Final exam:** The Final exam may be taken anytime on Thursday, December 10 but once it is opened it must be completed within 90 minutes. It will consist of twenty multiple choice questions (each worth 2 points) and two essay questions (each answerable in 3-4 paragraphs and each worth 30 points) on the modules covered after the Midterm exam. The Final exam is "worth" 20% of your course grade.

## Course requirements: Discussions

- Introduction** Discussions: You will receive two types of discussion grades, a single Discussion leader grade and a Discussion participant grade. You will be one of the Discussion leaders in one of the eight modules (how this works is described below) and you will be a discussion participant responding to the leaders of the other seven module discussions. You will receive a numeric grade for your discussion leader role, worth 20% of your course grade.
- Requirements** For the discussion "leader" phase of the course, you will be collaborating with three to six other students in the authoring of a single essay about the module to which you are assigned. Everyone in the course will discuss this essay during the discussion "open" phase for that particular module. Even though you will be collaborating with several other students on a single leader essay post as part of the "leader phase" of the assignment your grade for this part will be individually assigned. As a discussion participant in the other seven module discussions you will receive a grade out of 2.5 points for each module discussion. (You will get a free 2.5 points for the module discussion that you lead) Thus, you could earn a total of 20 points for this portion of the discussion (i.e., 20% of your total course grade). More information on the Discussions is provided below.

## Course requirements: How the Discussions Work

- Introduction** 3. Discussion Leader: Three to six students are assigned and required to lead the class discussion of each of the eight modules during the semester and author what is called the "leader essay." You can find out which module you will share the leadership role in by locating your name on the pdf file that provides this information on the WebCT site, under "Course Resources." The leader essay students have been assigned to a separate and private bulletin discussion board where they can communicate with each other and prepare a single leader essay post (agreeable to all) answering the instructor's questions on the

topic and explaining what issues in the module were most of interest on the assigned topic. This essay must be posted by midnight on the due date listed on the calendar. Students must take care to contribute to their roles in a timely way, collaborating with others by the due dates for such collaboration. These dates will be listed on the calendar.

The leader essay involves two tasks. First, it must consist of a narrative of 1000-1200 words that contains the answer to the instructor's questions in narrative form and in the original words of the group leaders. The statement must be posted on the due date listed on the calendar. Second, the 1000-1200 word statement should be supplemented with at least two thought-provoking questions to be answered by the other students. Besides the module (as a source of information for the essay and the questions, recent news about the EU can be found in The Economist magazine and from the websites below: EU Observer: <http://www.euobserver.com>; Euractiv: [www.euractiv.com](http://www.euractiv.com); EU Commission Delegation to the US: <http://www.eurunion.org> ; U.S. Mission to the EU: <http://www.useu.be>.; and the official EU site, Europa.

Each of the three to six leaders will be assigned a separate grade for their contributions to the module discussion. Students can only receive credit for group work that occurs on the private discussion board. "No-Shows" on the group member board receive a "0" for the assignment. Please note that the private discussion spaces are "private" only insofar as the other students in the class are concerned. The instructor monitors all discussions, including private discussions, and bases student grades on discussions as well as the resulting essay.

#### Course requirements: How the Discussion Boards Work

##### Introduction

4. Bulletin Board Discussions: Students should visit the "Discussions" section (under "Communication Tools") during the first day of

class (August 24) and introduce themselves on the "Introductions" board, indicating why they are taking the course. Please note that three types of open discussion lists exist: Introductions, the eight individual "module open discussion boards," and Student Chit Chat. All course-related work (except for the private leader discussions) should be posted on the module open discussion boards. Student Chit-Chat is for general or off-the-topic exchanges among students. Only postings on the module open discussion and leader boards will be counted in assessing student performance. Students are required to make substantive contributions to questions related to readings and lectures that will be posted weekly. If a student posts only one post containing a paragraph to a particular discussion, that will usually not be enough to receive full credit. Extensive posts that are text-rich but vague or off-topic also do not help. Students may respond to these questions at any time of day but their responses must take place during the period in which the module is open. Contributions (posts) are graded on the basis of both quantity and quality. Each "post" will be evaluated in terms of content (the level of understanding evidenced in the posts), critical thinking (introducing different interpretations to ideas), and writing (the clear communication of ideas). Students should respond to one another's comments. Because this course requires the achievement of a genuine learning community, instructors will generally NOT be responding to the posts of students on the module open discussion board (although obviously there may be exceptions to this), but students will, with the instructor, be facilitating the learning of one another. The instructor will craft the questions for the leader essay, explain it if need be, and grade each essay (as well as the module open discussion of each student) in as timely a manner as possible. The instructor will provide extensive comments as to the reason for the grade assigned to the essay.

Students should check for instructor announcements weekly and check e-mail and discussion boards daily. Attendance alone is not enough in a web-course. To receive credit for participation, a student must log-on and make a substantive contribution to the discussion at least twice weekly. Simply saying "hello," "ditto" or "I agree" is not considered a substantive contribution. Please note that the instructor is able to chart each

student's progress through the course. The instructor knows when each student has logged into the course, what pages were viewed, how long was spent on each page, what posts were made, and how many posts have been read.

#### Grade Distribution at a Glance

8 Quizzes (2.5% each)= 20%

Midterm Exam = 20%

Final Exam = 20%

Leader Group Member and Essay = 20%

Discussion Participant = 20%

100%

**European Law and Legal Systems**  
**Heather A. D. Mbaye, Director**  
**University System of Georgia EU Studies Program**

**Course Information**

This course focuses on the legal institutions that constitute the European Union, and the legal processes of those institutions. The course begins with a brief overview of the European Union, including the historical antecedents that preceded the present day entity of the EU.

It then summarizes the legal institutions of the European Union, including the European Parliament, the European Council, the Commission, the Court of Justice, the Court of First Instance, and the European Ombudsman.

The course will look at the body of law, both static and dynamic, on which these institutions rest and that have been produced by the institutions themselves. This law includes the treaties that provide the legal basis of the EU, the body of statutory law enacted by the Parliament, the Council, and the Commission, and the judicial decisions adjudicated by the Court of Justice and the Court of First Instance, and finally, the administrative rulings issued by the European Ombudsman.

In order to understand the legal system of the European Union, it is necessary to distinguish between the decision-making process of the EU and the role of European Law affecting the member states. Therefore, the course, after briefly describing the institutions, tries to show the constitutional legal framework of the EU: Primary law.

Student assignments include summaries of lecture material, explanations of treaties and statutes, and most challenging, "briefs" of judicial decisions following format used in general jurisprudence, modified in ways appropriate to the European Union proceedings, a summary of court decisions that include citation, issue, holding, and reasoning.

Student assignments will also include compiling an annotated bibliography of articles about the legal institutions and process of the EU, of moderate length, drawn from, among other sources, The Economist, The London Times, and The New York Times.

**Contacting your Professor**

Dr. Heather A. D. Mbaye, Director  
EU Studies Program  
678-839-4988

[hmbaye@westga.edu](mailto:hmbaye@westga.edu) (FOR EMERGENCIES!)

AIM: heathermbaye (any time I'm online for class related issues or questions)

Discussion board: There is a board called "ask your instructor". Please ask general information or assignment questions there so that everyone may see the answers. If you

need to contact me on a different matter, please contact me through the email tab of the course website. I login daily.

*Here's a sample of what NOT to do:*

A quiz link for module 2 is broken for some reason, and you can't log in. The quiz is due at midnight. It's now 7pm, and it's Saturday. You send me a message telling me the problem. You check again at 8pm and 9pm, and there is still a problem, but I haven't responded because it's evening on a Saturday. You send five or six more increasingly panicked accusatory emails, and then, realizing you have only two hours to finish the two hour quiz, you decide to take module 3 quiz instead, and fail miserably. You then send me one final freaked out email saying "I DIDN't know what to DO and I took the wong QUIZ because the right one wasn't WORKING and it's OMG SO NOT MY FAULT this class FAILS and you SUCK for not being online at 10pm on a SATURDAY!"

I log in on Sunday morning, open your first email, send you a response, and then realize you've done something totally irrational, and you've been rude and crazy in the process. This sort of behavior is totally inappropriate. If you wouldn't talk to someone face to face, or react face to face like that, DO NOT DO IT IN AN EMAIL or on the discussion boards. Rest assured that if there is ever a technical problem – and there will be, because you're taking the class on a computer – I will fix it and you will not lose points. So CALM DOWN.

*Here's another sample of what not to do:*

i am n yr class n i cant find my syll can u email me 1

iznt dis hrd 2 reed? y wold u alwyz wnt 2 type lk dis?

Look, guys. I like text speak as much as the next guy, when I'm messaging my brother. But I'm your professor. You need to use correct grammar, capitalization, spelling, and respect when you email me. Don't make it hard to read or interpret your message. If it's not worth your time to compose properly, it's not worth my time to answer.

### **Required Textbooks**

Textbooks may be purchased online through [amazon.com](http://amazon.com), [barnesnoble.com](http://barnesnoble.com), [borders.com](http://borders.com), or any other online bookseller.

The required course text is Craig, Paul and Gráinne de Búrca 2008. *EU Law: Text, Cases, and Materials* Fourth Edition. Oxford: Oxford University Press.

**NOTE: PLEASE ORDER THIS BOOK AS SOON AS POSSIBLE. IT IS NOT AVAILABLE IN YOUR UNIVERSITY BOOKSTORE AND YOU CANNOT COMPLETE THE COURSE WITHOUT THIS TEXT. A FEW BOOKS ARE AVAILABLE IN THE UNIVERSITY OF WEST GEORGIA BOOKSTORE IN CARROLLTON, BUT THERE ARE ONLY A FEW. DO NOT PURCHASE AN OLD EDITION; THE LAW CHANGES VERY QUICKLY IN THE EU.**

Other text material for the course will include, but not be limited to the following:

- The official website of the European Union (<http://www.europa.eu.int>)
- The online New York Times (<http://www.nytimes.com>)
- The online Encyclopedia Britannica (<http://www.britannica.com>)
- The Economist Magazine (online) (<http://www.economist.com>)
- The Financial Times: (<http://www.ft.com>)
- European Voice (recent news on the EU legal front) : <http://www.european-voice.com/current>
- EU directory of European legislation: <http://www.europa.eu.int/eur-lex/en/lif/index.html>

### **Class Login Web Site**

EUSP: <http://www.europeanstudiesprogram.org>

**All login information is at this website!**

### **Class Requirements/Assessments**

1000 total points are available. Grading is on a traditional 10 point scale, by percentage. If your university utilizes a (+/-) grading system, I will follow that scale.

There are eight class modules. Each module is worth 100 points.

During the week assigned to each module, you will

- Do your assigned reading;
- Review the lecture materials online;
- Complete the *timed* quiz (worth 50 points)
- Join in the discussion (worth 10 points)
- Complete your assignment (worth 40 points)

The discussion, the quiz, and the assignment must be turned in at or before the end time. Posting once in a discussion isn't discussion – I can see what you've read and how long you've spent contemplating your classmates' posts; please take the discussion seriously. **LATE ASSIGNMENTS ARE NOT ACCEPTED.** Please note that this course operates on a different schedule than traditional classes, and you may have work due over your Spring Break. I will try to make allowances that make it possible to turn in work EARLY, but **LATE WORK IS NOT ACCEPTED.**

In addition, a 100 point analysis paper and a 100 point annotated bibliography serve as your final project. The directions for the final project will be given early in the course.

**DO NOT EMAIL ASSIGNMENTS TO MY ADDRESS ABOVE. PLEASE USE ONLY THE INTERNAL COURSE EMAIL FOR ASSIGNMENTS.**

### Course modules and schedule

*all times are current time in Georgia, USA*

<b>Name</b>	<b>Start Date</b>	<b>End date</b>	<b>Reading Assignment</b>
1. The European Union and its Law	2/1/2010, noon	2/8/2010, noon	Paul and de Búrca, Ch. 1-2
2. Legal Instruments, Competence, and Policymaking	2/8/2010, noon	2/15/2010, noon	Paul and de Búrca, Ch. 3-4
3. The EU and International Law	2/15/2010, noon	2/22/2010, noon	Paul and de Búrca, Ch. 6-7
4. Effects, Compliance, and Outcomes	2/22/2010, noon	3/1/2010, noon	Paul and de Búrca, Ch. 8-9
5. Supremacy	3/1/2010, noon	3/15/2010, noon	Paul and de Búrca, Ch. 10-12
6. The Operation of the Court System	3/15/2010, noon	3/29/2010, noon	Paul and de Búrca, Ch. 13-15
7. Free Movement: Case Laws	3/29/2010, noon	4/5/2010, noon	Paul and de Búrca, Ch. 18-21
8. Competition: Case Laws	4/5/2010, noon	4/12/2010	Paul and de Búrca, Ch. 25-27
Final	4/12/2010	4/21/2010	

# Appendix 3

## Introduction to the European Union Fall 2009

1. Please rate the instructor on the following scale: 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agree

	1 - Strongly Disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly Agree	Response Count
The instructor was attentive to students' academic needs.	0.0% (0)	20.0% (2)	20.0% (2)	10.0% (1)	50.0% (5)	10
Demands concerning performance were clear.	0.0% (0)	10.0% (1)	10.0% (1)	30.0% (3)	50.0% (5)	10
The instructor responded in a timely manner to questions and concerns transmitted through the mail tool and/or discussion boards.	0.0% (0)	20.0% (2)	10.0% (1)	10.0% (1)	60.0% (6)	10
					<i>answered question</i>	10
					<i>skipped question</i>	0

2. Please rate the course on the following scale:

	1 - Strongly Disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly Agree	Response Count
The course was a positive learning experience.	0.0% (0)	10.0% (1)	30.0% (3)	10.0% (1)	50.0% (5)	10
The content of the course met my expectations.	10.0% (1)	10.0% (1)	10.0% (1)	10.0% (1)	60.0% (6)	10
Learning without physical class attendance was easy for me.	10.0% (1)	20.0% (2)	20.0% (2)	20.0% (2)	30.0% (3)	10
The method of grade assessment was fair.	0.0% (0)	30.0% (3)	0.0% (0)	20.0% (2)	50.0% (5)	10
The amount of work for the class was high.	0.0% (0)	20.0% (2)	50.0% (5)	10.0% (1)	20.0% (2)	10
					<i>answered question</i>	10
					<i>skipped question</i>	0

**3. Please rate the technical questions about the course on the following scale:**

	1 - Strongly Disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly Agree	Response Count
The Vista course was easy to navigate.	0.0% (0)	10.0% (1)	0.0% (0)	40.0% (4)	50.0% (5)	10
The technology operated efficiently.	10.0% (1)	0.0% (0)	30.0% (3)	10.0% (1)	50.0% (5)	10
The bulletin board was an effective way to discuss with the other students.	0.0% (0)	0.0% (0)	20.0% (2)	40.0% (4)	40.0% (4)	10
Class discussions contributed to my overall understanding of the material.	10.0% (1)	30.0% (3)	10.0% (1)	30.0% (3)	20.0% (2)	10
	<i>answered question</i>					10
	<i>skipped question</i>					0

**4. General Questions:**

	1 - Strongly Disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly Agree	Response Count
The virtual contact/exchange with foreign students met my expectations.	0.0% (0)	20.0% (2)	40.0% (4)	20.0% (2)	20.0% (2)	10
I would participate in a future webcourse.	30.0% (3)	10.0% (1)	10.0% (1)	20.0% (2)	30.0% (3)	10
	<i>answered question</i>					10
	<i>skipped question</i>					0

5. The course was a positive experience, because...		Response Count
		5
	<i>answered question</i>	5
	<i>skipped question</i>	5

6. I would improve the course by...		Response Count
		5
	<i>answered question</i>	5
	<i>skipped question</i>	5

7. Other comments:		Response Count
		3
	<i>answered question</i>	3
	<i>skipped question</i>	7

8. What grade do you expect to receive in this course?

		Response Percent	Response Count
A		30.0%	3
B		50.0%	5
C		20.0%	2
D		0.0%	0
F		0.0%	0
		<i>answered question</i>	10
		<i>skipped question</i>	0

## US-EU Relations Fall 2009 Course Evaluation

1. Please rate the instructor on the following scale: 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agree

	1 - Strongly Disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly Agree	Response Count
The instructor was attentive to students' academic needs.	0.0% (0)	0.0% (0)	20.0% (7)	42.9% (15)	37.1% (13)	35
Demands concerning performance were clear.	2.9% (1)	5.7% (2)	17.1% (6)	31.4% (11)	42.9% (15)	35
The instructor responded in a timely manner to questions and concerns transmitted through the mail tool and/or discussion boards.	0.0% (0)	0.0% (0)	5.7% (2)	37.1% (13)	57.1% (20)	35
<i>answered question</i>						35
<i>skipped question</i>						0

2. Please rate the course on the following scale:

	1 - Strongly Disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly Agree	Response Count
The course was a positive learning experience.	0.0% (0)	2.9% (1)	5.7% (2)	51.4% (18)	40.0% (14)	35
The content of the course met my expectations.	2.9% (1)	2.9% (1)	17.1% (6)	42.9% (15)	34.3% (12)	35
Learning without physical class attendance was easy for me.	0.0% (0)	14.3% (5)	8.6% (3)	40.0% (14)	37.1% (13)	35
The method of grade assessment was fair.	5.9% (2)	11.8% (4)	5.9% (2)	35.3% (12)	41.2% (14)	34
The amount of work for the class was high.	0.0% (0)	2.9% (1)	37.1% (13)	25.7% (9)	34.3% (12)	35
<i>answered question</i>						35
<i>skipped question</i>						0

**3. Please rate the technical questions about the course on the following scale:**

	<b>1 - Strongly Disagree</b>	<b>2 - Disagree</b>	<b>3 - Neutral</b>	<b>4 - Agree</b>	<b>5 - Strongly Agree</b>	<b>Response Count</b>
The Vista course was easy to navigate.	2.9% (1)	0.0% (0)	2.9% (1)	57.1% (20)	37.1% (13)	35
The technology operated efficiently.	0.0% (0)	2.9% (1)	8.6% (3)	60.0% (21)	28.6% (10)	35
The bulletin board was an effective way to discuss with the other students.	2.9% (1)	8.6% (3)	5.7% (2)	45.7% (16)	37.1% (13)	35
Class discussions contributed to my overall understanding of the material.	5.7% (2)	2.9% (1)	20.0% (7)	45.7% (16)	25.7% (9)	35
				<i>answered question</i>		35
				<i>skipped question</i>		0

**4. General Questions:**

	<b>1 - Strongly Disagree</b>	<b>2 - Disagree</b>	<b>3 - Neutral</b>	<b>4 - Agree</b>	<b>5 - Strongly Agree</b>	<b>Response Count</b>
The virtual contact/exchange with foreign students met my expectations.	0.0% (0)	14.3% (5)	31.4% (11)	37.1% (13)	17.1% (6)	35
I would participate in a future webcourse.	0.0% (0)	8.6% (3)	11.4% (4)	31.4% (11)	48.6% (17)	35
				<i>answered question</i>		35
				<i>skipped question</i>		0

5. The course was a positive experience, because...		Response Count
		17
	<i>answered question</i>	17
	<i>skipped question</i>	18

6. I would improve the course by...		Response Count
		12
	<i>answered question</i>	12
	<i>skipped question</i>	23

7. Other comments:		Response Count
		7
	<i>answered question</i>	7
	<i>skipped question</i>	28

8. What grade do you expect to receive in this course?

		Response Percent	Response Count
A	<input type="checkbox"/>	47.1%	16
B	<input type="checkbox"/>	41.2%	14
C	<input type="checkbox"/>	8.8%	3
D	<input type="checkbox"/>	2.9%	1
F		0.0%	0
<i>answered question</i>			<b>34</b>
<i>skipped question</i>			<b>1</b>

## European Monetary Union Fall 2009 Course Evaluation

1. Please rate the instructor on the following scale: 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agree						
	1 - Strongly Disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly Agree	Response Count
The instructor was attentive to students' academic needs.	9.7% (3)	0.0% (0)	6.5% (2)	38.7% (12)	45.2% (14)	31
Demands concerning performance were clear.	9.7% (3)	0.0% (0)	12.9% (4)	32.3% (10)	45.2% (14)	31
The instructor responded in a timely manner to questions and concerns transmitted through the mail tool and/or discussion boards.	9.7% (3)	3.2% (1)	6.5% (2)	32.3% (10)	48.4% (15)	31
<i>answered question</i>						31
<i>skipped question</i>						0

2. Please rate the course on the following scale:						
	1 - Strongly Disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly Agree	Response Count
The course was a positive learning experience.	6.7% (2)	6.7% (2)	10.0% (3)	26.7% (8)	50.0% (15)	30
The content of the course met my expectations.	10.0% (3)	13.3% (4)	10.0% (3)	23.3% (7)	43.3% (13)	30
Learning without physical class attendance was easy for me.	10.3% (3)	3.4% (1)	13.8% (4)	24.1% (7)	48.3% (14)	29
The method of grade assessment was fair.	3.4% (1)	0.0% (0)	24.1% (7)	34.5% (10)	37.9% (11)	29
The amount of work for the class was high.	0.0% (0)	3.3% (1)	40.0% (12)	30.0% (9)	26.7% (8)	30
<i>answered question</i>						30
<i>skipped question</i>						1

**3. Please rate the technical questions about the course on the following scale:**

	<b>1 - Strongly Disagree</b>	<b>2 - Disagree</b>	<b>3 - Neutral</b>	<b>4 - Agree</b>	<b>5 - Strongly Agree</b>	<b>Response Count</b>
The Vista course was easy to navigate.	0.0% (0)	10.3% (3)	0.0% (0)	55.2% (16)	34.5% (10)	29
The technology operated efficiently.	0.0% (0)	3.3% (1)	6.7% (2)	60.0% (18)	30.0% (9)	30
The bulletin board was an effective way to discuss with the other students.	3.2% (1)	3.2% (1)	3.2% (1)	45.2% (14)	45.2% (14)	31
Class discussions contributed to my overall understanding of the material.	9.7% (3)	3.2% (1)	16.1% (5)	32.3% (10)	38.7% (12)	31
				<i>answered question</i>		31
				<i>skipped question</i>		0

**4. General Questions:**

	<b>1 - Strongly Disagree</b>	<b>2 - Disagree</b>	<b>3 - Neutral</b>	<b>4 - Agree</b>	<b>5 - Strongly Agree</b>	<b>Response Count</b>
The virtual contact/exchange with foreign students met my expectations.	6.5% (2)	9.7% (3)	35.5% (11)	22.6% (7)	25.8% (8)	31
I would participate in a future webcourse.	3.2% (1)	3.2% (1)	12.9% (4)	25.8% (8)	54.8% (17)	31
				<i>answered question</i>		31
				<i>skipped question</i>		0

5. The course was a positive experience, because...		Response Count
		17
	<i>answered question</i>	17
	<i>skipped question</i>	14

6. I would improve the course by...		Response Count
		15
	<i>answered question</i>	15
	<i>skipped question</i>	16

7. Other comments:		Response Count
		11
	<i>answered question</i>	11
	<i>skipped question</i>	20

8. What grade do you expect to receive in this course?

		Response Percent	Response Count
A		27.6%	8
B		58.6%	17
C		13.8%	4
D		0.0%	0
F		0.0%	0
		<i>answered question</i>	<b>29</b>
		<i>skipped question</i>	<b>2</b>

# Appendix 4

Minutes: European Union Studies Program  
Fall Steering Committee Meeting Agenda  
13 November 2009

A. Report on meetings with Collaborative partners at Ludwig Maximilians University-Munich

Heather Mbaye reports that meetings in Munich in July went very well. We have opened communications and hope to avoid miscommunications in the future.

B. Recentralization of Program Director Duties – Heather Mbaye

The program director's duties will be recentralized in Heather Mbaye's office at UWG. For now, please continue to send names of registered students to Rick Reiman, as Heather Mbaye is in process of training and learning how to administer Vista.

C. Financial report – Heather Mbaye

Heather Mbaye reports that we have about \$2000 in our agency account. We have hired a student assistant, and the new financial codicil will be in place for January 1. Schools which have not signed the codicil cannot participate in the online classes.

The shift to ADP means that we must pay all faculty who teach in the program via inter-institution transfer. There is no longer any way for UWG to pay a faculty member directly. There is no way to do it in ADP. Each faculty member will get a check made out to the institution, and will have to negotiate for that check to be paid him as extra compensation as stated in the financial agreement and in the contracts. Universities that refuse will be in violation of the contracts they have signed.

All faculty members teaching in the program will receives UP TO 9% for teaching the class. Please report your salary to Heather Mbaye. Also, you will receive \$1000 IF, and ONLY IF, you update the course as required in your contracts.

D. Website updates – Heather Mbaye

The website has been fully updated, including a course descriptions page and a log in page. Please review the site and send changes to Heather Mbaye.

E. Teaching Guidelines document

There is a teaching guidelines document available under faculty resources on the website. All teaching faculty should read this guide. Campus reps might also find it useful.

F. Moving to 2 collaborative seminars in Summer – Heather Mbaye (see attached)

The steering committee voted to move from one collaborative seminar in the summer to two. It will make the course rotation much easier.

G. Update: Georgia on my line (GOML) – Heather Mbaye

We are now offering courses on the GOML instance of Vista. It doesn't cost anything and we are not using their registration system.

H. Macon conference – Heather Mbaye and Chris Bourdouvalis

The Steering committee would like to re-start a student conference in Macon in February 2011. It was the sense of the committee that 2010 was too soon to drum up student support. They would like to do a paper competition in the fall, present papers conference style, have a prize for best paper, and perhaps have representatives from companies to talk about jobs abroad or here. Chris will chair the conference if he would like.

– I. Professional Track – Heather Mbaye

The UWG provost is in support of creating the EUCP at UWG, in order that students could be admitted post-baccalaureate to complete certificate courses. Heather will work on this.

J. Maymester Study Abroad Program – Heather Mbaye (see attached)

The Committee voted to support Heather's Maymester program and to allow it to be promoted on the EU program website.

K. Old Business

1. EU designation at KSU – Elsa Nystrom is working on this.
2. Advertising flyers/ posters – Elsa presented a great flyer which will soon be available on the website for printing.

L. New Business

We are overdue for elections. Elections will be held in February.

Nominations received:

Director: Heather Mbaye

Associate Director:

Sec/Treasurer:

At Large: Elsa Nystrom

At Large:

Please send further nominations to Heather. Please nominate yourself OR confirm with the person you nominate before you send in the name.

MINUTES OF FALL ANNUAL MEETING of the

EUROPEAN UNION STUDIES PROGRAM STEERING COMMITTEE

held at the Double Tree Inn, Savannah Georgia, November 14, 2008

Respectfully submitted by John Van Doorn, EUSP Director

*Members Present:* John Van Doorn, Michael Baun, Heather Mbaye, Donald Singer, Charles Crouch, Craig Greathouse, Elsa Nystrom, Rick Reiman, [substitute for Christos Bourdouvalis], Carol Hansen, Olavi Arens and Randall Parrish.

The Meeting was called to order promptly at 4:30 p.m. by Director Van Doorn

Van Doorn began by welcoming the 12 members in attendance (forming the necessary quorum), and thanked them for making the trip, despite recent cutbacks in faculty travel budgets. The first item on the agenda was to review the remaining courses in the EUSP on-line schedule, and to note that the current schedule will expire at the end of the Fall 2010 term. Van Doorn asked when the Committee thought the call for new on-line course proposals should go out. The consensus was that the **call for new courses should go out immediately, and be due in late January**. The program will have to work with its LMU (Ludwig Maximillians University of Munich) partner in the development of new courses. It was agreed that Van Doorn would send out a notice on the Listserv, with a reminder in mid-January.

The Transatlantic Studies Program (TAS)/B.A. Pilot report was given by Drs. Baun and Crouch. **Dr. Baun promised to mail course descriptions** in all ten (10) study areas--five in policy and five in geographical regions--encompassed by the TAS B.A., and **to provide a link** to the new program's web-site on the EUSP's web-site (eustudiesprogram.org). Dr. Baun then provided a general overview of the TAS program: its inter-disciplinary teams have developed two out of five "modules," and all five modules will be completed by next fall, 2009. Other highlights: total language integration, a second workshop to be held at Valdosta State Univ. in September 2009, and a Fall 2010 launch. Dr. Baun stressed that the TAS B.A. is *not* a totally on-line degree, clearing up a common misconception. Dr. Crouch requested more information from the colleges and universities involved as "pilots" for the program. Finally, **Dr. Craig Greathouse agreed to do Beta testing** for the TAS program.

Future collaborative partners of the EUSP were briefly discussed. One possible partner mentioned was Inglestadt Hochschule [sp?].

Next was the Director's Report. Some of the major points from that report:  
Major Goals/Needs of the Program:

- The Director and Executive Committee need help with administration of the program.
- Getting a reliable revenue stream is key to all areas of the program.
- The program needs more clarity on its goals, roles of its actors and its limits.

The Director then listed his top accomplishments:

- First, just keeping it together after the departure of founding Director Brian Murphy.

- Better delegation of duties and burden sharing (a tri-partite arrangement between the Director, on-line course administrator, and web-site administrator).
- Maintenance of a good relationship with the LMU in Munich.
- Representation of the EUSP with the USG Office of Instructional Technology (OIT) and other state agencies.
- Representation of the EUSP at the inauguration of the EU Center for Excellence at Georgia Tech.
- Transferring the EUSP treasury to the University of West Georgia

Van Doorn reported that he had been unsuccessful in recouping program funds (@ \$6800) from Valdosta State University despite repeated contacts and attempts to do so. The problem appears to be that the monies were deposited in the European Council's general fund. Charlie Crouch recommended that the Director or others follow-up with David Starling and/or Mark Baird (who is now at F.S.U.) in order to recoup these needed funds.

The Steering Committee then thanked Van Doorn for his services as Director to the EUSP in difficult times, and asked that he place a **commendation** in the minutes of the meeting.

Item # 5 was the **Financial Committee's Report** from **Dr. Heather Mbaye**. Mbaye argued for centralization of the EUSP's financial and collection system, which is now very complex. She is working up a proposal in conjunction with Rick Sears, the comptroller at the Univ. of West Georgia. The basic idea is that UWG would perform the collection duties for the EUSP for a set student fee (\$35.00 was mentioned), and then the EUSP would get the balance after the mandatory nine percent plus \$1,000 given to the course instructor. **Crouch** recommended that Mbaye prepare "trial" language before the amendment to the Institutional Agreement is circulated among the collaborative schools. **Reiman** commented that he thought that the proposal was "simpler and better" than the current arrangement. **Baun** recommended that the extra revenue could be used for a course reduction (1 or 2 load) or other support for the Director.

A **Motion** was made and seconded to empower Heather Mbaye to look into the financial arrangement she proposed with UWG and to proposed a draft of an amendment or codicil to the Institutional Agreement that she would present to the EUSP Steering Committee via the Listserv.

Item # 6 dealt with EUSP program issues. First, the issue of "pushback" or resistance to fulfilling obligations under the I.A., especially listing of EUSP on-line courses. **Nystrom** offered a template for standard EURO designators that she uses at KSU that fits within Board of Regents guidelines. **Arens** commented that AASU already does that, and that such designators would be a good bridge to the new TAS B.A. course listings. **Mbaye** proposed a compromise: use standard designators for "core" and repeating EUSP courses, but allow "special topics" designators and think about where everyone fits. **Baun** proposed **EUSP course descriptors on the EUSP web-site**. It was agreed that Van Doorn, Mbaye and Reiman would follow through on this suggestion.

Next, **Nystrom** volunteered to prepare an updated tri-fold flyer for the EUSP.

First, she'll prepare a "mock-up" e-version that she'll circulate among the ExComm. It will then be made available to all EUSP Campus Representatives.

The problem of adequate **Course Evaluations** was discussed next. The current system of e-mailing evaluations to the Director has many drawbacks. **Mbaye** volunteered to explore using an automatic, on-line survey instrument like "**Survey Monkey**" and report back to the ExComm. **Greathouse** recommended that on-line, automatic evaluation be discussed in the program's Learning Objectives in the winter meeting. Greathouse then agreed to **collect and organize all Learning Objectives** before the Winter Meeting.

Item # 7 concerned EUSP cooperation with the Georgia On My Line (**GOML**) web-site that is produced by the OIT. **Greathouse** volunteered to bring information on the GOML to the winter/spring meeting, including the pros and cons of greater links between the EUSP and the GOML. **Mbaye** noted that GOML/OIT had agreed to handle program administration and publicity, but that the costs were unknown.

Item # 8 concerned the **Strasbourg Study Abroad** programs, both the Maymester and new full fall-semester programs. A report was given by **Hansen**. On the **Maymester** program, the following points were made:

- The program had seen a large increase in enrollment.
- Hansen has a new publicity flyer available to all reps. to advertise the program.
- Mbaye questioned whether there were sufficient contact hours in the program, and requested that actual schedules, course syllabi and outlines be given to the ExComm. **Hansen agreed provide these materials.**

The following points were made about the new **Fall 2009 Semester program**:

- It will be a 15-week program composed of at least 5 courses
- Teaching faculty will initially be 3 from Strasbourg and 2 from Ga. State Univ.
- It needs at least 15 students in order to "make."
- G.S.U. has two new "Memos of Understanding" (MoU) with both the University of Strasbourg and the Institute of Policy Studies there, including English-language instruction.
- **Internships** will be offered around Strasbourg, for 3 - 6 hours credit, and would involve at least a 5-week commitment (the rest pro-rated).
- **Costs** would be about \$15,000, including air-fare, transportation and a 4-day meal plan. The internship would be an additional \$9,000.
- The student goal is 30-40 per semester.
- The long-term goal for Ga. State Univ. is to open a branch campus in Strasbourg that might also serve as a research base for USG professors.

Item # 9 was about **new elections**. Van Doorn announced that he must reluctantly resign due to circumstances beyond his control. He agreed to continue to serve as Director until the winter/spring meeting to provide continuity to the program. **Van Doorn will open nominations via the Listserv** which will close on Dec 31, 2008. The nominees (and self-nominations are fine) will be asked to produce a letter of home-institute support.

Item # 10 called for establishing the winter/spring meeting location and time.

It was agreed that the EUSP should meet in Macon, Georgia, but the date was left unspecified.

The meeting was adjourned at about 6:15 p.m.

## Course or Program Addition, Deletion or Modification Request

Department: GEOSCIENCES

College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

2010 APR 14 PM 1:26

Prefix      Course      Title      Hours: Lecture/Lab/Total

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):

REQUEST: CHANGE THE REQUIRED/ELECTIVE COURSES IN THE MINOR IN GEOGRAPHIC INFORMATION SYSTEMS. PLEASE SEE THE ATTACHMENT FOR MORE DETAIL.

Prerequisite(s) \_\_\_\_\_

**Present or Projected Enrollment:** (Students per year)

Effective Date\*: FALL /2010

\*For a new course, one full term must pass between approval and effective date.

Term/Year

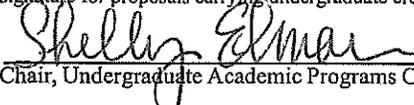
Grading System:       Letter Grade       Pass/Fail       Other

Approval:

	2-17-2010		
Department Chair	Date	Department Chair (if cross listed)	Date
Dean of College	Date	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).

	4/14/10	
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies

Vice President for Academic Affairs      Date

Request for Program Change

**Minor in Geographic Information Systems**

January 22, 2010

JC Seong, Department of Geosciences

Current Description	New Description
<p><b>REQUIREMENTS FOR A MINOR IN GEOGRAPHIC INFORMATION SYSTEMS</b></p>	<p><b>REQUIREMENTS FOR A MINOR IN GEOGRAPHIC INFORMATION SYSTEMS</b></p>
<p>Students pursuing a BS Degree in Geography with a concentration in Geographic Information Systems may not earn the minor.</p>	<p>Students pursuing a BS Degree in Geography with a concentration in Geographic Information Systems may not earn the minor.</p>
<p>Required courses: 12            GEOG 4553 Geographic Information Systems 4            GEOG 4564 Introduction to Image Processing 4            GEOG 4753 Advanced GIS and Spatial Analysis 4</p>	<p>Required courses: 12            GEOG 4553 Geographic Information Systems 4            GEOG 3563 Introduction to Remote Sensing 4            GEOG 4753 Advanced GIS and Spatial Analysis 4</p>
<p>One of the following: 3-4            GEOG 4554 Computer Cartography 4            GEOG 4562 Airphoto Interpretation and Photogrammetry 4            GEOG 4086 Internship 3            GEOG 3563 Introduction to Remote Sensing 4</p>	<p>One of the following: 3-4            GEOG 4554 Computer Cartography 4            GEOG 4562 Airphoto Interpretation and Photogrammetry 4            GEOG 4086 Internship 3            GEOG 4564 Introduction to Image Processing 4</p>
<p>Total 15</p>	<p>Total 15</p>

- **Request:** Put GEOG 3563 in the Required courses section and GEOG 4564 in the One of the following section.
- **Rationale:** GEOG 3563 will be the prerequisite of GEOG 4564. GEOG 3563 teaches enough knowledge and skill for the GIS Minor.

**Course or Program Addition, Deletion or Modification Request**

Department: GEOSCIENCES College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

2010 APR 14 PM 1:30

Prefix Course Title Hours: Lecture/Lab/Total

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 type="checkbox"/> Undergraduate
<input checked="" 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):

REQUEST: CHANGE THE REQUIRED/ELECTIVE COURSES IN THE GEOGRAPHIC INFORMATION SYSTEMS CERTIFICATE PROGRAM. PLEASE SEE THE ATTACHMENT FOR MORE DETAIL.

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.      Term/Year

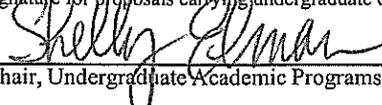
Grading System:       Letter Grade       Pass/Fail       Other

Approval:

	1-22-2010		
Department Chair	Date	Department Chair (if cross listed)	Date
	3-8-10		
Dean of College	Date	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).

	4/14/10		
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs      Date

Request for Program Change

## Geographic Information Systems Certificate

January 22, 2010

JC Seong, Department of Geosciences

Current Description	New Description
<p>...</p> <p><b>Admission to the Program</b>                      The GIS Certificate is open to all professionals and current students who have a bachelor's degree with a GPA of 2.5 or above. Any bachelor's degree meets the requirement of admission. Prospective students must apply for the admission to the non-degree seeking program as described in the Graduate Catalog. Current students who are enrolled in a graduate program offered at UWG must submit a separate application to apply to this program. All application materials should be submitted to the Graduate School.</p> <p>...</p> <p><b>To complete the GIS Certificate program, students must complete the following requirements</b>                      GEOG 5553 Geographic Information Systems (4 cr.)                      GEOG 6753 Advanced GIS and Spatial Analysis (4 cr.)                      GEOG 6677 Image Processing (4 cr.)</p> <p><b>one from the following courses:</b>                      GEOG 5562 Airphoto Interpretation &amp; Photogrammetry (4 cr.)                      GEOG 5554 Computer Cartography (4 cr.)                      GEOG 5086 Internship (3 cr. maximum)                      GEOG 7685 Remote Sensing for Teachers (4 cr.)</p> <p>...</p>	<p>...</p> <p><b>Admission to the Program</b>                      The GIS Certificate is open to all professionals and current students who have a bachelor's degree. Any bachelor's degree meets the requirement of admission. Prospective students must apply for the admission to the non-degree seeking program as described in the Graduate Catalog. Current students who are enrolled in a graduate program offered at UWG must submit a separate application to apply to this program. All application materials should be submitted to the Graduate School.</p> <p>...</p> <p><b>To complete the GIS Certificate program, students must complete the following requirements</b>                      GEOG 5553 Geographic Information Systems (4 cr.)                      GEOG 5563 Remote Sensing                      GEOG 6753 Advanced GIS and Spatial Analysis (4 cr.)</p> <p><b>one from the following courses:</b>                      GEOG 5562 Airphoto Interpretation &amp; Photogrammetry (4 cr.)                      GEOG 5554 Computer Cartography (4 cr.)                      GEOG 5086 Internship (3 cr. maximum)                      GEOG 6677 Image Processing (4 cr.)                      GEOG 7685 Remote Sensing for Teachers (4 cr.)</p> <p>---</p> <p>...</p>

- **Request:**
  - Remove the GPA requirement (2.5 or better)
  - Put GEOG 5563 in the Required section and GEOG 6677 in the Electives section.
  
- **Rationale:** GEOG 5563 teaches enough knowledge and skill for the GIS Certificate. GEOG 6677 will teach project-oriented application topics. In addition, the GPA requirement is not necessary because the Certificate Program targets GIS field professionals.

**Course or Program Addition, Deletion or Modification Request**

Department: Mass Communications College: College of Arts & Sciences

2010 APR 14 PM 1:25

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: Lecture/Lab/Total

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 checked="" type="checkbox"/> Other		

Credit
<input 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):

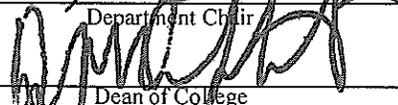
See attachments (2) for rationale.

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. 1 term/Year

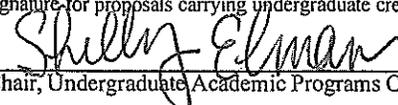
Grading System:       Letter Grade       Pass/Fail       Other

Approval: \_\_\_\_\_

	3-3-10	
Department Chair	Date	Department Chair (if cross listed)
	3-8-10	
Dean of College	Date	Dean of College (if cross listed)

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).

	4/14/10	
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies
		Date

Vice President for Academic Affairs \_\_\_\_\_ Date \_\_\_\_\_

## Rationale

### Mass Communications Program Modification

March 3, 2010

1. Fall 2010, the Mass Communications program plans to begin the preliminary application process with the Accrediting Council on Education in Journalism and Mass Communications. As part of that process, the program proposes to change its prefix from COMM to MCOM for semantic and consistency purposes. Communication generally refers to human communication scholarship, whereas mass communications refers to mass media, which is the program focus. Also, the COMM prefix is inconsistent with the program name, i.e., it's awkward to have a course prefix that begins with a "C," and the corresponding courses catalogued in the "M" section given the program name. See attached program emphasis tracks.
2. Add five new courses to the program. All five courses fill critical voids in the curriculum and have been taught several times as special topic courses. Three of the five courses are required courses for program emphasis tracks. The remaining two courses serve as elective options for program emphasis tracks. The courses are listed below, and are identified in bold, italics text on the attached program emphasis tracks.
  - MCOM 3354 - Digital Social Media & Society
  - MCOM 3355 - Media Programming & Management
  - MCOM 4414 - Public Relations Management
  - MCOM 4444 - Public Relations Campaigns
  - MCOM 4455 - Critical Issues in Mass Communications

## Proposed Mass Communications Program Modification

### Convergence Journalism Emphasis

#### Core Area F - 18 Hours

MCOM 1110  
MCOM 1154  
MCOM 2254

One Humanities or Social Science Course

Select From Core Area C or Core Area E; Note

Prerequisites for Minor and Major Elective Courses

Foreign Language 2001

Foreign Language 2002

#### Courses Required for Degree - 60 Credit Hours

##### Major Required Courses - 24 Credit Hours

MCOM 3301  
MCOM 3303  
MCOM 3352  
MCOM 4402  
MCOM 4421  
MCOM 4450  
MCOM 4454  
MCOM 4484

##### Major Elective Courses 18-21 Hours

Select 6 Courses From List if Minor = 18 Credit

Hours; Select 7 Courses From List if Minor = 15

Credit Hours; At Least 4 Courses From List Must Be

MCOM Courses; Note Prerequisites

MCOM 3302	<b>MCOM 4414</b>	ABED 4118
MCOM 3313	<b>MCOM 4444</b>	MKTG 3803
MCOM 3351	MCOM 4453	MKTG 3809
MCOM 3352	<b>MCOM 4455</b>	SOCI 3273
MCOM 3353	MCOM 4481	SOCI 3603
<b>MCOM 3354</b>	MCOM 4485	SOCI 3943
MCOM 3357	MCOM 4486	SOCI 4323
MCOM 4403	ABED 3106	

#### Minor Courses 15 - 18 Hours

### Multimedia Storytelling Emphasis

#### Core Area F - 18 Hours

MCOM 1110  
MCOM 1154  
MCOM 2254

One Humanities or Social Science Course

Select From Core Area C or Core Area E; Note Prerequisites for

Minor and Major Elective Courses

Foreign Language 2001

Foreign Language 2002

#### Courses Required for Degree - 60 Credit Hours

##### Major Required Courses - 24 Credit Hours

MCOM 3301  
MCOM 3350  
MCOM 3351  
MCOM 3352  
**MCOM 3355 - Media Programming & Management**  
MCOM 4452  
MCOM 4454  
MCOM 4484

##### Major Elective Courses 18-21 Hours

Select 6 Courses From List if Minor = 18 Credit Hours; Select 7

Courses From List if Minor = 15 Credit Hours; At Least 4

Courses From List Must Be MCOM Courses; Note Prerequisites

MCOM 3303	<b>MCOM 4455</b>	FILM 3200
MCOM 3353	MCOM 4453	MKTG 3803
<b>MCOM 3354</b>	MCOM 4481	MKTG 3809
MCOM 3356	MCOM 4485	SOCI 3273
MCOM 3357	MCOM 4486	SOCI 3603
MCOM 4402	ABED 3106	SOCI 3943
MCOM 4403	ABED 4118	SOCI 4323
MCOM 4451	ENGL 3200	

#### Minor Courses 15 - 18 Hours

### Public Relations Emphasis

#### Core Area F - 18 Hours

MCOM 1110  
MCOM 1154  
MCOM 2254

One Humanities or Social Science Course

Select From Core Area C or Core Area E; Note

Prerequisites for Minor and Major Elective Courses

Foreign Language 2001

Foreign Language 2002

#### Courses Required for Degree - 60 Credit Hours

##### Major Required Courses - 24 Credit Hours

MCOM 3301  
MCOM 3313  
MCOM 4413  
**MCOM 4414 - Public Relations Management**  
**MCOM 4444 - Public Relations Campaigns**  
MCOM 4451  
MCOM 4454  
MCOM 4484

##### Major Elective Courses 18-21 Hours

Select 6 Courses From List if Minor = 18 Credit

Hours; Select 7 Courses From List if Minor = 15

Credit Hours; At Least 4 Courses From List Must Be

MCOM Courses; Note Prerequisites

MCOM 3302	MCOM 4421	ABED 4118
MCOM 3303	MCOM 4450	ENGL 3405
MCOM 3351	MCOM 4452	MKTG 3803
MCOM 3352	<b>MCOM 4455</b>	MKTG 3809
MCOM 3353	MCOM 4481	PSYC 3600
<b>MCOM 3354</b>	MCOM 4485	SOCI 3273
MCOM 3357	MCOM 4486	SOCI 3603
MCOM 4402	ABED 3100	SOCI 3943
MCOM 4403	ABED 3106	SOCI 4323

#### Minor Courses 15 - 18 Hours

## Proposed Mass Communications Course Modifications Addendum

Current Course Prefix/Number/Title	Proposed Course Prefix/Number/Title
COMM 1110 Public Speaking	MCOM 1110 Public Speaking
COMM 1115 Debate Practicum	MCOM 1115 Debate Practicum
COMM 1154 Introduction to Mass Communications	MCOM 1154 Introduction to Mass Communications
COMM 2254 Media Ethics	MCOM 2254 Media Ethics
COMM 3301 Writing and Reporting for Newspapers I	MCOM 3301 Writing & Reporting for Newspapers I
COMM 3302 Writing and Reporting for Newspapers II	MCOM 3302 Writing & Reporting for Newspapers II
COMM 3303 Editing and Makeup for Print Publications	MCOM 3303 Editing & Makeup for Print Publications
COMM 3310 Argumentation	MCOM 3310 Argumentation
COMM 3313 Public Relations	MCOM 3313 Public Relations
COMM 3330 Advanced Communication Skills	MCOM 3330 Advanced Communication Skills
COMM 3350 Telecommunication and Electronic Media Industries	MCOM 3350 Telecommunication & Electronic Media Industries
COMM 3351 Radio Program Production	MCOM 3351 Radio Program Production
COMM 3352 Television Production I	MCOM 3352 Television Production I
COMM 3353 Television Production II	MCOM 3353 Television Production II
COMM 4485 Media Blogs and Society	MCOM 3354 Digital Social Media & Society
COMM 4485 Media Programming	MCOM 3355 Media Programming & Management
COMM 3356 Film and Culture	MCOM 3356 Film and Culture
COMM 3357 Diversity and Mass Media	MCOM 3357 Diversity & Mass Media
COMM 4402 Feature Writing	MCOM 4402 Feature Writing
COMM 4403 Photojournalism	MCOM 4403 Photojournalism
COMM 4413 Public Relations Cases	MCOM 4413 Public Relations Cases
COMM 4485 Crisis Communication	MCOM 4414 Public Relations Management
COMM 4421 Practicum	MCOM 4421 Practicum
COMM 4485 Public Relations Campaigns	MCOM 4444 Public Relations Campaigns
COMM 4450 Broadcast News Writing and Reporting	MCOM 4450 Broadcast News Writing & Reporting
COMM 4451 Copy Writing for TEM	MCOM 4451 Copy Writing for TEM
COMM 4452 Advanced Television Production	MCOM 4452 Advanced Television Production
COMM 4453 Announcing	MCOM 4453 Announcing
COMM 4454 Media Law	MCOM 4454 Media Law
COMM 4485 Media and Society; Controversial Issues in Mass Media; Critical Issues in Journalism	MCOM 4455 Critical Issues in Mass Communications
COMM 4481 Independent Study	MCOM 4481 Independent Study
COMM 4484 Mass Communications Research	MCOM 4484 Mass Communications Research
COMM 4485 Special Topics	MCOM 4485 Special Topics
COMM 4486 Internship	MCOM 4486 Internship

## Course Update Request (Add, Delete, Modify)

**Originator**

Mass Communications and Theatre Arts Department	College of Arts and Sciences College	Hadley, Patrick Originator
--	---	-------------------------------

**Action**
 Add    Modify    Delete

**Modifications**
 Prerequisites    Description    Title    Credit    See Comments

**Course Details**

MCOM	3354	Digital Social Media and Society
Prefix	Number	Course Title

An introduction to the foundations, applications, and techniques of digital social media. Opportunities for practical experience developing blogs and other social media content, and exploring the relation of these emerging technologies to traditional mass communication media within society.

**Course Catalog Description**

3		3	Fall - 2010	Spring and Fall	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

**Prerequisites**

MCOM 1154, MCOM 3350

**Corequisites**
**Rationale**

Digital Social Media and Society has been a special topics course providing students an overview of social media technologies and an opportunity to explore ways in which these applications relate to traditional media and various elements in society. This course has been offered during each non-Summer Semester (four times) since the beginning of Fall Semester 2008. Student demand for the course has always been at or in excess of the enrollment cap for the course. Furthermore, this course requires no additional resources in order to be converted to a permanent offering. We propose that this course be modified to permanent course status.

**Planning Info**

- Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 50

**Comments**
 TEAC Approval Required

**College Approvals**

Gagnon, Pauline [ APPROVED ]

Chair, Course Department

Overfield, Denise [ APPROVED ]

Associate Dean, College of Arts and Sciences

**Cross-Listing Approvals**

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

**Other Approvals**

Elman, Rochelle [ APPROVED ]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

**FINAL APPROVAL**

Aldrich, Michael [ REQUIRED ]

Chair, Faculty Senate

## **DIGITAL SOCIAL MEDIA AND SOCIETY Course Syllabus**

### **GENERAL INFORMATION**

Instructor: Patrick D. Hadley, Ph.D.

Office: Humanities 144

Telephone: (678) 839-4931/E-mail: phadley@westga.edu

Office Hours: Mondays and Wednesdays, 11 am – 1:00 pm, 3:30 pm – 4:00 pm

Tuesdays and Thursdays, 1:00 pm – 4:00 pm (or by appointment)

### **TEXT & ADDITIONAL MATERIALS**

All readings for this course will be provided in-class or online.

### **LEARNING OBJECTIVES**

1. You will be able to understand the historical development, political and economic environment, technological foundations, and socio-cultural context for new Web applications referred to as “Web 2.0” or “social media,” such as blogs, Facebook, Twitter, and YouTube.
2. You will be able to explain the implications of these new social media for traditional industries and activities, such as broadcasting, journalism, marketing, public relations, advertising, and social relationships.
3. You will apply, practice, and demonstrate this knowledge by:
  - a. Studying and discussing key social media applications on an individual and group basis;
  - b. Developing basic technical competency in key social media applications (e.g., blogs, Twitter, YouTube);
  - c. Taking exams to demonstrate your understanding of the major concepts covered in the readings and discussions; and
  - d. Selecting and completing a final project that will allow you to explore and apply knowledge of a particular social media application in depth.

**Grading Evaluation**

Midterm Exams (2 @ 100 pts each)	200 pts
Weekly Assignments (7 @ 20 pts ea; Posting-15/Oral Brief-5)	140 pts
Final Project	100 pts
In-class presentation of final project	20 pts
Attendance	40 pts

**Total =** **500 pts**

**Grading Scale**

Assignment of final grades will be based on the following point-to-grade scale:

A	450 - 500
B	400 - 449
C	350 - 399
D	300 - 349
F	299 and below

In the interest of academic integrity and fairness, please note that at the end of the semester, I do not offer individual extra credit opportunities to enhance grades that may already include extra credit for problematic or bonus exam questions. I will round up final averages when the total points earned in the class are within 0.5 points of the next higher grade.

**ASSIGNMENTS**

*Midterm Exams:* There will be two midterm exams given during the second half of class. Midterms will be based on the assigned class readings and discussion about those readings. Midterms will not cover details of examples described in student postings and oral briefs. (100 points each)

*Weekly Assignments:* There will be several weekly assignments. Some will be activity-based projects, while others will be based on your review of the assigned readings. Each of the 7 weekly assignments will be worth 20 points. Fifteen of the 20 points are for your posting on CourseDen or your blog, as indicated in the assignment. Postings made more than 1 hour late

will lose 10 pts. However, you can make a late posting up to one week after the deadline for up to 5 points.

Five of the 20 points are available for delivering an oral brief in class about your posting. There are no makeup opportunities for oral briefs missed due to unexcused absences.

*Final Project:* Detailed information will be provided later in the semester.

*Oral Presentation on Final Project:* Detailed information will be provided later in the semester.

## ATTENDANCE

You are required to attend all regularly scheduled class sessions. Class absence may compromise performance on exams given that exams will cover material presented in assigned readings and class discussion. In addition, since students will deliver oral briefs during many classes, absence also will result in forfeiture of points allocated for this activity. The order of presenting oral briefs is based on the order in which students complete their postings. **The order will not be rearranged for students who desire to leave class early.**

EACH unexcused absence lowers your attendance grade by **eight (8)** points. Arriving more than fifteen minutes late for class or leaving more than fifteen minutes before class ends also lowers your final attendance grade by eight points. However, absences, late arrivals, and early leaves are excused in cases of unavoidable situations or university-recognized obligations substantiated with documentation. Requests must be made at least two hours before the class for which you are to be absent, arrive late, or leave early.

Note: It is YOUR RESPONSIBILITY to be aware of your attendance. You should see me at any point during the semester if you have any questions about this policy or your attendance—the sooner the better. I will not entertain unsubstantiated claims at the end of the semester that an absence was incorrectly recorded during the first three months of the semester.

## CourseDen

During the online component of the course, we will primarily use CourseDen, My Grades, and Mail tools. You are expected to log in to CourseDen regularly throughout the week, but especially within 24 hours of each scheduled class session. More detailed information on use of CourseDen will be provided in class.

For CourseDen assistance, including orientations and troubleshooting, I encourage you to reference the UWG Online Connection orientation, the Distance Student Guide, and the Distance Learning Library Services internet links. You may also visit the Distance and Distributed Education Center at the Honors House, or contact the staff via e-mail at [distance@westga.edu](mailto:distance@westga.edu) or via phone at 678.839.6248 (Monday - Friday 8am - 5pm).

## **My Grades**

You will use the *My Grades* tool to view your grades. Exam scores will typically be posted within three days of an exam. Grades for online postings and oral briefs typically will be posted within a week of the assigned class meeting date.

## **Mail**

The CourseDen Mail tool allows you to send and receive e-mail to/from me and your classmates. Each time you log in, it is important that you check Private Mail, particularly for messages from me.

## **ACADEMIC DISHONESTY**

Academic dishonesty is NOT tolerated. It will result in failure on assignment(s) as well as possible disciplinary sanction(s) as stipulated by university rules. University of West Georgia Student Conduct Code defines academic dishonesty as cheating, fabrication, plagiarism and facilitating or allowing academic dishonesty in any academic exercise.

**Cheating:** using or attempting to use unauthorized materials, information or study aids

**Fabrication:** falsification or unauthorized invention of any information or citation

**Plagiarism:** representing the words or ideas of another as one's own. Direct quotations must be indicated and ideas of another must be appropriately acknowledged.

Academic dishonesty in any form compromises your grade and lowers the quality of your diploma. A fellow student who cheats may actually lower your grade, sometimes causing unfair and inflated grading scales. If you are aware of cheating taking place, please contact me or Dr. Pauline Gagnon, chair of the Department of Mass Communications & Theatre Arts, and proper action will be taken.

## **SPECIAL NEEDS**

I will make special arrangements for students with special needs. Please inform me and provide me with appropriate documentation at the beginning of the semester. Don't try to "wing it" without telling me about your particular problem or needs. If you need special accommodations for tests, let me know early, not a few days before the test. I am here to facilitate your learning, and I need to be informed to do so.

## **PROJECTED CLASS SCHEDULE**

This class focuses on content about blogs and other social media that is constantly being updated. In order to maximize flexibility and optimize the timeliness and relevance of the readings to the needs of the class and current events, I reserve the right to replace readings and

assignments for this course as new developments arise. Any changes to the reading list will be provided at least two weeks in advance of the class in which the readings and assignments are to be discussed.

## **PART I – OVERVIEW OF NEW MEDIA HISTORY, TECHNOLOGIES AND INDUSTRIES**

### *Week 1*

#### *Jan. 11-Syllabus Review/Introduction*

- Social Media Revolution [video clip]. <http://socialnomics.net/video/> [click on video clip at top of page]
- Michael Jackson dies, almost takes Internet with him. CNN.com. <http://www.cnn.com/2009/TECH/06/26/michael.jackson.internet/index.html#cnnSTCVideo>
- **Assignment:** No assignment due for 1<sup>st</sup> day of class.

### *Week 2*

#### **Jan. 18- MLK Holiday- NO CLASS MEETING**

**\*\*(ATTENTION: See below for readings and assignment due by noon, Sunday, Jan 17)**

#### **\*\*\*Assignment due for Week 2 - Web 2.0 and Blogs**

- Strickland, Jonathan. (December 28, 2007). "How Web 2.0 Works." 28 December 2007. HowStuffWorks.com. <<http://computer.howstuffworks.com/web-20.htm>>
- Lee Lefever (posted November 29, 2007). YouTube video: Blogs in Plain English <<http://www.youtube.com/watch?v=NN2I1pWXjXI>>
- Brain, Marshall. "How Blogs Work." 20 August 2003. HowStuffWorks.com. <<http://computer.howstuffworks.com/internet/social-networking/information/blog.htm>>
- Lee Lefever (posted April 23, 2007). YouTube Video: RSS in Plain English. (Click arrow on screen to start video - 3 min, 44 sec. long). > (Alternative link with automatic play at this YouTube link. <<http://www.youtube.com/watch?v=0klgLsSxGsU> >
- **Assignments – Week 2 (posting due on CourseDen by noon, Sunday, Jan. 17)**
  - Review the videos and informational websites above
  - Create a new account on Blogger.com (even if you already have an existing blog)
  - Cut and paste the URL of your blog under the Week 2 Topic "Student Blogs" in CourseDen
  - Write one blog post to your blog that describes a little about yourself and why you signed up for the course
  - Write a second, separate blog post describing your favorite blog or website, inserting a hyperlink to it, and briefly stating what you like about that blog/site. If

you don't have a favorite blog/website yet, select one now. **Make sure the link is NOT a URL/web address, but that it is a hyperlink to a word or phrase that appears in the flow of your description. For example, if your favorite website is TMZ, you should write that your favorite website is TMZ, not that your favorite website is www.tnz.com.**

### Week 3

#### Jan. 25-- *Social Networking – Facebook & MySpace*

- Facebook <<http://facebook.com/>>
- Facebook entry on Wikipedia <<http://en.wikipedia.org/wiki/Facebook>>
- MySpace entry on Wikipedia <<http://en.wikipedia.org/wiki/MySpace>>
- \* Claire Cain Miller (July 23, 2007). Class War: MySpace vs. Facebook. Forbes.com. <[http://www.forbes.com/home/technology/2007/07/20/facebook-myspace-internet-tech-cz\\_ccm\\_0723class.html](http://www.forbes.com/home/technology/2007/07/20/facebook-myspace-internet-tech-cz_ccm_0723class.html)>
- Jessi Hempel (March 5, 2009). Can MySpace get its mojo back? Fortune.com. <[http://money.cnn.com/2009/03/05/technology/myspace\\_struggles.fortune/index.htm](http://money.cnn.com/2009/03/05/technology/myspace_struggles.fortune/index.htm)>
- Jessi Hempel (June 18, 2009). Yes, MySpace can be saved. Fortune.com. <[http://money.cnn.com/2009/06/18/technology/myspace\\_can\\_be\\_saved.fortune/index.htm](http://money.cnn.com/2009/06/18/technology/myspace_can_be_saved.fortune/index.htm)>
- **Assignments – Week 3 (postings due on CourseDen by noon, Sunday before class)**
  - Read the information listed above
  - Describe your past experience on Facebook or MySpace and which one, if any, you are currently using.

### Week 4

#### Feb. 1 – *Microblogging/Twitter*

- Lee Lefever (March 5, 2008). Twitter in Plain English. <http://www.youtube.com/watch?v=ddO9idmax0o>
- Jonathan Strickland (December 17, 2007). How Twitter Works. How Stuff Works. <<http://computer.howstuffworks.com/internet/social-networking/networks/twitter.htm>>
- Anthony Tjan (July 9, 2009). Search Wars: Twitter vs. Google. Harvard Business Publishing. <<http://blogs.harvardbusiness.org/tjan/2009/07/search-wars-twitter-versus-goo.html>>
- Mario Sgambelluri (August 12, 2009). Facebook may have Twitter on the ropes. <http://blogs.imediacconnection.com/BlogDetail.aspx?BlogID=828>
- Nicholas Carlson (Aug. 11, 2009). Facebook vs. Twitter is getting ugly for Twitter. <http://www.businessinsider.com/facebook-is-crushing-twitter-2009-8>
- Twitter (<http://twitter.com/>)
- **Assignments – Week 4 (posting due on CourseDen by noon, Sunday before class)**
  - Read links above

- Create an individual Twitter account
- Select a “famous” person or company to follow on Twitter Wednesday - Friday (someone with over 1,000 followers – **Find a “Verified Account”**)
  - List the name and significance of the person
  - Number of followers at start of week on Tuesday
  - Nature three of his/her posts over the last week

### *Week 5*

Feb. 8– *YouTube*

- YouTube (<http://youtube.com/>)
- Strickland, Jonathan. "How YouTube Works." 10 December 2007. HowStuffWorks.com. <<http://computer.howstuffworks.com/youtube.htm>> 08 September 2008.
- Eric Krangel (April 3, 2009). Analyst: YouTube will take half a billion off Google's bottom line this year. BusinessInsider.com. <<http://www.businessinsider.com/analyst-youtube-will-take-half-a-billion-off-googles-bottom-line-this-year-2009-4>>
- Jessi Hempel (July 31, 2009). Google (still) loves YouTube. <http://brainstormtech.blogs.fortune.cnn.com/2009/07/31/google-still-loves-youtube/>
- **Assignments – Week 5 (Posting due on CourseDen by noon, Sunday before class)**
  - Explore the websites above
  - Select a YouTube video of your choosing and embed it in a new post on your blog. Do research or check with a classmate if not sure how to do this. In the posting describe why this video clip is significant or relevant to you.

### *Week 6*

Feb. 15- Discussion of Final Project (Part 1 of class)

**\*\*Midterm #1 (Part 2 of class)\*\***

## **PART II: SOCIAL MEDIA/TRADITIONAL MEDIA ISSUES**

### *Week 7*

Feb. 22 – *Online Journalism and Newsblogging*

- Picard, R.G. (2009, Fall). Blogs, Tweets, Social Media, and the News Business. *Nieman Reports*. Retrieved October 3, 2009, from <http://www.nieman.harvard.edu/reportsitem.aspx?id=101884>
- Gordon, R. (2009, Fall). Social media: The ground shifts. *Nieman Reports*. Retrieved October 3, 2009, from <http://www.nieman.harvard.edu/reportsitem.aspx?id=101883>

- Skoler, M. (2009, Fall). Why the News Media Became Irrelevant—And How Social Media Can Help. Nieman Reports. Retrieved October 3, 2009, from <http://www.nieman.harvard.edu/reportsitem.aspx?id=101897>
- Gahran, A. (2009, July 27). Why It's Important to Measure Engagement, Not Just Traffic, on News Sites. *Poynter Online*. Retrieved October 3, 2009, from <http://www.poynter.org/column.asp?id=31&aid=167408>
- Stelter, B. (2009, July 12). Web Traffic (or Lack of) May Be a Reason for a Columnist's Dismissal. New York Times Online. Retrieved October 4, 2009, from [http://www.nytimes.com/2009/07/13/business/media/13froomkin.html?\\_r=1&scp=1&sq=web%20traffic%20dismissal&st=cse](http://www.nytimes.com/2009/07/13/business/media/13froomkin.html?_r=1&scp=1&sq=web%20traffic%20dismissal&st=cse)
- **Assignment – Week 7 (Postings due on CourseDen by noon, Sunday before class)**
  - Read articles linked above
  - Answer the following questions in CourseDen under “Week 7” in the “Discussions” area
    - Select the website of a traditional news operation, such as a newspaper, e.g., New York Times or Atlanta Journal Constitution; broadcast news, e.g., NBC or ABC Nightly News; cable news, e.g., CNN, CNBC).
    - Write the name of the news organization in the “Subject” field of your posting.
    - **Do not** select an independent news blog. Check previous posters to make sure you are not posting a news organization someone else has already posted.
    - List at least two different social media services – email is OK -- that the news organization is using in some way on the **home page** of its website. Provide a specific example of how this social media is being or can be used.

## Week 8

### March 1 – *Social Media and Advertising, Marketing, and Public Relations*

- Swartz, J. (2009, August 28). More marketers use social networking to reach customers. USA Today. Retrieved October 4, 2009, from [http://www.usatoday.com/tech/news/2009-08-27-social-networks-marketers\\_N.htm?csp=usat.me/](http://www.usatoday.com/tech/news/2009-08-27-social-networks-marketers_N.htm?csp=usat.me/)
- Crum, C. (2009, March 12). What the most popular brands on Twitter are doing right. *Web Pro News*. Retrieved October 3, 2009, from <http://www.webpronews.com/topnews/2009/03/05/what-the-most-popular-brands-on-twitter-are-doing-right>
- **Assignment – Week 8 (Postings due on CourseDen by noon on Sunday before class)**
  - Read links posted above
  - Answer the following questions on CourseDen in “Discussions” area under “Week 8”
    - Select a company, product, or brand and put this company in the Subject line in CourseDen. Make sure you have not selected the same topic as someone who posted before you.

- List a social media service being used to market, promote or communicate about this company/product/brand (do not include email).
- Give an example of a specific offer/debate/issue being addressed on this social media service, in relation to this company/brand/product (e.g., is GM using social media to try to promote its vehicles, or is Toyota using social media to respond to customer fears about recalls?).

*Week 9*

March 8- Discussion of Final Project topics/related articles (see Final Project Guidelines below)

*Week 10*

March 15 – **\*\*Midterm #2 (in class)\*\***

*Week 11*

March 22 – **\*\*SPRING BREAK – NO CLASS\*\***

**PART III: FINAL PROJECT DEVELOPMENT**

*Week 12*

March 29 – In-class work on Final Project

*Week 13*

April 5: - In-class work on Final Project

*Week 14*

April 12 – In-class work on Final Project

*Week 15*

April 19- Final Project Presentations

*Week 16*

April 26- Final Project Presentations **\*\*Tuesday April 27, 2010 at noon is deadline for posting final projects\*\***

*Week 17 -\*\*No Final Exam During Exam Week*

**\*\*[END OF CLASS SCHEDULE]**

## FINAL REPORT/PROJECT GUIDELINES

### Digital Social Media and Society

Your final project will be presented on your blog, as well as in hard-copy format. Your paper is due the last day of classes, **April 26, 2010**, and your final blog posting is due by **Tuesday, April 27, 2010 at noon**.

#### General Guidelines

Step 1: Select a traditional media topic that is interesting to you:

- Television/Cable
- Print Journalism
- Radio Broadcasting
- Satellite Radio
- Satellite Television
- Film Industry
- Music Industry
- (Any other topic must be approved)

Step 2: Identify at least eight sources available online that discuss how the internet/social media are impacting a company, or companies in general, in this industry. The impacts may all be negative, may all be positive, or there may be sources indicating conflicting effects. All of your sources must have been published or posted after January 1, 2007. Keep your report/project focused on the impact of social media on a relatively narrow traditional media area. In other words, you should not have articles on several unrelated topics (e.g., broadcast TV, music industry, and satellite radio).

Step 3: By **Sunday, March 7 at 6:00 pm**, post on CourseDen your selected topic, a description of why the topic is interesting or relevant to you, and 1-paragraph summaries of -- and links to -- three articles about the impact of the internet/social media on your topic. Be clear about the issue/problem/opportunity that exists for your traditional media industry.

Step 4: By **Sunday, March 14 at 6:00 pm**, post on CourseDen an updated description of your topic/issue, along with a summary describing six of your sources (with links to each), and how they relate to your topic/issue. Start organizing your sources into theme/categories based on related issues, not just a long list of unrelated articles. This requires you to do research to find articles closely related to a particular issue.

Step 5: Develop a script for a 2-minute presentation summarizing key aspects of your topic/issue, like a TV reporter. You must post a draft of your script in its entirety on CourseDen by **Sunday, March 28 at 6:00 pm** and be prepared to deliver it in class on Monday. (More information will be provided on developing your script). You will receive feedback on your script during class.

Step 6: Monday, April 5: In-class video recording of you reading your revised 2-minute script. Dress professionally for the videotaping. Videos will be edited and uploaded to our course YouTube channel for later uploading into your blog.

Step 7: Monday April 19: In-class student presentations of project status.

Step 8: Monday, April 26 (class time): Final version of hard copy report due. Submit written draft of your final report in hard copy format (6 – 10 pages double-spaced pages, 1500 – 2500 words). References in APA style. Font should be 12-point Times New Roman. Make certain to give evaluations of your sources, as appropriate. Make certain to clarify if the source is a blogger, news organization, research entity, corporation, etc.

In class you will also present your blog report, and play your video. Any final changes to your blog must be completed by Tuesday.

Step 9: Tuesday, April 27 at noon: Deadline for posting final project on your blog. All sources should be available through working links on your blog. There should be no URLs present in the body of your paper, only words or phrases that are hyperlinked to the appropriate URL. Check the links to make sure they work! In addition, your video presentation should be embedded on your blog.

Your report should include the following:

- A brief introduction to your general topic area in traditional media and an overview of the issue raised by social media in relation to it.
- A description of the social media application(s) in question
- Evidence from your eight (or more) sources on the impact of social media on this company or companies. You should organize the sources by themes or categories, not just have a long list. For example, if five articles say that YouTube will destroy the motion picture industry, and three say it is no threat, you should use subheadings to organize the articles with different perspectives.
- An embedded video of your scripted statement embedded at a relevant point in your discussion. Do not include a hyperlink to the video. A reader of your blog should see the first frame of the video and be able to simply click the “Play” button to view it.
- Your conclusion on where you think the near future holds for the traditional media companies being affected by these social media trends

[END OF GUIDELINES FOR FINAL PROJECT]

## Course Update Request (Add, Delete, Modify)

**Originator**

 Mass Communications and Theatre Arts  
 Department

 College of Arts and Sciences  
 College

 Yates, Bradford  
 Originator

**Action**
 Add
  Modify
  Delete

**Modifications**
 Prerequisites
  Description
  Title
  Credit
  See Comments

**Course Details**

 MCOM 3355 Media Programming and Management  
 Prefix Number Course Title

Media Programming and Management expounds upon principles discussed in MCOM 3350-Telecommunication and Electronic Media Industries and offers an in-depth examination of the historical, legal, and professional practices involved in programming and managing the electronic media. Emphasis will focus on the processes of selecting, scheduling, promoting, and evaluating programming for commercial radio and television networks, commercial radio and television stations, cable television, public radio and television, and the World Wide Web. Moreover, management issues and programming terminology, strategies, and economics will be addressed.

Course Catalog Description

3		3	Fall - 2010	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

**Prerequisites**

 MCOM 1154  
 MCOM 3350

**Corequisites**
**Rationale**

Media Programming and Management has been a special topics course offering students more in-depth study into programming and management issues within the electronic media industries. This course has been offered several times over the past 4 years and student demand has always been at or in excess of the enrollment cap for the course. Furthermore, this course requires no additional resources in order to be converted to a permanent offering. I propose that this course be modified to permanent course status.

**Planning Info**
 Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 25

**Comments**

Please note that a request has been submitted to change the course prefix for Mass Communications courses from COMM to MCOM. Thus, this course addition reflects this

 TEAC Approval Required

**College Approvals**

Gagnon, Pauline [ APPROVED ]

Chair, Course Department

Overfield, Denise [ APPROVED ]

Associate Dean, College of Arts and Sciences

**Cross Listing Approvals**

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

**Other Approvals**

Elman, Rochelle [ APPROVED ]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

**FINAL APPROVAL**

Aldrich, Michael [ REQUIRED ]

Chair, Faculty Senate

Media Programming and Management  
Tuesday/Thursday 2:00 p.m.-3:15 p.m.  
Room 1200, TLC Building

GENERAL INFORMATION

**Instructor:** Brad Yates, Ph.D.

**Office:** Humanities 151

Department of Mass Communications & Theatre Arts

University of West Georgia

**Office Hours:** T/R 9:00-11:00 a.m.

W 9:00 a.m.-12:00 p.m., 2:00-5:00 p.m.

By Appointment

**Telephone:** (678) 839-4938

**E-mail:** [byates@westga.edu](mailto:byates@westga.edu)

**myUWG:** <http://myuwg.westga.edu>

**Personal web site:** <http://www.westga.edu/~byates>

**Important Note:** Read this entire course syllabus **carefully**. You are responsible for all the information contained herein. Ignorance of the policies of the class will not be an acceptable excuse.

OFFICE HOURS

I am available to address matters of concern **during** my office hours. If those hours are not convenient, please schedule an appointment with me. If you visit my office at other times, I may not be available because of other duties I must attend to.

If you have problems in the class, it is **YOUR responsibility** to initiate contact with me. I cannot help you if you do not communicate with me. Let me know of any problems **early** in the semester. I **will not** accept excuses for poor performance or missing tests, especially late in the semester.

TEXT & ADDITIONAL MATERIALS

1. Eastman, S. T., & Ferguson, D. A. (2006). *Media programming: Strategies and practices* (7<sup>th</sup> ed.). Belmont, CA: Wadsworth. You should also consult the textbook Web site (<http://communication.wadsworth.com/eastman7>) for study aids, updates, and additional resources.
2. You should frequently visit the following Web sites to stay abreast of the current happenings and trends in programming. Some sites offer free e-mail service. The sites include: <http://www.tvspy.com/shoptalk.cfm>, <http://www.broadcastingcable.com/>, <http://www.natpe.org/>, <http://www.jumphtheshark.com/>, <http://tv.yahoo.com/>, <http://www.televisionwithoutpity.com/>, <http://www.smartbrief.com/ctam/index.jsp> (sign up for e-mail service), <http://www.lostremote.com>, <http://www.tvpicks.net/> (prime-time listings), and <http://newsdirectory.com/>.
3. Additional readings from selected textbooks, newspapers, magazines and Web sites will be assigned throughout the semester as well as the viewing or listening of various television and radio programs or examining selected Web sites.

\*It is not possible to successfully complete the requirements of COMM 4485 without reading the textbook and additional materials.

### ABOUT THE COURSE

Media Programming and Management expounds upon principles discussed in MCOM 3350- Telecommunication and Electronic Media Industries and offers an in-depth examination of the historical, legal, and professional practices involved in programming and managing the electronic media. Emphasis will focus on the processes of selecting, scheduling, promoting, and evaluating programming for commercial radio and television networks, commercial radio and television stations, cable television, public radio and television, and the World Wide Web. Moreover, management issues and programming terminology, strategies, and economics will be addressed. This is a technology-enhanced course.

### **Mass Communications Program Learning Outcomes:**

1. Students will be able to understand critically the origin, development and paramount economic, legal/policy, social and effects issues of mass media.
2. Students will be able to understand critically structure and process of mass media industries within economic, legal, and ethical considerations.
3. Students will develop the ability to write mass media messages with accuracy, clarity, and brevity on deadline and within varying style, ethical, and legal considerations.
4. Students will develop proficient use of technology to produce visual and audio messages for mass media within varying aesthetic, style, technical, ethical, and legal considerations.
5. Students will be able to gain practical experiences to apply and test knowledge and skills, and to network with professionals.
6. Students will be encouraged to engage in interdisciplinary scholarship.
7. Students will be provided a foundation for graduate study in communication.

### **Course Learning Outcomes:**

1. Students will demonstrate understanding of the concepts, vocabulary, and practices of media programmers.
2. Students will demonstrate comprehension of the principles for understanding and interpreting programming strategies in the television, cable, radio, and Web industries.
3. Students will demonstrate understanding of programming analysis in particular situations through practical applications.
4. Students will develop and present creative ideas for programs.
5. Students will demonstrate understanding of the social and industry ramifications of programming changes.
6. Students will examine the history of radio, TV, and cable programming and the extent to which history affects the future.

### GRADING POLICY

Grades **earned** in this class are based solely on the following:

Test #1-100 points

Test #2-100 points

Pitch Project-100 points

TV Program Report-100 points

Report on Current Article or Web Site-25 points

TV Program Evaluation-25 points

Attendance/Participation-50 points

Total-500 points

**Grading Scale:**

Points needed to receive grade

A=450-500

B=400-449

C=350-399

D=300-349

F=299 and below

\*Note: The instructor reserves the right to change the assignments and point values in an effort to meet the objectives of the course. Ample notice will be provided if such changes are made.

**Tests (200 points):** Two (2) tests will be administered during the semester. The tests will contain a combination of multiple choice, true/false, fill-in-the blank, short answer, and essay questions that cover material assigned or presented in class from textbook chapters, lectures, Web sites, handouts, films, tapes/DVDs, and CD-ROMs. Both tests are worth 100 points each toward your final grade.

**Program Evaluation (25 points):** Choose a TV series that you are familiar with. It should not be an anthology or a soap opera. Evaluate an episode of the series using these criteria: 1) opening, 2) theme, 3) plot, 4) characters, 5) dialogue, 6) ending, 7) production values, and most important 8) how it could be improved. Further details will be provided. **Due Tuesday, January 22, 2008.**

**Report on a Current Article or a Streaming Video/Audio Web Site (25 points):** In order to keep abreast of current issues and technologies in programming, each student will make a short report (1-2 pages) summarizing some recent article that deals with programming or some Web site that programs streaming audio and/or video intended for entertainment purposes.

If you choose an article, you might want to select one from *Broadcasting and Cable*, *Daily Variety*, *Hollywood Reporter*, *Electronic Media*, the "Calendar" section of the *Los Angeles Times* or a site on the Internet. The report should include bibliographical information, a summary, and at least two discussion questions that can be discussed in class.

If you decide to write on a Web site (e.g., <http://tv.yahoo.com>), your report should include the name of the organization that owns the Web site, the site name and URL, the general layout of the Web site, the type of material it streams, and your critique of the quality of the streaming and of the programming.

Hopefully, all students will get a chance to lead a short (3 to 5 minute) discussion about their report during class time. Some students may not have the opportunity to report orally, but not doing so will not affect your grade.

Material from these reports will be included on the tests. You will receive **25 points** for this assignment. Points will be taken off for not having the report in on time, not giving complete bibliographical information, grammatical errors, choosing an article that does not deal with programming or a site that does not stream, choosing an article that is not current (is pre-2008), not having required material such as article discussion questions or Web site critique, etc. Further details will be provided. **Due Thursday, February 7, 2008.**

**TV Program Report (100 points):** You are to write a six to eight (6-8) page report to assess the selection, placement, and retention of **one (1)** prime-time network TV program of your choice. It

must be an **up-to-date report (NOT a term paper)**, projecting your best estimate of the situation at this time and for the near future. (OLD information alone will not be satisfactory.) Use a memo or report format and writing style.

This assignment should be interesting to do and have practical value for you. Its three objectives are: 1) to familiarize you with the current strategies surrounding one program series aired on network prime-time television; 2) to encourage you to critically evaluate the selection and scheduling of that program; and 3) to apply the programming theories explained in class and in your readings.

This activity prepares you for the strategic thinking that network researchers do. This is very similar to what local station and rep programmers do. Although you are unlikely to get a job as a television, radio or cable program director as your first position, there are lots of jobs as assistant radio, television, and cable programmers that go to relatively inexperienced college graduates, and there are jobs as program researchers with the networks, syndicators, rep firms, and consultants. In addition, this activity helps prepare you for your long-term objectives in station or cable management and to become an educated critic and consumer of television.

Further details will be provided. **Due Thursday, April 3, 2008.**

**Pitch Project (100 points):** You and several other members of the class will present a mock pitch session for the rest of the class. Some of you will role play members of a production company and others will portray programming executives. You will come up with a programming idea and work up a pitch procedure.

For example, you might decide to pitch a badminton special to ESPN, a sit com series to Fox, a movie of the week to CBS, a Thai cooking show to The Food Channel, or a documentary about Tahiti's bid for independence to PBS.

To the extent possible, the class pitch session should imitate those in the industry. An industry pitch session usually lasts 15 to 30 minutes. It often starts with small talk (the weather, a new nearby restaurant, last night's sports event). The seller(s) segues into the idea for the show or series. It is best to present first the strongest point in terms of the buyer's need (fill a hole in the schedule, meet a certain demographic, emphasize a certain actor, etc.) Then give the basic concept in more depth. Usually the buyer(s) just listens while the seller(s) presents but sometimes the buyer(s) interject questions along the way. Sizzle helps. The buyer often shows charts, plays a short tape, or in other ways gives the buyer a tangible feel for the programming idea. The buyer(s) will definitely ask questions and make comments at the end of the pitch and the seller(s) will try to get a commitment. The pitch process is discussed more completely in a handout that will be provided and in classroom lectures. After the pitch, the entire class will have a chance to make comments and ask questions.

Some things the pitch might contain (and the seller might leave behind with the buyer) include:

- \*A precise concept--the "TV Guide blurb"
- \*A summary or treatment for the idea (e.g. plot, characters, and location for fiction; outline, information conveyed and locations for nonfiction)
- \*If it is a series, a number of ideas of what will happen in the programs after the pilot
- \*The genre of the program--sit com, soap opera, children's program, drama
- \*The target audience
- \*Why the audience will tune in to the program

- \*Who some of the creative people will be—actors, director, writers
- \*Traits the program has—conflict, durability, innovation, likability, energy
- \*Approximate budget for single program or pilot of a series
- What time slot the program can fill and why it will be of value to the buyer
- Advertisers that might be interested in the show
- Promotion techniques for the program or series
- Any ancillaries that can come from the show and how the buyer will benefit
- Any awards the show might win

\*Required in written form for this assignment

You will be given time during class to meet as a group and work on the project but each person will also need to do work outside of class. Everyone in the group will receive the same grade so it behooves all to make this a pleasant, cooperative project. **The pitches will be presented April 22, 24, and 29, 2008.**

**Optional Assignments:** You may earn additional points if you choose to do one or two optional assignments. The first assignment is called "Getting to Know Nielsen and Arbitron." It is worth **10 points**. The second assignment is called "Negotiating a Contract to Renew a Hit Show." This assignment is worth **25 points**. Further details will be provided. **Due Tuesday, April 15, 2008.**

### ATTENDANCE

Here is the general policy for the course. You need to attend every scheduled class session. Please be on time. I'll take attendance. You have **three (3) excused absences**, so use them judiciously and sparingly (i.e., car trouble, minor illness, job interview, etc.). Ten points will be deducted for each absence in excess of three. (For example, you will lose 20 points if you miss 5 total classes for the semester). **(Excessive absences (9 or more) will result in failure of the course)**. You may not use your personal days on test days or pitch presentation days. An unexcused absence from a test or pitch presentation will result in zero credit on the missed test or presentation.

Note: It is **YOUR RESPONSIBILITY** to be aware of your attendance. You should see me at any point during the semester if you have any questions whatsoever about this policy or your attendance—the sooner the better. It is also **YOUR RESPONSIBILITY** to take notes and take tests as scheduled, especially if you are a graduating senior.

**Excused absences:** Absences may be excused when due to unavoidable situations substantiated with documentation. Acceptable situations include a serious incapacitating illness or a death in your family, among others. Requests for excused absences will not be considered unless made in writing prior to the absence in question unless there are extreme circumstances that did not allow for a prior request. I certainly understand that unforeseen things can happen to anyone. Please try to work things out with me in advance if at all possible.

### CLASS DISCUSSION AND PARTICIPATION

**Preparation:** Not only do I expect you to be in class, I expect you to come to class prepared. The course syllabus shows your reading assignments. Adhere to that reading schedule and you should be prepared for class discussions. You will be called on at random to contribute to class discussions.

**Handouts:** You are responsible for collecting all handouts at the time they are distributed. If you are absent, you have **ONE WEEK** to collect the materials. After one week, do not ask me for copies of handouts. I will not keep extra copies! Most handouts will be posted on WebCT-Vista.

**myUWG Campus Pipeline:** It will be necessary to keep in contact with one another via the myUWG Campus Pipeline (i.e., e-mail and WebCT-Vista). You will be responsible for checking the Campus Pipeline (<http://myuwg.westga.edu/cp/home/loginf>) on a regular basis for class announcements, assignments, and discussion topics. You are encouraged to use WebCT-Vista e-mail or your myUWG e-mail address (the University's official method of communication via e-mail) for all class related correspondence or at least have your myUWG e-mail messages forwarded to your personal e-mail account so that you do not miss any important class announcements or information.

### BEHAVIOR IN THE CLASSROOM

You do not need me to tell you how to behave in a classroom environment. However, I want you to know what I expect from you in order to avoid embarrassing situations.

- You are expected to participate in class discussions. None of us will have answers to all of the issues that are raised in this course. Feel free to speak your mind during class, no matter how outrageous your comments may be. I expect, however, that you show respect to your classmates. If you disagree with their point of view, please express that disagreement in a way that is not offensive. When one person is talking, everyone else should listen. The same goes for discussions via WebCT-Vista.
- I expect you to learn the material in the text on your own. I will frequently add material to that contained in your text and discuss topics that are not covered in your text. Keep up with your reading so that you can make an informed response when you are asked questions.
- Turn off all cell phones and pagers. If a phone rings, I reserve the right to answer the phone and to ask you to leave class.
- I will be well aware of the clock during our class meetings. Therefore, please refrain from slamming books and closing backpacks until the class is over! I will be respectful of your schedules and will not purposely keep you longer than our allotted time.

### ACADEMIC DISHONESTY

Academic dishonesty is NOT tolerated. It will result in failure on assignment(s) as well as possible disciplinary sanction(s) as stipulated by university rules. University of West Georgia Student Conduct Code defines academic dishonesty as cheating, fabrication, plagiarism and facilitating or allowing academic dishonesty in any academic exercise.

**Cheating:** using or attempting to use unauthorized materials, information or study aids

**Fabrication:** falsification or unauthorized invention of any information or citation

**Plagiarism:** representing the words or ideas of another as one's own. Direct quotations must be indicated and ideas of another must be appropriately acknowledged.

Academic dishonesty in any form compromises your grade and lowers the quality of your diploma. A fellow student who cheats may actually lower your grade, sometimes causing unfair and inflated grading scales. I hope each of you values your college education enough to protect yourself from dishonest classmates. If you are aware of cheating taking place, please contact Dr. Pauline Gagnon, interim chair of the Department of Mass Communications & Theatre Arts, or me and proper action will be taken.

### SPECIAL NEEDS STUDENTS

I will make special arrangements for students with special needs. Don't wait until after the first test to talk with me! Don't try and "wing it" without telling me about your particular problem or needs. If you need special accommodations for ~~pages 15, 17~~ tests, let me know **early**, not a few days before the test. I am here to facilitate your learning, but I need to be informed to do so.

CLASS SCHEDULE

(The class schedule and assignments are **subject to change** in order to accommodate guest speakers, reinforce course material, and maintain some flexibility. Additional reading, listening, and viewing assignments will be made throughout the semester. You are responsible for all material assigned.)

January
---------

Week One

Thurs. 10-Syllabus review/Introduction to Media Programming

Week Two

Tues. 15-Ch. 1-A Framework for Programming Strategies

Thurs. 17-Ch. 2-Program and Audience Research

Week Three

Tues. 22-Ch. 2-Program and Audience Research (con't.)/Program Evaluation Due

Thurs. 24-Ch. 3-Domestic and International Syndication

Week Four

Tues. 29-Ch. 3-Domestic and International Syndication (con't.)

Thurs. 31-Ch. 4-Prime-Time Network Entertainment Programming

February
----------

Fri. 01-\*\*\*Graduation Application Deadline for Summer 2008\*\*\*

Week Five

Tues. 05- Prime-Time Network Entertainment Programming (con't.)

Thurs. 07- Ch. 5-Nonprime-Time Network Television Programming/Current Article or Streaming Web site Summary Due

Week Six

Tues. 12-Ch. 5-Nonprime-Time Network Television Programming (con't.)

Thurs. 14-Ch. 6-Television Station Programming Strategies

Week Seven

Tues. 19-Ch. 6-Television Station Programming Strategies (con't.)

Thurs. 21-Test #1-Chapters 1-6

**Week Eight**

Tues. 26-Ch. 7-Public Television Programming

Thurs. 28-Ch. 7-Public Television Programming (con't.)

March

**Week Nine**

Mon. 03-Last Day to Withdraw with Grade of "W"

Tues. 04-Ch. 8-Cable System and Satellite Programming

Thurs. 06-Ch. 8-Cable System and Satellite Programming (con't.)

**Week Ten**

Tues. 11-Ch. 9-Basic and Premium Subscription Programming

Thurs. 13-Ch. 9-Basic and Premium Subscription Programming (con't.)

**Week Eleven**

Tues. 18-Spring Break

Thurs. 20-Spring Break

**Week Twelve**

Tues. 25-Ch. 10-Online Video and Audio Programming

Thurs. 27-Ch. 10-Online Video and Audio Programming (con't.)

April

**Week Thirteen**

Tues. 01-Ch. 11-Music Radio Programming

Thurs. 03-Ch. 11-Music Radio Programming (con't.)/TV Program Report Due

**Week Fourteen**

Tues. 08-Ch. 12-Information Radio Programming/Work on Pitch Project

Thurs. 10- Ch. 12-Information Radio Programming (con't.)/Work on Pitch Project

**Week Fifteen**

Tues. 15-Catch up/Optional Assignments Due/Work on Pitch Project

Thurs. 17-Test #2 (Chapters 7-12)

**Week Sixteen**

Tues. 22-Pitch Project Presentations

Thurs. 24-Pitch Project Presentations

Week Seventeen

Tues. 29-Pitch Project Presentations

May

Thurs. 01-Reading Day

Week Eighteen

Tues. 06-Final Exam (2:00-4:00 p.m.)

\*The reading assignments are to be completed by the date indicated on this schedule. When you come to class on that day, you should know the content of the chapter assigned, unless otherwise specified.

\*Lectures and discussions in class will not always correspond to the reading assignment. You are responsible for both the chapters in the text as well as the material presented in class. Don't get behind!!!

**Note:** I wish to acknowledge and thank Dr. Barbara Moore, Dr. Naeemah Clark, Dr. Lynne Gross, Dr. Susan Eastman, Dr. Douglas Ferguson, Dr. Dom Caristi, Dr. Chester Gibson, Dr. Glenn Novak, Dr. Milagros Rivera-Sanchez, Dr. Tony Fargo, and Dr. Michael Hoefges for allowing me to use parts of their syllabi to design this one. Their materials and advice are greatly appreciated!

## Course Update Request (Add, Delete, Modify)

<b>Originator</b>	College of Arts and Sciences	Smallwood, Amber
Mass Communications and Theatre Arts Department	College	Originator

<b>Action</b>	<b>Modifications</b>
<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

<b>Course Details</b>						
MCOM	4414	Public Relations Management				
Prefix	Number	Course Title				
<p>Public Relations Management provides students insights regarding key concepts, theoretical perspectives, essential skills and abilities, and critical thinking and problem solving skills necessary for effective communication within an organization and with its stakeholders. Topics include issues management, risk management, relationship management, crisis planning and preparation, case studies, and developing communication plans.</p> <p>Course Catalog Description</p>						
3		3	Fall - 2010	Yearly	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	

<b>Prerequisites</b>	<b>Corequisites</b>
MCOM 3313: Public Relations	

<b>Rationale</b>
This course (previously titled Crisis Communication) has been offered in the Fall semester since the Fall 2008. Student demand for the course has always been at or in excess of the enrollment cap for the course. Furthermore, this course requires no additional resources in order to be converted to a permanent offering. We propose that this course be modified to permanent course status

<b>Planning Info</b>	<b>Comments</b>
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement  Present or Projected Annual Enrollment: 25	<input type="checkbox"/> TEAC Approval Required

<b>College Approvals</b>
<u>Gagnon, Pauline [ APPROVED ]</u> Chair, Course Department
<u>Overfield, Denise [ APPROVED ]</u> Associate Dean, College of Arts and Sciences

<b>Cross Listing Approvals</b>
<u>N/A</u> Chair, Cross Listed Department
<u>N/A</u> Associate Dean, Cross Listed College

<b>Other Approvals</b>
<u>Elman, Rochelle [ APPROVED ]</u> Chair, Undergraduate Academic Programs Committee
<u>N/A</u> Chair, TEAC

<b>FINAL APPROVAL</b>
<u>Aldrich, Michael [ REQUIRED ]</u> Chair, Faculty Senate

## **MCOM XXXX: PUBLIC RELATIONS MANAGEMENT**

Semester

Class meeting times/dates

Class room

Dr. Amber M K Smallwood

Office Hours

Contact

### **PREREQUISITES**

MCOM 3313: Public Relations

### **REQUIRED MATERIALS**

Coombs, W. T. (2007). *Ongoing crisis communication*. Los Angeles: Sage Publications.  
News sources

### **COURSE OVERVIEW**

Public Relations Management provides students insights regarding key concepts, theoretical perspectives, essential skills and abilities, and critical thinking and problem solving skills necessary for effective communication within an organization and with its stakeholders. Topics include issues management, risk management, relationship management, crisis planning and preparation, case studies, and developing communication plans.

### **COURSE LEARNING OBJECTIVES**

1. Students will demonstrate an understanding of the key concepts and approaches for effectively communicating during crises in organizations.
2. Students will be able to explain the role of issues management, risk management, and reputation management in crisis prevention.
3. Students will demonstrate understanding of issues and lessons through the study of specific cases.
4. Students will be able to construct a crisis communication plan.
5. Students will be able to apply the theories and strategies to a crisis situation.

### **MASS COMMUNICATIONS PROGRAM LEARNING OUTCOMES**

1. Students will be able to understand critically the origin, development and paramount economic, legal/policy, social and effects issues of mass media.
2. Students will be able to understand critically structure and process of mass media industries within economic, legal, and ethical considerations.
3. Students will develop the ability to write mass media messages with accuracy, clarity, and brevity on deadline and within varying style, ethical, and legal considerations.
4. Students will develop proficient use of technology to produce visual and audio messages for mass media within varying aesthetic, style, technical, ethical, and legal considerations.
5. Students will be able to gain practical experiences to apply and test knowledge and skills, and to network with professionals.
6. Students will be encouraged to engage in interdisciplinary scholarship.
7. Students will be provided a foundation for graduate study in communication.

### **ASSIGNMENTS**

#### Reading quizzes (8%)

Reading quizzes are due before the start of class and will be available on CourseDen (formerly WebCT) at least 72 hours before they are due. Quizzes will cover the assigned readings for the week the quiz is due (e.g. Quiz 2 covers the readings for week 3). **Please note: Reading Quiz 1 includes questions about this syllabus.**

Reading quizzes can be taken at your convenience online via CourseDen (formerly WebCT) any time from when they are posted until the start of class on Tuesday. There will be no make-up reading quizzes offered unless there were documented technical problems with CourseDen that prohibited you from taking or finishing the quiz. If this happens to you, you **MUST** contact Distance Learning at UWG **immediately!** You can call 678-839-6248 or email distance@westga.edu. If Distance Learning then contacts me to let me know that there was a legitimate issue with CourseDen (not with your computer or that the quiz timed out) you will be allowed to make up the quiz.

#### News quizzes (7%)

Keeping up with current events is one of the most important elements to effective crisis planning. We will have weekly news quizzes to test your knowledge of current events. Quiz questions will cover local, national, and international issues. My primary sources of news include: FoxNews, CNN, MSNBC, NPR, the *Times-Georgian* and the online products of each of these outlets. News quizzes will be fill-in-the-blank and administered at the end of each class session. I will drop your lowest news quiz grade. **News quizzes cannot be taken early or made up for any reason.**

#### Exams (20% each)

Both exams cover assigned readings, lecture, and classroom discussions. On exam days, you are responsible for bringing a No. 2 pencil and a scantron answer sheet (No. 229629 small pink/brown). If you know you will have a conflict with an exam date, let me know ASAP and you will be allowed to take an alternate exam before the scheduled exam. Please arrive on time for exams. Exams will be handed out within the first few minutes of class. If you arrive after any student has completed the exam and left the room, you will not be allowed to take the exam.

#### Crisis response (10%)

During the course, each group will be given a crisis situation for which they must prepare a response. You will select your groups and be assigned a crisis day. On your assigned crisis day you will respond to the crisis in front of the class. The details of the crisis will be delivered via CourseDen (formerly WebCT) email to your group no later than the Thursday before your crisis day. Every crisis is different and will require different responses. The details of what your group is expected to submit for evaluation will be included with your crisis details.

#### Crises plans (20%)

The number of people in a group determines the number of crises plans to be created and submitted. Groups of 2 will submit 2 crises plans, groups of 4 will submit 4 plans. A draft version of one plan must be submitted on by the 12 week of the semester. Drafts will be returned with my comments and a "projected grade" (the grade you will receive for that plan if no changes are made).

#### Group and self evaluation (5%)

At the end of the course, you will evaluate the performance of your group members and yourself.

#### Participation (10%)

Come to class ready to discuss the readings and any current public relations crises in the news. A good rule of thumb is to have at least 1 question about the readings and 1 current crisis to discuss or 2 questions about the readings if it is a slow news week.

### **GRADE ALLOCATION**

A 90 – higher      B 80 – 89      C 70 – 79      D 60 – 69      F 59 – lower

You earn your grade. You start with a zero on the first day. You must build your grade up from there. Your grade is not a reflection of how much I like you or how good of a person you are. Grades are evaluations of your performance on the assignments in this course.

## **COURSE POLICIES**

Students who need accommodations for learning or who have particular needs are invited to share these concerns or requests with me early in the semester (within the first 2 weeks)

### Late work

**I do not accept late work.** If you will miss class, turn in the assignment to me before it is due (uploaded and hard copy). Meeting deadlines is essential to the profession, so any assignment turned in after its deadline will receive an F. **Deadlines are not negotiable in this course.**

### Attendance

Attendance is absolutely necessary to succeed in this course. I hope you will be able to be in class every day. However, I understand there will be times when it is necessary for you to miss class. Three absences are allowed—no difference is made between excused and unexcused. Students with more than six absences will receive zero participation points. Please note how I define an absence: (1) not coming to class; (2) arriving late to class; (3) leaving class early; (4) sleeping or doing other non class related activities during class. You have three absences, use them judiciously.

### Academic Dishonesty

Academic dishonesty will NOT be tolerated. It will result in failure on assignment(s) as well as possible disciplinary sanction(s) as stipulated by university rules. **The University of West Georgia Student Conduct Code defines academic dishonesty as cheating, fabrication, plagiarism, and facilitating or allowing academic dishonesty in any academic exercise.**

The Code defines cheating as using or attempting to use unauthorized materials, information or study aids; fabrication as falsification or unauthorized invention of any information or citation; and plagiarism as representing the words or ideas of another as one's own. Direct quotations must be indicated and ideas of another must be appropriately acknowledged.

### Classroom Etiquette

Exercising personal freedom is an appealing part of college life. In order to create an atmosphere where individual expression and social interchange are both respected, please observe the following: (1) address each other with respect; (2) contribute to discussions, don't dominate them; (3) stay focused on the topic being discussed, do not engage in side-chatter. If you must leave your personal mobile communication device on, **silence it and keep messaging to a minimum.**

### Contacting Me

I highly encourage each of you to take some time to schedule a meeting with me so I can learn more about you and what you would like to get out of this course. Anytime you need to get in touch with me, please call me at the office 678-839-4153 or send me an email via CourseDen. **Do NOT use my westga account** (except where noted). I look forward to working with you this semester.

### Course Update Request (Add, Delete, Modify)

**Originator**

Mass Communications and Theatre Arts Department	College of Arts and Sciences College	Smallwood, Amber Originator
--	---	--------------------------------

**Action**

Add  Modify  Delete

**Modifications**

Prerequisites  Description  Title  Credit  See Comments

**Course Details**

MCOM	4444	Public Relations Campaigns
Prefix	Number	Course Title

As the capstone course of the public relations sequence, Public Relations Campaigns employs knowledge and skills learned in previous public relations courses in the planning, execution, and evaluation of a client campaign. The lecture/discussion part of the course examines the public relations campaign process with an emphasis on moving through the process in a complete and professional manner. The practicum part of the course requires students to work in teams to design, implement, and evaluate a public relations campaign for a client. This class provides students the opportunity to gain a positive client evaluation and a quality product to use in their portfolios.

Course Catalog Description

3		3	Fall - 2010	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

**Prerequisites**

MCOM 3313: Public Relations, senior standing, completion of at least 9 hours of required Public Relations coursework

**Corequisites**

**Rationale**

This course has been offered annually since semester conversion. Student demand for the course has always been at or in excess of the enrollment cap for the course. Furthermore, this course requires no additional resources in order to be converted to a permanent offering. We propose that this course be modified to permanent course status.

**Planning Info**

Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 25

**Comments**

TEAC Approval Required

**College Approvals**

Gagnon, Pauline [ APPROVED ]

Chair, Course Department

Overfield, Denise [ APPROVED ]

Associate Dean, College of Arts and Sciences

**Cross-Listing Approvals**

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

**Other Approvals**

Elman, Rochelle [ APPROVED ]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

**FINAL APPROVAL**

Aldrich, Michael [ REQUIRED ]

Chair, Faculty Senate

## **MCOM XXXX: Public Relations Campaigns**

Semester

Class meeting times/dates

Class room

Dr. Amber M K Smallwood

Office Hours

Contact

### **PREREQUISITES**

MCOM 3313: Public Relations, senior standing, completion of at least 9 hours of required Public Relations coursework

### **REQUIRED MATERIALS**

Bobbitt, R. & Sullivan, R. (2009/2005). *Developing the public relations campaign: A team-based approach*. Boston: Pearson. [A copy of this text is available on reserve at the library.]

Online resources

### **COURSE OVERVIEW**

As the capstone course of the public relations sequence, Public Relations Campaigns employs knowledge and skills learned in previous public relations courses in the planning, execution, and evaluation of a client campaign. The lecture/discussion part of the course examines the public relations campaign process with an emphasis on moving through the process in a complete and professional manner. The practicum part of the course requires students to work in teams to design, implement, and evaluate a public relations campaign for a client. This class provides students the opportunity to gain a positive client evaluation and a quality product to use in their portfolios.

### **COURSE LEARNING OBJECTIVES**

1. Students will build on the principles learned in previous public relations courses and apply that knowledge to real-world situations.
2. Students will gain experience working in a team setting.
3. Students will be able to communicate with clients, contractors, executives, and publics in a professional, ethical, and legal manner.
4. Students will gain experience in primary and secondary research, creating strategies and message points, writing communication vehicles, developing timelines, and requesting estimates among other skills practiced in developing a public relations campaign.
5. Students will demonstrate knowledge of the first-hand realities of planning, implementing, and evaluating a public relations campaign for a client.

### **MASS COMMUNICATIONS PROGRAM LEARNING OUTCOMES**

1. Students will be able to understand critically the origin, development and paramount economic, legal/policy, social and effects issues of mass media.
2. Students will be able to understand critically structure and process of mass media industries within economic, legal, and ethical considerations.
3. Students will develop the ability to write mass media messages with accuracy, clarity, and brevity on deadline and within varying style, ethical, and legal considerations.
4. Students will develop proficient use of technology to produce visual and audio messages for mass media within varying aesthetic, style, technical, ethical, and legal considerations.
5. Students will be able to gain practical experiences to apply and test knowledge and skills, and to network with professionals.
6. Students will be encouraged to engage in interdisciplinary scholarship.

7. Students will be provided a foundation for graduate study in communication.

## **ASSIGNMENTS**

### Weekly Reports-individual (1% each x 10 = 10% total)

This course uses a team-oriented approach to learning. Much of your grade will be based on your team's performance. Weekly reports allow you to communicate with me how you think your team is progressing in the campaign. This is also your opportunity to raise concerns and questions you may have about the project or the team. Weekly reports are due on CourseDen before class meets (see schedule).

### Progress Memos-group (2% each x 5 = 10% total)

In addition to keeping me updated on the progress of your group, you will also need to update your client. Your group will work with the client to establish their preferred communication frequency and channels. One required form of communication with the client is a progress memo. The memo will address your group's specific progress on the campaign, with emphasis on the assigned subject (Research, Planning, Implementation, Evaluation, Completion). These memos allow the client to know your progress and provide important feedback during the campaign. More information about the specifics of this assignment will be provided in class.

Each team will select one member as the liaison between the team and the client. The entire team must work collaboratively to write each memo, but it should only be delivered to the client by the selected liaison via WESTGA email (cc: me). This person is also responsible for uploading this information to CourseDen.

### Copywriter Communication- group (2% direction sheets + 6% proposal feedback = 10% total)

Your team is responsible for communicating with me, with the client, and with outside copywriting consultants. Students in COMM 4451W will write copy for various communication vehicles for your campaign. Your group is responsible for giving the copywriters direction and providing feedback on their proposals. More information about the specifics of this assignment will be provided in class.

Each team will select one member as the liaison between the team and the copywriters. The entire team must work collaboratively to determine direction for the copywriters and provide feedback on proposals, but this information will be delivered to the copywriters by the selected liaison via WESTGA email (cc: me). This person is also responsible for uploading this information to CourseDen.

### Campaign Drafts- group (4% each x 4 = 16% total)

In order to help your group achieve the necessary progress for a professional campaign plan, implementation, and evaluation, you will submit drafts of each section of the plan (Research, Planning, Implementation, Evaluation). These drafts will allow me to provide feedback to your group so you can continue on your trajectory or reconsider and redirect your efforts. You are welcome to share drafts with your client (via the client liaison), but you may want to wait until you have received my feedback first (and please be sure to ask if the client wants to see drafts). More information about the specifics of this assignment will be provided in class.

The entire team must work collaboratively to write each draft, but it should only be uploaded to CourseDen and turned in via hardcopy by a single group member.

### Campaign Plan- group (35%)

This is the final project for this course. Teams will put together their final plan, including sections for research, planning, implementation, evaluation, and several appendices. The campaign plan will be delivered to clients (in bound hard copy and on CD/flash drive) during the presentation time (final

exam time). More information about the specifics of this assignment will be provided in class.

#### Professional Presentation-individual/group (9%)

During our final exam time, teams will present clients with the campaign plan and conduct a professional presentation that overviews the campaign (plan, implementation and evaluation). More information about the specifics of this assignment will be provided in class.

#### Peer and Client Commentary-individual/group (10%)

Your group members will have an opportunity to evaluate your performance as a team member on this project. The client will also submit their qualitative comments about the project in addition to a numerical score. The combined peer scores and the client score will be equally weighted.

### **GRADE ALLOCATION**

A 90 – higher      B 80 – 89      C 70 – 79      D 60 – 69      F 59 – lower

You earn your grade. You start with a zero on the first day. You build your grade up from there. Your grade is not a reflection of how much I like you or how good of a person you are. Grades are evaluations of your performance on the assignments in this course.

### **COURSE POLICIES**

Students who need accommodations for learning or who have particular needs are invited to share these concerns or requests with me early in the semester (within the first 2 weeks)

#### Late work

**I do not accept late work.** If you will miss class, turn in the assignment to me before it is due (uploaded and hard copy). Meeting deadlines is essential to the profession, so any assignment turned in after its deadline will receive an F. **Deadlines are not negotiable in this course.**

#### Attendance

Attendance is absolutely necessary to succeed in this course. I hope you will be able to be in class every day. However, I understand there will be times when it is necessary for you to miss class. Six absences are allowed—no difference is made between excused and unexcused. Students with more than six absences will receive zero participation points. Please note how I define an absence: (1) not coming to class; (2) arriving late to class; (3) leaving class early; (4) sleeping or doing other non class related activities during class. You have six absences, use them judiciously.

#### Academic Dishonesty

Academic dishonesty will NOT be tolerated. It will result in failure on assignment(s) as well as possible disciplinary sanction(s) as stipulated by university rules. **The University of West Georgia Student Conduct Code defines academic dishonesty as cheating, fabrication, plagiarism, and facilitating or allowing academic dishonesty in any academic exercise.** The Code defines cheating as using or attempting to use unauthorized materials, information or study aids; fabrication as falsification or unauthorized invention of any information or citation; and plagiarism as representing the words or ideas of another as one's own. Direct quotations must be indicated and ideas of another must be appropriately acknowledged.

#### Classroom Etiquette

Exercising personal freedom is an appealing part of college life. In order to create an atmosphere where individual expression and social interchange are both respected, please observe the following: (1) address each other with respect; (2) contribute to discussions, don't dominate them; (3) stay focused on the topic being discussed, do not engage in side-chatter. If you must leave your personal mobile communication device on, **silence it and keep messaging to a minimum.**

### Contacting Me

I highly encourage each of you to take some time to schedule a meeting with me so I can learn more about you and what you would like to get out of this course. Anytime you need to get in touch with me, please call me at the office 678-839-4153 or send me an email via CourseDen. **Do NOT use my westga account** (except where noted). I look forward to working with you this semester.

## Course Update Request (Add, Delete, Modify)

### Originator

Mass Communications and Theatre Arts  
Department

College of Arts and Sciences  
College

Gant, Camilla  
Originator

### Action

Add  Modify  Delete

### Modifications

Prerequisites  Description  Title  Credit  See Comments

### Course Details

MCOM 4455 Critical Issues in Mass Communications  
Prefix Number Course Title

Exploration and analysis of critical, contemporary issues concerned with the relationship between mass media and society. Emphasis on critical, creative, and collaborative thinking to reach considered judgments and position students to be media literate, responsible, and responsive 21st century mass media and public relations professionals.

### Course Catalog Description

3	3	Fall - 2010	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency Grading

### Prerequisites

MCOM 1154

### Corequisites

### Rationale

Critical Issues in Mass Communications allows for in-depth study of the relationship between media and society, which is a critical void in the permanent course offerings. This course has been periodically offered as a special topics course since semester conversion under varied titles, e.g. Media & Society, Controversial Issues in Mass Media, and Critical Issues in Journalism. In all cases, student demand has met or exceeded the enrollment cap; and no additional resources are needed to convert course to a permanent offering.

### Planning Info

- Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 50

### Comments

Frequency will most likely be twice annually  
-- once fall or spring and once summer

TEAC Approval Required

### College Approvals

Gagnon, Pauline [ APPROVED ]

Chair, Course Department

Overfield, Denise [ APPROVED ]

Associate Dean, College of Arts and Sciences

### Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

### Other Approvals

Elman, Rochelle [ APPROVED ]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

### FINAL APPROVAL

Aldrich, Michael [ REQUIRED ]

Chair, Faculty Senate

**COMM 4485-2 Critical Issues in Journalism**  
Spring Semester 2010  
Monday and Wednesday 12:30-1:45 p.m. / Humanities #134

***INSTRUCTOR INFORMATION***

---

Instructor	Soo J. Moon
Office	Humanities 149
Office Hours	MW 2:00- 5:30 TR 11:00-12:30 By Appointment
Telephone	(678) 839-4936
E-mail	smoon@westga.edu

***TEXT***

---

1. Thinking Clearly : Cases in Journalistic decision-making/Tom Rosenstiel and Amy Mitchell/ Columbia University press
2. Mightier than Sword: How the news media have shaped American history / Rodger Streitmatter/ Westview press
3. Additional, required reading will be assigned

***COURSE OVERVIEW***

---

The news media and profession of journalism are in a state of upheaval. This course tracks many of the changes underway, particularly for those thinking of careers in this area. But beyond that, this is a good time to think about what we want journalism to do in a society, what people interested in something like journalism will be doing, and where will they be doing it. No one yet has all of these answers, but we can still pose some of the key questions and principles.

Thus, the course is designed to not be just a description of the current news media and their history but an analysis of our underlying normative expectations of those media, through cases in which they have met those hopes and in those where they have not. In the process, I hope you will strengthen your own intellectual autonomy, both as a citizen and as a future professional in this area.

***COURSE LEARNING OUTCOMES***

---

The course is designed to help you:

- understand the crucial value of journalism and the news media in a democratic society (awareness of key historical, legal, and economic context of journalism)
- be able to evaluate the extent to which journalism has performed up to our

CRITICAL ISSUES/ SPRING 2010

- expectations (comparing performance against normative standards)
- understand how news professionals approach the issues that confront them in their work (ability to distinguish between individual level and organizational/institutional factors)
- develop your own personal and professional judgment as you sharpen your critical thinking skills (e.g., in case studies, distinguishing between facts, values, and underlying issues)
- become aware of the professional opportunities in the journalism field

Key questions for journalism and journalists explored through 12 case studies:

- What's the truth?
- How do we know what we know?
- What's fair?
- What's the right thing to do?

**GRADING POLICY**

---

<b>Grading</b>	Test 1	25 points
	Test 2	20 points
	Group presentation	15 points
	Article presentation	5 points
	Film analysis 1	7 points
	Film analysis 2	3 points
	Final Paper	10 points
	Attendance, Class Participation and Quiz	15 points
		<b>Total 100 points</b>

<b>Grading Scale</b>	A = 90-100
	B = 80-89.99
	C = 70-79.99
	D = 60-69.99
	F = below 60 points

Please note that I do not “round up.” An 89.99 is still a B; it takes a full 90 earned points to receive an A. I do not use the plus/minus system.

If you believe I have made a mistake in a grade, or do not understand something about your grade, please see me within one week of receiving your grade. No grade changes will be considered after this deadline.

**Extra Credit :** Zero absences will **ADD 2 BONUS POINTS** to your **FINAL GRADE**

**Make-ups, Late and Missed Deadlines** This is journalism, and the one thing we value most after truth telling is meeting deadline. Therefore, turn in all assignments on the day they are due at the beginning of class, in class. Late assignments and those turned in late will result in a penalty of 20% per day. **I do not accept any assignment by email.** You will not be allowed to make up assignments for deadlines you miss. The only exceptions to the no-make-ups rule are death in your immediate family, incapacitating illness, and approved special curricular requirements.

## ***ATTENDANCE***

---

You need to attend every scheduled class session. Please be on time. You have **two excused absences**, so use them judiciously and sparingly (i.e., car trouble, minor illness, job interview, etc.). You may not use your personal days on test days. An unexcused absence from a test will result in zero credit on the missed test.

If you are late or leave early, you will receive only a half point for attendance. "Being late" means you arrive in the classroom after the roll is circulated. More than 30 minutes late is regarded as an absence.

**Excused absences:** Absences may be excused when due to unavoidable situations substantiated with documentation. Acceptable situations include a serious incapacitating illness or a death in your family, among others. Requests for excused absences will not be considered unless made in writing prior to the absence in question unless there are extreme circumstances that did not allow for a prior request.

## ***CLASS DISCUSSION AND PARTICIPATION***

---

### **Preparation**

You will need to complete each reading/viewing/listening assignment before the scheduled class session. You need to read carefully and critically, take notes and be prepared to intelligently discuss and apply the material in class discussion and activities.

I will upload power point files on the web but the slides contain just key points. You will need to read the textbooks and materials thoroughly.

### **Handouts**

You are responsible for collecting all handouts at the time they are distributed. If you are absent, you have **ONE WEEK** to collect the materials.

### **Communications**

You are encouraged to use e-mail for all class related correspondence. I will try to respond within 24 hours, though messages sent during weekends (or Friday afternoons) may not receive such a prompt response.

## ***TESTS***

---

There will be **two tests** based on lectures, students' presentations, and assigned readings and viewings. The format of the tests will be a combination of objective (multiple choice, true/false, fill-in-the-blank, matching, listing) and subjective (short answer and essay) questions.

I will not give study guidelines for exams because the tests cover everything. You need to read text books and materials thoroughly. It would be helpful to print out ppt slides that will be posted in advance on the Blackboard.

Early and make-up tests are administered **ONLY** in cases of absence due to unavoidable situations substantiated with documentation. Requests for early tests must be made at least one week prior to the test, and requests for make-up tests

must be made within two hours of the test. Make-up tests must be completed during the current semester at a time determined by me.

**Test Material** Test Material: You are responsible for bringing No. 2 pencils, a **scantron** and a **bluebook (small size)** to class on test days. You can buy a bluebook at the university bookstore.

**News Quizzes** Mass communication students are expected to stay abreast of local, regional, state, national and world events by reading a local daily each day. To ensure that students maintain a broad news awareness and develop a world perspective, the instructor will give occasional quizzes based on the week's news.

### ***CASE PRESENTATION and ARTICLE PRESENTATION***

---

**Case Presentation** You will be assigned to a group and will give a class presentation about a case discussed in the text book "*Thinking Clearly*." Each group will have an entire class period for the presentation.

As Instructors of the Day, you will need to: first, summarize the case. Second, point out controversial points. Third, posit good discussion questions. And, fourth, prepare 5 quiz questions. Multimedia material related to the case is more than welcome. You do not need to submit a paper but you should send the ppt files at least 24 hours before your presentation. Three out of 15 points will be based on peer evaluations.

#### **Article Presentation**

You will give 7-10 minutes' presentations about articles in the text book "Mightier than the Sword" and other assigned articles. You do not need to submit a paper but should send the ppt files at least 24 hours before your presentation.

Regarding discussion questions, you will need to come up with discussion questions on your own if your articles are NOT from MTS. If your articles are from MTS, discussion questions are optional. See the class schedule for the presentation dates. You cannot make up a missed presentation

### ***ASSIGNMENTS***

---

Your assignments must be typewritten and double-spaced. Do not write more than the length requested—if you write long it means you need to edit your work. Use 1-inch margins and 12-pt. type. Put your name and the date at the top of each page. Do not use a title page or folders. Staple the pages. No paper clips.

Don't just include phrases. Write in complete sentences; you will be judged on clarity and content, as well as grammar. Use a Spellcheck, but also review your work carefully for errors.

Answer the question in your own words. Plagiarism is a serious offense. The bottom line is you should identify where you got your information, such that

someone else can locate it. The more neatly you layout the information, the more likely we will be able to see you have responded to all the questions and give you full credit. Keep copies of all assignments you turn in and keep the graded assignments until the end of the semester. If there are errors in my record, we will need your records to help us resolve any discrepancies. Papers are due on the class period marked on the schedule. Turn in a hard copy; NO EMAIL ATTACHMENTS!

### ***ACADEMIC DISHONESTY***

---

All the work you do must be your own. Do not present the work of another as if it were your own. Use quotation marks to indicate the exact words of someone else, and cite the source. Cite sources of ideas that are not your own, even if you did not use their exact words. Summarizing is OK – it is considered paraphrasing, but do not just rearrange a sentence or change some of the words. Still, each time a source is paraphrased, a credit for the source needs to be included in the text.

### ***SPECIAL NEEDS STUDENTS***

---

I will make special arrangements for students with special needs. Don't wait until after the first test to talk with me! Don't try to "wing it" without telling me about your particular problem or needs. If you need special accommodations for tests, let me know early, not a few days before the test. I am here to facilitate your learning, but I need to be informed to do so.

### ***BEHAVIOR IN THE CLASSROOM***

---

- You are expected to participate in class discussions. Feel free to speak your mind during class, no matter how outrageous your comments may be. I expect, however, that you will show respect to your classmates. If you disagree with their points of view, please express that disagreement in a way that is not offensive.
- Turn off all cell phones. If a phone rings, I reserve the right to answer the phone and to ask you to leave class.
- With regard to texting, web surfing and emailing, I will apply the 3-strikes-out rule. I will give you a warning the first two times but you will need to leave the classroom if you get a third warning.
- All of unfavorable behavior in class will be deducted from your participation score.

CRITICAL ISSUES/ SPRING 2010

<b>CLASS SCHEDULE</b>		
(The class schedule and assignments are subject to change in order to accommodate guest speakers, reinforce course material, and maintain some flexibility. Additional reading and viewing/listening assignments will be made throughout the semester.)		
<b>Jan.6</b>	Wed	Introduction to course
<b>Jan.11</b>	Mon	News, community and citizenship. State of the profession and industry -Sowing the seeds of revolution, MTS(Mightier than the Sword) Ch. 1
<b>Theme: News in the local community</b>		
<b>Jan.13</b>	Wed	Overview, elements of journalism. What do we expect of journalism?
<b>Jan.18</b>	Mon	MLK Holiday
<b>Jan.20</b>	Wed	Arguments and perspectives Objectivity -McManus, John H. "Objectivity: It's Time To Say Goodbye."/ Adam Elrod <a href="http://www.nieman.harvard.edu/reportsitem.aspx?id=101564">http://www.nieman.harvard.edu/reportsitem.aspx?id=101564</a>
<b>Jan.25</b>	Mon	Case: Minnesota basketball cheating
<b>Jan.27</b>	Wed	Journalism and government -Attacking municipal corruption, MTS 4/ Aimee Kersey -Muckraking, MTS 6/Aleta Watson
<b>Feb.1</b>	Mon	Case: Columbine school shooting / <b>Group 1</b>
<b>Theme: Representing diversity</b>		
<b>Feb.3</b>	Wed	Case: New Orleans Times-Picayune Series on racism/ <b>Group 2</b>
<b>Feb.8</b>	Mon	Media and race issues - Abolition, MTS 2/Ashley Amstrong - Defying the Ku Klux Klan, MTS 7/Brionna Dixon - Pushing the civil rights movement onto the national agenda, MTS 11/Christopher Aquino
<b>Feb.10</b>	Wed	<i>The Black Press: Soldiers Without Swords</i>
<b>Feb.15</b>	Mon	Case: Public death, Private Life (Columbia online)
<b>Feb.17</b>	Wed	Gender issues -Slowing the momentum for women's rights, MTS 3/Ericka Birdsong -Creating "Rosie the riveter," MTS 9/Grant Wallace
<b>Theme: Technology, citizens and journalism</b>		
<b>Feb.22</b>	Mon	Case: Internet journalism and the Starr investigation/ <b>Group3</b> <b>Film1 analysis due</b>
<b>Feb.24</b>	Wed	Case: Bakersfield Blogger
<b>Mar.1</b>	Mon	Case: Crowdsourcing as journalism
<b>Mar.3</b>	Wed	-The Distribution Revolution/ Susan Hooper <a href="http://www.ajr.org/Article.asp?id=4844">http://www.ajr.org/Article.asp?id=4844</a> -The Limits of Control/Whitney McCallum <a href="http://www.ajr.org/Article.asp?id=4816">http://www.ajr.org/Article.asp?id=4816</a>
<b>Mar.8</b>	Mon	<b>MIDTERM EXAM</b>
<b>Mar.10</b>	Wed	<b>MEDIA DAY. No class.</b>

CRITICAL ISSUES/ SPRING 2010

<b>Theme: News and politics, Politics of News</b>		
<b>Mar.15</b>	Mon	The punditocracy - Rush Limbaugh, MTS 14/Jessica Sims-Green
<b>Mar.17</b>	Wed	Case: McCarthyism, 1950-1954/ <b>Group 4</b>
<b>Mar.22</b>	Mon	Spring Break
<b>Mar.24</b>	Wed	Spring Break
<b>Mar.29</b>	Mon	- Exposing Joe McCarthy, MTS 10/ Jordan Weathers <i>Good night and good luck</i>
<b>Mar.31</b>	Wed	<i>Good night and good luck</i>
<b>Apr.5</b>	Mon	Journalism and the politics of religion Case: God & Darwin
<b>Apr.7</b>	Wed	Case: Watergate / <b>Group 5</b>
<b>Apr.12</b>	Mon	-Watergate forces the President to his knees, MTS 13/Kelly Quimby - Protecting the Privilege / Kylene Cepeda <a href="http://www.ajr.org/Article.asp?id=4010">http://www.ajr.org/Article.asp?id=4010</a> <b>Film2 analysis due</b>
<b>Apr.14</b>	Wed	Case: John McCain's 2000 Presidential campaign: Political reporting/ <b>Group 6</b> <b>Handout for the final paper</b>
<b>Theme: War and national security</b>		
<b>Apr.19</b>	Mon	Case: The massacre in El Mozote/ <b>Group 7</b>
<b>Apr.21</b>	Wed	Media and war -Journalism as warmonger, MTS 5/Leigh Baldwin -Vietnam, MTS 12/Michael Walls
<b>Apr.26</b>	Mon	Global enemies in the global news arena - 9/11, MTS 15/Nathaniel McKnight Beyond Good & Evil
<b>Apr.28</b>	Wed	Media, Past and Future Conclusion and evaluations - How the news media have shaped history, MTS 16/Ross Johnson - Future of Newspaper, Hardcopy/ Ryan Philips - Future of TV, Hardcopy/Stephanie Caffee  <b>Final paper due</b>
<b>May.3</b>	Mon	<b>Final Test 11a.m.</b>

\* I wish to acknowledge Dr. Stephen Reese at University of Texas at Austin for allowing me to use his syllabus to design this one. His material and advice are greatly appreciated.

## Course or Program Addition, Deletion or Modification Request

Department: Mathematics College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

2010 ADP RECEIVED  
2010 JAN 19 11:36 AM  
3/0/3

Prefix Math Course 4203 Title Mathematical Probability Hours: Lecture/Lab/Total

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 checked="" type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
<small>*Variable credit must be explained</small>

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)

Math 4203 Mathematical Probability 3 / 0 / 3

Prefix Course Title Hours: Lecture/Lab/Total

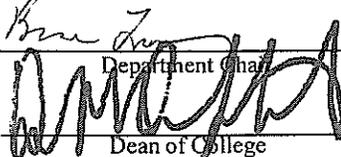
**Catalog Description** (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) Math 2644

Present or Projected Enrollment: 30 (Students per year) Effective Date\*: Fall /2010  
\*For a new course, one full term must pass between approval and effective date. Term/Year

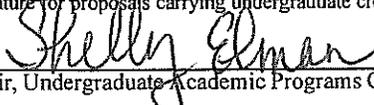
Grading System:  Letter Grade  Pass/Fail  Other

Approval:

	1-15-10 Date	Department Chair (if cross listed)	Date
Dean of College	3-8-10 Date	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).

	4/14/10 Date	Chair, Committee on Graduate Studies	Date
Chair, Undergraduate Academic Programs Committee			

Vice President for Academic Affairs \_\_\_\_\_ Date \_\_\_\_\_

## **Program Change**

### **Secondary Education Track**

Replace MATH 3063 Applied Statistics with MATH 4203 Mathematical Probability in the Secondary Education Track.

Rationale:

*Replace MATH 3063 Applied Statistics with MATH 4203 Mathematical Probability in the Secondary Education Track.*

MATH 3063 is a non-calculus based introductory statistics course which is geared to non-mathematics major students. Mathematics major students need to take calculus-based statistics courses. MATH 4203 has been redesigned as a calculus course containing both probability and statistics which suits the need for the Secondary Education Track students.

**Course Requirements for the B.S. Degree In Mathematics  
Plan F (Secondary Education Option)  
2010-2011**

Course	Hours	Grade
ENGL 1101 (Core Area A1)	3	
ENGL 1102 (Core Area A1)	3	
Core Area B1 & B2*	4	
Core Area C1	3	
Core Area C2	3	
Core Area D1	4	
Core Area D1	4	
Core Area E1	3	
Core Area E2	3	
POLS 1101 (Core Area E3)	3	
Core Area E4	3	
CS 1300 (Core F)	4	
MATH 1113 (Core A2(3) F(1))	4	
MATH 1634 (Core D2(3) F(1))	4	
MATH 2009 (Core F)	1	
MATH 2644 (Core F)	4	
MATH 2654 (Core F)	4	
MATH 2853 (Core F)	3	
MATH 3003 (WAC)	3	
MATH 3243 (WAC)	3	
MATH 3303	3	
MATH 4043	3	
MATH 4203	3	
MATH 4233	3	
MATH 4413	3	
MATH 4513	3	
MATH 4893	1	
MATH Elective**	3	
EDUC 2110	3	
EDUC 2120	3	
EDUC 2130	3	
SPED 3715	3	
MEDT 3401	3	
CEPD 4101	3	
SEED 4240	4	
SEED 4271	3	
SEED 4286	9	
SEED 4289	3	
	125	

\*At least one course from Core B1

\*\*Must be at the 4000-level (excluding service courses for elementary education).

## Course Update Request (Add, Delete, Modify)

### Originator

Sociology and Criminology  
Department

College of Arts and Sciences  
College

Mathews, Todd  
Originator

### Action

Add  Modify  Delete

### Modifications

Prerequisites  Description  Title  Credit  See Comments

### Course Details

SOCI 4801 Poverty  
Prefix Number Course Title

This course provides an in-depth analysis of poverty, including a focus on both individual and structural factors underlying poverty. Patterns and trends of poverty are presented, with particular attention paid to poverty levels over time in the Southeastern United States and in the state of Georgia. Classical and current theoretical and empirical research on poverty will be reviewed.

### Course Catalog Description

3	3	Fall - 2010	Yearly
Lec Hrs	Credit Hrs	Effective Term	Frequency
			Letter Grade
			Grading

### Prerequisites

SOCI 1101

### Corequisites

### Rationale

The study of social inequality has long been a core foci of social scientists, in particular for sociologists. Given the persistence of poverty amongst individuals, households, and communities, especially in the southeastern United States, it is important that sociology students (and others interested in the issue) are able to undertake a more in-depth study of this issue than can be handled in more generic inequality or policy-focused courses. The proposed course will offer several key areas of focus: 1) understanding the competing and (sometimes contradictory) definitions of poverty; 2) assessing poverty trends worldwide, in the U.S. and locally; 3) examining competing social-scientific theories of poverty and inequality; 4) exploration of both urban and rural poverty; 5) detailed examination of responses to poverty conditions, from the individual to societal levels; and 6) discussion and dissection of actually-existing and proposed policies designed to address poverty conditions. The proposed course would be a writing intensive course, with a variety of types of writing assignments designed to enhance students depth of understanding of the complexities of poverty. Possible writing activities would include short (1-2 page) weekly writing reflections; a writing-intensive midterm examination; and a final course paper (10-15 pages) that includes an iterative process. Other possible activities include the creation of video-based "digital storyboards," use of photography, or other visual modes of documenting poverty.

### Planning Info

- Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 20

### Comments

DSW course

TEAC Approval Required

### College Approvals

McCandless, N. Jane (Dr.) [ APPROVED ]

Chair, Course Department

Overfield, Denise [ APPROVED ]

Associate Dean, College of Arts and Sciences

### Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

**Other Approvals**

---

Elman, Rochelle [ APPROVED ]

---

Chair, Undergraduate Academic Programs Committee

N/A

---

Chair, TEAC

**FINAL APPROVAL**

---

Aldrich, Michael [ REQUIRED ]

---

Chair, Faculty Senate

**Special Seminar in Sociology: Poverty (SPRING 2010)**  
SOCI 4999-04W (11622): *Tuesday 530-8 p.m.*  
Pafford 106

**Todd Matthews, Ph.D.**

**Office:** Pafford 209-B

**Phone:** 678-839-6325

**E-mail:** [tmatthew@westga.edu](mailto:tmatthew@westga.edu)

**Office Hours:** T 2-4 p.m.; W 1-5 p.m.; R 1030 a.m.-1230 p.m.; and by appointment

**COURSE DESCRIPTION:**

**Prerequisites:** SOCIOLOGY 1101

This course provides an in-depth analysis of poverty, including a focus on both individual and structural factors underlying poverty. Patterns and trends of poverty are presented, with particular attention paid to poverty levels over time in the Southeastern United States and in the state of Georgia. Classical and current theoretical and empirical research on poverty will be reviewed. The course is designated "DSW" (or Discipline-Specific Writing). See [http://www.westga.edu/dsw/index\\_10073.php](http://www.westga.edu/dsw/index_10073.php) for details on what this means for sociology classes.

**COURSE OBJECTIVES:**

- Understanding the competing and (sometimes contradictory) definitions of poverty
- Assessing poverty trends worldwide, in the U.S. and locally
- Examining competing social-scientific theories of poverty and inequality
- Exploration of place-based poverty (including urban and rural poverty)
- Detailed examination of responses to poverty conditions, from the individual to societal levels
- Discussion and dissection of actually-existing and proposed policies designed to address poverty conditions.

**TEXTS:**

- *Experiencing Poverty* (2<sup>nd</sup> edition) by D. Stanley Eitzen and Kelly E. Smith (**ES**) (ISBN 9780205547951)
- *The Missing Class* by Katherine Newman and Victor Tan Chen (**NTC**) (ISBN 9780807041406)
- *The Color of Welfare* by Jill Quadagno (**JQ**) (ISBN 9780195101225)
- *Worlds Apart* by Cynthia Duncan (**CD**) (ISBN 978030084566)
- **(RECOMMENDED)** *Poverty in America: A Handbook* (2<sup>nd</sup> edition) by John Iceland (ISBN 0520248414)

The assigned readings are indicated in the "Course Outline" below. The readings are critical for your understanding of the concepts and ideas you are expected to master in this course. **It is expected that you will complete the readings IN ADVANCE of the date listed.** There will also be additional readings, websites, etc. made available on the WebCT/Course Den site.

### WEBCT NOTE:

This course uses WebCT/Course Den (available at <http://webct.westga.edu/>). For those unfamiliar with this technology, please see the following website as soon as possible: <http://www.westga.edu/~distance/webct1/tutorials/webct/studentlogin.html>.

Handouts on the use of WebCT are available there. See Dr. Matthews IMMEDIATELY with other questions about this technology!

### STANDARD EXPECTATIONS FOR THE COURSE AND CLASSROOM CONDUCT:

- Turn off ALL devices (cell phones, PDAs, etc.) before entering the room.
- Do not utilize ANY classroom technologies for non-course related purposes.
- Complete reading assignments prior to class (see "Course Outline" below).
- Avoid tardiness and leaving class early (without a valid excuse).
- Do not carry on "side conversations," interrupt or speak disrespectfully to anyone.
- Do not do any kind of work unrelated to this course in this classroom.
- Do not threaten, intimidate, or harass fellow students or myself in any way.
- Do not make insensitive comments or perform inappropriate actions.
- Avoid displays of anger when we politely and intelligently criticize your views.
- Do not demean, devalue, or in any way "put down" people for their experiences.
- Avoid any other forms of disruptive, socially unacceptable behavior.

Violation of these standard expectations can lead to you being asked to leave the class for the day, or to you being removed from the course should these violations become repetitive.

### ACADEMIC HONESTY:

The faculty in the Department of Sociology and Criminology has created a zero-tolerance policy on academic dishonesty. In this class, evidence of academically dishonest behavior will result in a failing grade for the course.

### GRADING:

#### ✓ Exams (40% of final grade)

Two exams will be given in this course, consisting of multiple choice, matching, definitions, short answer, and/or essay questions. Each will be worth 20% of your final grade. More details on each exam will be provided at least one week before the scheduled exam date. **Make sure you purchase two small Scantron sheets (#229629) and two Blue Books for the exams.**

#### ✓ Reading questions (20% of final grade)

You are expected to produce at least two questions for discussion in class each week (first ones are due **Tuesday 1/26 by 12 p.m. - email them to me each week by 12 p.m. on the Tuesday of class at [tmatthew@westga.edu](mailto:tmatthew@westga.edu)**). The questions should be appropriate for discussion, and not simply ask for factual information. You will receive a score of 2, 1, or 0 for each set of questions. **I will drop the one lowest score in this category; thus no make-ups will be allowed!**

✓ **Discussion and in-class writing (10% of final grade)**

You are expected to participate in the discussion of all readings. If the class as a group is generally NOT reading the material, unannounced reading quizzes will be used to ensure that you do your reading, with these grades counting towards your assignment average. Periodic in-class writing assignments will be given based on your questions and issues I will raise in class. **You will NOT be able to make any of these up if you miss class!**

✓ **Digital Storyboard (or Paper) and Presentation (30% of final grade)**

Working alone or in a group of two, you will develop a **three to five minute "digital storyboard"** to tell a story about an issue of your choice related to poverty. You will be expected to have a topic approved by **Tuesday 2/2** (5% of assignment grade), turn in an outline by **Tuesday 2/23** (10% of assignment grade), and submit a draft of the story board by **Tuesday 4/6** (15% of assignment grade). In each case, I will offer feedback that I will expect you to implement in the creation of your final product.

If you prefer, you may choose to write a **10-15 page traditional research paper** on a poverty-related topic. If you choose this option, you must work on this alone. You will be expected to have a topic approved by **Tuesday 2/2** (5% of assignment grade), turn in an outline by **Tuesday 2/23** (10% of assignment grade), and turn in a full working draft of the paper by **Tuesday 4/6** (15% of assignment grade). Proper formatting and citation style will be expected. If you are unclear about these expectations, see the following website for details:

[http://www.westga.edu/assetsDept/soccrim/ASA\\_style\\_guide\\_2008.pdf](http://www.westga.edu/assetsDept/soccrim/ASA_style_guide_2008.pdf). Again, I will offer feedback at each stage of the process that I will expect you to implement in the final version.

Either option will be due on **Friday 4/23 by 12 p.m.**, and will be worth *50% of the assignment grade*. Finally, on **Tuesday 4/27** you (and your partner if applicable) will be expected to make a presentation of between 8-15 minutes in length on the product you have created (final length will be determined by number of groups, and will be made known to you as soon as possible). *This presentation will be worth 20% of the assignment grade.* More details will be provided soon.

**Extra credit:** There will be **NO** extra credit opportunities in this class. **PLEASE DO NOT ASK!!!**

Your final grade will be based on the percentage of your total accumulated points, using the following scale: **90% + = A; 80-89% = B; 70-79% = C; 60-69% = D; 59% and below = F.** If you miss an exam, you will have to take an essay-only makeup exam (**ONLY IF YOU HAVE AN OFFICIAL or DOCUMENTED EXCUSE**, which you must present to me **immediately upon returning to class**). Other assignments cannot be made up.

**IMPORTANT DATES FROM UNIVERSITY CALENDAR:**

Wednesday January 6	Classes begin
January 6- Tuesday January 12	Drop/add and late registration
Monday January 18	Martin Luther King Holiday (offices closed, no classes)
Monday March 1	Last day to withdraw with grade of W
Monday March 22- Saturday March 27	Spring Break (no classes)
Tuesday April 27	Last day of Tuesday class
Thursday April 29	Reading Day
Saturday May 8	Graduation - Saturday (exact times and order of colleges TBD)

**COURSE OUTLINE:**

*\*please note that all dates are tentative and subject to change if conditions warrant\**

<b><u>Date:</u></b>	<b><u>Topic or Activity:</u></b>
T 1/12	Introduction/Discussion of What is Poverty?
T 1/19	Defining Poverty Read: ES Preface (also Iceland Ch 1-2 will be used)
T 1/26	Extent of Poverty Read: ES Part I (also Iceland Ch 3-4 will be used)
T 2/2	Theories of Poverty Read: ES Part II (also Iceland Ch 5-6 will be used)
T 2/9	Living in Poverty Read: ES Part IV-Part V
T 2/16	Urban Poverty Read: Readings posted on WebCT
T 2/23	Urban and Rural Poverty Read: Urban readings posted on WebCT & CD Preface-Ch 1 (rural poverty)
T 3/2	Rural Poverty Read: CD Ch 2-4
T 3/9	<b><u>MIDTERM EXAM</u></b>
T 3/16	The Near Poor Read: ES Part III & NTC Foreword-Ch 4
T 3/23	<b><u>NO CLASSES - Spring Break</u></b>
T 3/30	The Near Poor Read: NTC Ch 5-7
T 4/6	Poverty Policy Read: JQ Preface-Ch 3
T 4/13	Poverty Policy Read: JQ Ch 4-7
T 4/20	Addressing Poverty Today Read: ES Part VI & Afterword; JQ Ch 8-9; NTC Ch 8
F 4/23	<b><u>Digital Storyboard or Paper due by 12 p.m.</u></b>
T 4/27	<b><u>Presentations</u></b>
T 5/4	<b><u>FINAL EXAM 530-730 p.m.</u></b>

## Course Update Request (Add, Delete, Modify)

### Originator

Sociology and Criminology  
Department

College of Arts and Sciences  
College

Sawtell, Carolyn  
Originator

### Action

Add  Modify  Delete

### Modifications

Prerequisites  Description  Title  Credit  See Comments

### Course Details

SOCI 4915 Violence Against Women  
Prefix Number Course Title

This seminar explores the intersections of gender and violence. We shall analyze dynamics between men/boys and women/girls and situate them within the context of U. S. society and culture. Our aim is to understand their origins, forms and effects and to identify changes that can be made to reduce and prevent their occurrence. The meanings and nature of interpersonal violence, the effects of being the recipient of violence, the effects of perpetrating violence, and society's responses to violence are addressed. The role of gender in promoting and preventing violence is explored at three levels: individual, interpersonal, and macro (structural, cultural, societal). The role of the entertainment industry and media in representing and perpetrating gendered constructions of violence is considered. Legal remedies (state & federal laws, law enforcement), education/public service campaigns, social movements (e.g., aimed at preventing or stopping violence such as the anti-rape movement), and other such responses, remedies or prevention activities are explored. Emotional threat, intimidation, fear, and the concept of violation are addressed. Domestic violence, coerced sex, sexual terrorism, rape, stalking, assault, battery are among the issues we shall consider.

Course Catalog Description

3 Lec Hrs      3 Lab Hrs      3 Credit Hrs      Summer - 2010 Effective Term      Yearly Frequency      Letter Grade Grading

### Prerequisites

Soci 1101 or Consent of Instructor

### Corequisites

### Rationale

### Planning Info

Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 80

### Comments

TEAC Approval Required

### College Approvals

McCandless, N. Jane (Dr.) [ APPROVED ]

Chair, Course Department

Overfield, Denise [ APPROVED ]

Associate Dean, College of Arts and Sciences

### Cross-Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

**Other Approvals**

**Elman, Rochelle [ APPROVED ]**

**Chair, Undergraduate Academic Programs Committee**

**N/A**

**Chair, TEAC**

**FINAL APPROVAL**

**Aldrich, Michael [ REQUIRED ]**

**Chair, Faculty Senate**

**Violence Against Women**  
**SOCI 4999-01 Summer 2009**  
**Monday – Friday 3:00 – 5:15**  
**PAF 102**

**Instructor: Dr. Carolyn Sawtell, Ph.D.**  
**Office: Pafford 219**  
**Phone: 678-839-6324**  
**Email: csawtell@westga.edu**

**Office Hours: 11:15am - 12:15pm**

**Overview of the Course**

This seminar explores the intersections of gender and violence. We shall analyze dynamics between men/boys and women/girls and situate them within the context of U. S. society and culture. Our aim is to understand their origins, forms and effects and to identify changes that can be made to reduce and prevent their occurrence. The meanings and nature of interpersonal violence, the effects of being the recipient of violence, the effects of perpetrating violence, and society's responses to violence are addressed. The role of gender in promoting and preventing violence is explored at three levels: individual, interpersonal, and macro (structural, cultural, societal). The role of the entertainment industry and media in representing and perpetrating gendered constructions of violence is considered. Legal remedies (state & federal laws, law enforcement), education/public service campaigns, social movements (e.g., aimed at preventing or stopping violence such as the anti-rape movement), and other such responses, remedies or prevention activities are explored. Emotional threat, intimidation, fear, and the concept of violation are addressed. Domestic violence, coerced sex, sexual terrorism, rape, stalking, assault, battery are among the issues we shall consider.

**Course Objectives**

*Broad Course Goals*

1. Upon completion of the course of instruction, the student will be able to demonstrate knowledge of the primary axes of social inequality, and their dynamics, and effects, in contemporary society.
2. Upon completion of the course of instruction, the student will be able to define and apply core sociological concepts to an understanding of social life.
3. Upon completion of the course of instruction, the student will be able to interpret & weigh evidence as to whether asserted conclusions about social conditions or processes are warranted.
4. Upon completion of the course of instruction, the student will be able to accurately compare and contrast two sociological theories (including their proponents) and their implications for explaining social phenomena, situations, or events.

*Specific Course Objectives*

1. To gain understanding of interpersonal violence & how it relates to gender
2. To gain understanding of the gender institution
3. To grasp the scale and scope of violence in the U. S. relative to gender
4. To analyze data on the relationship between gender & violence
5. To grasp the content of required readings and other pertinent sources on gender & violence (e.g., FBI and other credible data)
6. To write a report based on social science research evidence/data on one or more aspects of violence relative to gender
7. To demonstrate ability to debate and discuss course content while being respectful of others
8. To understand and be able to explain at least two social science theoretical perspectives on interpersonal violence relative to gender (to do this, you must *understand what theory is and does*)
9. To demonstrate skill at using the internet to (a) find social science research articles on gender & violence; and (b) obtain statistics from official/governmental sources on gender and violence in the U. S.
10. To leave the course with a richer understanding of conditions in society that encourage/foster and discourage/prevent violence by some men and boys toward women and girls.

*Specific Departmental Learning Objectives:*

1. be able to communicate (orally and in writing) how sociology contributes to an understanding of social reality (LO1)
2. understand theoretical and methodological approaches to description and interpretation (LO2)
3. understand basic concepts, perspectives, and their interpretive applications (LO3)
4. understand the nature of culture and social structure (LO4)
5. understand the reciprocal relationship between the individual and society (LO5)
6. understand the diversity of American society (LO6)
7. demonstrate an ability to think critically (LO7)

## Texts

The following texts can be found in the bookstore or through Amazon.com. However, if you choose to purchase via Amazon, please remember that these books will be needed fairly quickly and delayed shipping time is not an excuse for not reading. *I have gone out of my way to make the cost of materials for this course inexpensive – I have placed most readings that cannot be found in the texts on WebCT. Thus, I expect you to read all of the materials. All of the readings will be utilized throughout the course. In order to participate in class effectively you will NEED to have read the required readings prior to attending class. Unannounced quizzes (e.g., to confirm that students are reading and understanding the readings or to confirm that students did another assignment) may be given on occasion, in oral or written form and count against your participation grade.*

### **\*Required Books (other readings are located on WebCT):**

Sanday, Peggy Reeves (1990). *Fraternity Gang Rape: Sex, Brotherhood, and Privilege on Campus*. New York University Press, New York.

Martin, Patricia Yancey (2004). *Rape Work: Victims, Gender, and Emotions in Organizational and Community Context*. Routledge, New York.

Schwartz, Dianne (2000). *Whose Face is in the Mirror? The Story of One Woman's Journey from the Nightmare of Domestic Abuse to True Healing*. California: Hay House.

Weiss, Elaine. (2000). *Surviving Domestic Violence: Voices of Women Who Broke Free*. Agreka Books.

## Class Policies

### Seminar vs. Lecture Format

Students must participate appropriately and competently for a seminar. What is a **Seminar**? A seminar is a joint endeavor among students and faculty where members work individually and collectively to better understand the issues of the course. In a seminar, members participate in discussions after reading assignments, completing assigned tasks, and considering data on and explanations for the phenomena under study. A seminar does not consist primarily of lectures by the professor nor is it based on the participants' personal opinions or biases. *See students' and professor's responsibilities, styles of participating, behavior toward each other, and grounds for student assessment below.* Films or DVDs/videos and invite guest speakers will be part of our seminar. This material should be considered required course content, the same as readings and other tangible assignments.

### Courtesy in the Classroom.

Classroom courtesy is necessary to ensure that all students have the opportunity to learn without distractions. This means **no cell phones**, talking during lectures (unless recognized by the professor or discussion leader), reading newspapers, etc. during class. **Be aware: I cannot stress enough that cell phone use during class will forfeit ALL participation points and warrant being asked to leave the class for the day. This includes text messaging and internet surfing.** Entering and leaving is distracting to your instructor and other students. Therefore, you need to be on time for class and stay until the end. If you must enter late or leave early, please inform me before class begins and take the seat nearest an exit and enter or leave as quietly as possible. Please make sure the door does not 'bang' as you enter or leave. Repeated disruption of class may lead to penalties that reduce your final grade (see below). Class discussions of the issues we study can stimulate strong feelings and heated debate. Because this is a college classroom, all discussions must be scholarly.

#### **(1) Scholarly comments are:**

Respectful of diverse opinions and open to follow up questions and/or disagreement; related to the class and course material; advance the discussion about issues related to the course and/or course material rather than personal beliefs; are delivered in normal tones and a non-aggressive manner.

#### **(2) Unacceptable behaviors in the classroom are:**

(a) Personal attacks. This includes attacks on a person's appearance, demeanor, or political beliefs. (b) Interrupting your instructor or other students. Raise your hand and wait to be called on by the discussion leader or myself to prevent this problem. (c) Using the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed as scholarly endeavors (see above). (d) Using raised tones, yelling, engaging in arguments with other students, and being physically aggressive. (e) Ignoring your instructor's authority to protect the integrity of the classroom. Anyone who violates these guidelines will be asked to cease and desist and may be asked to leave the classroom and/or drop the course.

*Failure to abide by these principles can result in academic penalties ranging from a lowered grade, to dismissal, to failing the course.*

### Attendance Policy

Class attendance is required. **Three** or more unexcused absences will result in an F grade for the course. The following and only the following absences are eligible to be excused: Religious holidays, as specified in UWG policy (see elsewhere in syllabus); absences due to representing UWG at official functions, including intercollegiate debating or varsity sports events; verified emergencies and/or medical illness. Medical illnesses are serious in nature and require continued treatment by medical professionals and/or surgical or other treatments. Colds, the flu, fatigue, and stress do not qualify as medical illnesses. If you have a chronic illness that could affect your attendance, it is imperative that you alert me to this at the beginning of class. Documentation for an absence to be excused is required. Please provide a copy of the documentation to your professor and keep a copy for your own records. While one is not penalized for the absence of excused absences, he or she remains responsible for all content missed, including assignments, knowledge, or skills that were covered in the missed class(es).

**At the very least**, once you have 3 absences, your grade will be lowered by one step (i.e. a B becomes a C, a C becomes a D, etc.)

### Incomplete Grades

Missing work is insufficient reason for a grade of Incomplete (I). An "I" will not be given except under extenuating circumstances at the instructor's discretion. Note that College of Social Science guidelines require that students seeking an "I" must be passing the course.

### Academic Honor Code

The Academic Honor System of the University of West Georgia is based on the premise that each student has the responsibility: (1) to uphold the highest standards of academic integrity in the student's own work; (2) to refuse to tolerate violations of academic integrity in the university community; and (3) to foster a high sense of integrity and social responsibility on the part of the university community. Please see the following web site for a complete explanation of the Academic Honor Code please see Appendix A, section 2.00 in the student handbook. Students are expected to be familiar with the Honor code and uphold it. Those who violate it may receive no credit for the assignment, a grade of "F" for the course, or further disciplinary action by the University not excluding expulsion. Academic dishonesty is guided by standard university policy, which can be found at <http://www.westga.edu/~soccrrim/AcademicIntegrityPolicy.htm>. Promptness is necessary for examinations. Students will not be allowed to take exams if they arrive after the first person finished has turned in his/her exam. This is to ensure academic honesty.

**Plagiarism Caution:** The use of others' copyrighted materials without proper acknowledgement is unlawful and may lead to criminal prosecution. To this end, please be scrupulous in using the work of others by giving full and appropriate credit to the sources and materials that you use. Please use care when taking words and phrases from others. If you use a string of three or more exact words from another source, you must place the words in quotes and cite the author, year and page number. Any confirmed instance of plagiarism will result in an F grade for this course.

**Cheating:** Any form of cheating in this course will be immediately reported to the administration and will result in an F for this course and your possible expulsion from the university. Refrain from cheating on: (1) the exams; (2) the attendance sign-up sheet distributed at the beginning of each class; (3) the course assignments; and (4) the extra-credit course paper. It is better to get a lower grade in the course than for you to cheat.

### Late Assignments

Each 24 hour period for which an assignment is late reduces the maximum possible grade by ten percent up to two weeks after which the assignment will not be accepted. Lateness in completing readings, written assignments, and/or any assignment with a due date will lower your grade.

**Americans With Disabilities Act Statement:** Students with disabilities needing academic accommodations should: (1) register with and provide documentation from the Student Disability Resource Center, and (2) bring me a letter indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to UWG students with disabilities, contact: The Office of Disability Services (<http://www.westga.edu/~dserve/menu.html>).

### Evaluation and Grading: Course Requirements

This course requires you to read, analyze, & observe the world around you, attend class, participate in class discussions, complete in and out of class quizzes and/or writing assignments, make a group presentation, and take a final exam. Most class sessions will consist of lectures by the instructor, talks by guest speakers, presentations of other types (e.g., videos), or group activities and discussions.

**I will not accept emailed papers.** If you have to turn in a late paper, you will need to bring it to the main sociology office (Pafford - Rm 240) and have it dated and signed by the attendant there and placed in my mailbox.

An assignment sheet is attached and will be posted on CourseDen detailing the assignments further. I use rubrics to grade and these can also be found on CourseDen. In addition to the weekly assignments, you will also have a final exam and participation points. You will be expected to participate regularly in class. Your participation requires that you make insightful relevant comments and come to class prepared to ask pertinent questions. Activities done in class, quizzes, and other in-class assignments may count as a portion of your participation grade.

### Grade Breakdown

Memos (10pts each x 10 memos) =	100 Points	44%
Assignments: (each varies in point value) =	105 Points	46%
Participation: 25 points =	25 Points	10%
	<u>230 Total</u>	<u>100%</u>

*There is no rounding of scores (if your final percentage is 79.7%, this constitutes a C in the course not a B).*

**Grades of A** will be granted only for superlative work. Superlative work means both participating fully in class and completing all aspects of the assignments fully, excellently (see next sentence for meaning of "excellent") and on time. This student applies theory and critical thinking in all work and demonstrates a superb knowledge of the topic by incorporating class discussion/lecture and reading materials. Excellent, superlative or "A" work refers to exemplary work that could serve as a model for other students and be publishable with further development.

**Grades of B:** work is completed fully, is submitted on time and is of very good to excellent quality, demonstrates an ability to utilize well the main theories, methods and findings presented in class.

**Grades of C:** work of satisfactory to good quality that fulfills the basic class assignments fully and on time.

### Office Hours and Assistance

Please feel free to come by during my office hours to discuss any questions you may have regarding the course, or simply to chat about issues raised in class. If you cannot make it during this time, I am happy to arrange a time that is convenient for you. E-mail is the quickest way to reach me.

### Use of WebCT

This course will extensively use WebCT to aid in communication as well as to provide course materials in an efficient manner.

### Communication

I will make every effort to be available to discuss both this course and any outside concerns and questions. I invite you come visit me during my office hours or via email. I check my email numerous times a day and may perhaps be the quickest way to reach me. I make every effort to respond to telephone or email inquiries within 24 hours. If you find that you are having trouble with material in this course, I encourage you to see me promptly to discuss how I can further assist you in being successful.

*Please note that this syllabus should be considered a course guide and is subject to change with notice.*

# Violence Against Women Course Calendar Summer 2009

Day	Date	Topics	Assigned Reading Due	Assignment Due and Homework
1	6/8	Introduction Gender and Violence		
2	6/9	Studying Violence Against Women Theories on Violence	<i>Jasinski</i>	
3	6/10	Socialization	<i>Dobash &amp; Dobash</i>	
4	6/11	Gender and Violence	<i>Gordon and Riger</i>	
5	6/12	Media and Violence	<i>Benedict (Virgin or Vamp)</i>	<b>Assignment 1:</b> Childrens Movies and Songs
6	6/15	Culture and Violence	<i>Herman and Hirschmann Loring</i>	<b>Assignment 2:</b> Media Advertisements
7	6/16	Domestic Violence	<b>Book:</b> Schwartz (pgs. 1-151)	
8	6/17	Domestic Violence	<i>Weitzman</i>	
9	6/18	<b>Reading Day</b>		
10	6/19	Conclusion to Domestic Violence	<b>Book:</b> Weiss	<b>Assignment 3:</b> Newsclipping and Reflection
11	6/22	Stalking	<i>Emerson</i>	<b>Assignment 4:</b> Article Review
12	6/23	Stalking on College Campuses Cyberstalking	<i>Scully and Marola</i>	
13	6/24	Rape	<b>Book:</b> Martin (Intro, 1, 3, 4, 5)	
14	6/25	Rape Rape and the Media	<i>Benedict (Athletes and Rape)</i>	
15	6/26	Rape on College Campuses	<i>Martin and Hummer</i>	
16	6/29	Rape on College Campuses	<b>Book:</b> Sanday pgs. Xi-135	<b>Assignment 5:</b> Movie Review
17	6/30	Movie	<b>Book:</b> Sanday pgs. 135-197 Koss	
18	7/2	<b>Presentations</b>	<b>2pm-4pm</b>	<b>Assignment 6:</b> Choice

Readings should be done in prior to class meeting. Be prepared to discuss the readings if asked in class as well as repsond to "pop" quizzes. The length of the readings varies by week but averages around 30 pages/night. Most readings can be found on the course website.

**ALL ASSIGNMENTS (unless otherwise noted) ARE DUE AT THE START OF CLASS.**

# Class Assignments

## Other Class Assignments

### 1. Children's Movies and Songs (worth 15 points)

Either watch a movie for children or listen to some songs for children (as we did in class) and find one that either promotes/encourages/condones/normalizes violence or teaches gender. In a two to four page paper, reflect on this and what implications this might have for children. Be sure to give a short summary of the work you are critiquing in case I have not seen it.

### 2. Media Advertisements (worth 15 points)

Select 5 (VERY GOOD) ads featuring people from any magazine that seemingly promote violence against women. Create a thesis statement which addresses this. Throughout this two to four page paper, support and defend your theses. If you feel that some ads promote violence while others do not, differentiate which you view as being problematic and explain why and how you made the distinction. Explain what you mean by "promotes violence against women" and describe the images used and how gender is constructed in the ads and how violence is portrayed (if at all). Discuss the limits of your claim – if you argue that your ads promote violence against women because they depict women as passive objects, also describe any ways that they promote strong images of women. If possible, describe how race, class, and sexuality are constructed in your ads and discuss any patterns you notices which relate to your thesis.

### 3. Newsclipping and Reflection: Media and Violence (worth 15 points)

This assignment will require you to read through news accounts of violence against women and locate an article and critique, reflect, and react to it in two to four pages. The article must be current and you must include the clipping with your reaction. In this assignment you should do the following:

- Summarize the story in no more than half of a page.
- Locate any potential bias that might be observable in the story as we discussed in class. Who do the reporters interview? What arguments are they making? Do they adhere to myths about violence against women? Are the victims properly portrayed as victims? How do they refer to the victim and perpetrator?

### 4. Article Review (worth 20 points)

This assignment requires that you reflect on a peer-reviewed journal article related to violence against women. An example of this assignment will be posted on CourseDen to help guide you. You should give a SHORT summary of the article(s) – meaning about a half page at most. The rest of your paper should reflect on the article(s). *Although this is a reflective or reactive paper, it is nonetheless an academic paper. See CourseDen for more information.*

### 5. Movie or Book Review (worth 20 points)

There are many popular and educational films and books that address gender and violence. Find a documentary or drama (or book) that describes violent behaviors, attitudes, or the issue of gender and violence – your main tasks are to apply concepts covered in class; discuss the usefulness of this course in interpreting the behaviors described in the film; identify patterns of gender ideology and violence in the film). Please focus on these tasks and minimize the amount of film or book descriptions in your review.

### 6. Choice of Assignments from List Below (worth 20 points)

In this exercise you may choose one of the following to complete:

- A. You may develop an alternative project as long as you consult with me and receive approval beforehand.
- B. Design a campaign to increase public awareness about a particular form of violence against women. Be creative in doing so and create a write-up for me along with any materials you develop.
- C. Read a book (non-fiction or memoir) on the topic of violence against women and review it – only available to those who chose to review a movie in Assignment 5.
- D. You may interview 4 people in depth about violence against women. You need to turn in the transcript of these interviews as well as a two to four page summary of what you learned from these interviews. For more information on this option, please see the instructor.

## Course Update Request (Add, Delete, Modify)

**Originator**

 Sociology and Criminology  
 Department

 College of Arts and Sciences  
 College

 Sawtell, Carolyn  
 Originator

**Action**
 Add
  Modify
  Delete

**Modifications**
 Prerequisites
  Description
  Title
  Credit
  See Comments

**Course Details**

 SOCI 4916 Gender and Work  
 Prefix Number Course Title

This seminar explores the intersections of gender and work. The work we do and are expected to do are influenced in large part by our sex and gender. This course will examine how gender influences our ideas of work, how it affects the ways in which work is structured, how work is divided, how work is rewarded, and how work and family compete in a contemporary society. Special attention will be paid to occupational segregation (both horizontal and vertical), wage inequality, and work/family balance. As a seminar, students are expected to participate largely in discussion. This course will use texts, articles, discussion, films, and other media to meet the objectives.

Course Catalog Description

3	3	Summer - 2010	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Effective Term	Frequency	Grading

**Prerequisites**

Soci 1101 or Consent of Instructor

**Corequisites**
**Rationale**
**Planning Info**
 Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 80

**Comments**
 TEAC Approval Required

**College Approvals**

McCandless, N. Jane (Dr.) [ APPROVED ]

Chair, Course Department

Overfield, Denise [ APPROVED ]

Associate Dean, College of Arts and Sciences

**Cross-Listing Approvals**

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

**Other Approvals**

Elman, Rochelle [ APPROVED ]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

**FINAL APPROVAL**

Aldrich, Michael [ REQUIRED ]

Chair, Faculty Senate

**Gender and Work**  
**SOCI 4999-01 Fall 2009 Pafford 206**  
**Tuesdays and Thursdays 3:30 – 4:45**

**Instructor: Dr. Carolyn Sawtell**  
**Office: Pafford 219**  
**Phone: 839-6324**  
**Email: csawtell@westga.edu**

**Office Hours: T & R: 12:15-3:30pm**  
**M: 10:30-12pm**  
**(or by appointment)**

This **seminar** explores the intersections of gender and work. The work we do and are expected to do are influenced in large part by our sex and gender. This course will examine how gender influences our ideas of work, how it affects the ways in which work is structured, how work is divided, how work is rewarded, and how work and family compete in a contemporary society. Special attention will be paid to occupational segregation (both horizontal and vertical), wage inequality, and work/family balance. As a seminar, students are expected to participate largely in discussion. This course will use texts, articles, discussion, films, and other media to meet the below objectives.

**Course Objectives**

1. be able to communicate (orally and in writing) how sociology contributes to an understanding of social reality (LO1)
2. understand theoretical and methodological approaches to description and interpretation (LO2)
3. understand basic concepts, perspectives, and their interpretive applications (LO3)
4. understand the nature of culture and social structure (LO4)
5. understand the reciprocal relationship between the individual and society (LO5)
6. understand the diversity of American society (LO6)
7. demonstrate an ability to think critically (LO7)

**Texts**

The following texts can be found in the bookstore or through Amazon.com. However, if you choose to purchase via Amazon, please remember that these books will be needed fairly quickly and delayed shipping time is not an excuse for not reading. *I expect you to read **all** of the materials. All of the readings will be utilized throughout the course. In order to participate in class effectively you will **NEED** to have read the required readings prior to attending class.* Unannounced quizzes (e.g., to confirm that students are reading and understanding the readings or to confirm that students did another assignment) may be given on occasion, in oral or written form and count against your participation grade.

**\*Required Books (other readings are located on WebCT):**

Padavic, Irene and Barbara Reskin. (2002). *Women and Men at Work* (Second Edition). California: Pine Forge Press.

Dubeck, Paula J. and Dana Dunn. (2006). *Workplace/Women's Place: An Anthology*. New York: Oxford Press.

Featherstone, Liza. (2004). *Selling Women Short: The Landmark Battle for Workers' Rights at Wal-Mart*. New York: Basic Books.

## Class Policies

### Seminar vs. Lecture Format

Students must participate appropriately and competently for a seminar. What is a **Seminar**? A seminar is a joint endeavor among students and faculty where members work individually and collectively to better understand the issues of the course. In a seminar, members participate in discussions after reading assignments, completing assigned tasks, and considering data on and explanations for the phenomena under study. A seminar does not consist primarily of lectures by the professor nor is it based on the participants' personal opinions or biases. *See students' and professor's responsibilities, styles of participating, behavior toward each other, and grounds for student assessment below.* Films or DVDs/videos and invite guest speakers will be part of our seminar. This material should be considered required course content, the same as readings and other tangible assignments.

### Courtesy in the Classroom.

Classroom courtesy is necessary to ensure that all students have the opportunity to learn without distractions. This means **no cell phones**, talking during lectures (unless recognized by the professor or discussion leader), reading newspapers, etc. during class. **Be aware: I cannot stress enough that cell phone use during class will forfeit ALL participation points and warrant being asked to leave the class for the day. This includes text messaging and internet surfing.** Entering and leaving is distracting to your instructor and other students. Therefore, you need to be on time for class and stay until the end. If you must enter late or leave early, please inform me before class begins and take the seat nearest an exit and enter or leave as quietly as possible. Please make sure the door does not 'bang' as you enter or leave. Repeated disruption of class may lead to penalties that reduce your final grade (see below). Class discussions of the issues we study can stimulate strong feelings and heated debate. Because this is a college classroom, all discussions must be scholarly.

#### **(1) Scholarly comments are:**

Respectful of diverse opinions and open to follow up questions and/or disagreement; related to the class and course material; advance the discussion about issues related to the course and/or course material rather than personal beliefs; are delivered in normal tones and a non-aggressive manner.

#### **(2) Unacceptable behaviors in the classroom are:**

(a) Personal attacks. This includes attacks on a person's appearance, demeanor, or political beliefs. (b) Interrupting your instructor or other students. Raise your hand and wait to be called on by the discussion leader or myself to prevent this problem. (c) Using the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed as scholarly endeavors (see above). (d) Using raised tones, yelling, engaging in arguments with other students, and being physically aggressive. (e) Ignoring your instructor's authority to protect the integrity of the classroom. Anyone who violates these guidelines will be asked to cease and desist and may be asked to leave the classroom and/or drop the course.

*Failure to abide by these principles can result in academic penalties ranging from a lowered grade, to dismissal, to failing the course.*

### Attendance Policy

Class attendance is required. Five or more unexcused absences will result in an F grade for the course. The following and only the following absences are eligible to be excused: Religious holidays, as specified in UWG policy (see elsewhere in syllabus); absences due to representing UWG at official functions, including intercollegiate debating or varsity sports events; verified emergencies and/or medical illness. Medical illnesses are serious in nature and require continued treatment by medical professionals and/or surgical or other treatments. Colds, the flu, fatigue, and stress do not qualify as medical illnesses. If you have a chronic illness that could affect your attendance, it is imperative that you alert me to this at the beginning of class. Documentation for an absence to be excused is required. Please provide a copy of the documentation to your professor and keep a copy for your own records. While one is not penalized for the absence of excused absences, he or she remains responsible for all content missed, including assignments, knowledge, or skills that were covered in the missed class(es).

**At the very least**, once you have 5 absences, your grade will be lowered by one step (i.e. a B becomes a C, a C becomes a D, etc.)

### Incomplete Grades

Missing work is insufficient reason for a grade of Incomplete (I). An "I" will not be given except under extenuating circumstances at the instructor's discretion. Note that College of Social Science guidelines require that students seeking an "I" must be passing the course.

### Academic Honor Code

The Academic Honor System of the University of West Georgia is based on the premise that each student has the responsibility: (1) to uphold the highest standards of academic integrity in the student's own work; (2) to refuse to tolerate violations of academic integrity in the university community; and (3) to foster a high sense of integrity and social responsibility on the part of the university community. Please see the following web site for a complete explanation of the Academic Honor Code please see Appendix A, section 2.00 in the student handbook. Students are expected to be familiar with the Honor code and uphold it. Those who violate it may receive no credit for the assignment, a grade of "F" for the course, or further disciplinary action by the University not excluding expulsion. Academic dishonesty is guided by standard university policy, which can be found at <http://www.westga.edu/~soccrim/AcademicIntegrityPolicy.htm>.

Furthermore, a copy of a more specific guide on the departments policy regarding what constitutes cheating and plagiarism can be found at: [http://www.westga.edu/soccrim/index\\_4657.php](http://www.westga.edu/soccrim/index_4657.php). **Failure to understand what constitutes cheating or plagiarism does not excuse you from being required to abide by the Academic Honor Code.** Promptness is necessary for examinations. Students will not be allowed to take exams if they arrive after the first person finished has turned in his/her exam. This is to ensure academic honesty.

**Plagiarism Caution:** The use of others' copyrighted materials without proper acknowledgement is unlawful and may lead to criminal prosecution. To this end, please be scrupulous in using the work of others by giving full and appropriate credit to the sources and materials that you use. Please use care when taking words and phrases from others. If you use a string of three or more exact words from another source, you must place the words in quotes and cite the author, year and page number. Any confirmed instance of plagiarism will result in an F grade for this course.

**Cheating:** Any form of cheating in this course will be immediately reported to the administration and will result in an F for this course and your possible expulsion from the university. Refrain from cheating on: (1) the exams; (2) the attendance sign-up sheet distributed at the beginning of each class; (3) the course assignments; and (4) the extra-credit course paper. It is better to get a lower grade in the course than for you to cheat.

### Late Assignments

Each 24 hour period for which an assignment is late reduces the maximum possible grade by ten percent up to two weeks after which the assignment will not be accepted. Lateness in completing readings, written assignments, and/or any assignment with a due date will lower your grade.

**Americans With Disabilities Act Statement:** Students with disabilities needing academic accommodations should: (1) register with and provide documentation from the Student Disability Resource Center, and (2) bring me a letter indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to UWG students with disabilities, contact: The Office of Disability Services (<http://www.westga.edu/~dserve/menu.html>).

### **Evaluation and Grading: Course Requirements**

This course requires you to read, analyze, & observe the world around you, attend class, participate in class discussions, complete in and out of class quizzes and/or writing assignments, make a group presentation, and take a final exam. Most class sessions will consist of lectures by the instructor, talks by guest speakers, presentations of other types (e.g., videos), or group activities and discussions.

**I will not accept emailed papers.** If you have to turn in a late paper, you will need to bring it to the main sociology office (Pafford Rm 240) and have it dated and signed by the attendant there and placed in my mailbox.

An assignment sheet will be posted on WebCT detailing the assignments further. In addition to the weekly assignments, you will also have a final exam and participation points. You will be expected to participate regularly in class. Your participation requires that you make insightful relevant comments and come to class prepared to ask pertinent questions. Activities done in class, quizzes, and other in-class assignments may count as a portion of your participation grade.

### Grade Breakdown

Reflection Memos (4 points each) =	40 Points	25%
Homework: (10 points each) =	50 Points	29%
Assignments: (20 points each) =	60 Points	35%
Participation: 20 points =	20 Points	11%
	<u>170 Total</u>	<u>100%</u>

*There is no rounding of scores (if your final percentage is 79.7%, this constitutes a C in the course not a B).*

**Grades of A** will be granted only for superlative work. Superlative work means both participating fully in class and completing all aspects of the assignments fully, excellently (see next sentence for meaning of “excellent”) and on time. This student applies theory and critical thinking in all work and demonstrates a superb knowledge of the topic by incorporating class discussion/lecture and reading materials. Excellent, superlative or “A” work refers to exemplary work that could serve as a model for other students and be publishable with further development.

**Grades of B:** work is completed fully, is submitted on time and is of very good to excellent quality, demonstrates an ability to utilize well the main theories, methods and findings presented in class.

**Grades of C:** work of satisfactory to good quality that fulfills the basic class assignments fully and on time.

### Office Hours and Assistance

Please feel free to come by during my office hours to discuss any questions you may have regarding the course, or simply to chat about issues raised in class. If you cannot make it during this time, I am happy to arrange a time that is convenient for you. E-mail is the quickest way to reach me.

*Please Note: All electronic communication between students enrolled in this course and the instructor will be via UWG accounts only. Students who send email using other email accounts such as Yahoo!, MSN, Comcast, Hotmail, etc., will not receive a reply. Since electronic communication is preferred, please do so using your MyUWG email account.*

### Use of WebCT

This course will extensively use WebCT to aid in communication as well as to provide course materials in an efficient manner.

### Communication

I will make every effort to be available to discuss both this course and any outside concerns and questions. I invite you come visit me during my office hours or via email. I check my email numerous times a day and may perhaps be the quickest way to reach me. I make every effort to respond to telephone or email inquiries within 24 hours. If you find that you are having trouble with material in this course, I encourage you to see me promptly to discuss how I can further assist you in being successful.

*Please note that this syllabus should be considered a course guide and is subject to change with notice.*

## Class Assignments

*Each week you will have an assignment due in class. These assignments are generally due on Thursday and will vary week to week. This course is titled Violence Against Women so there is an emphasis on gender. Be sure to include aspects of how gender plays a role in all assignments.*

**Active class participation (20 points)** which includes: a) attending, arriving on time and being present throughout all classes; b) reading and being prepared to discuss the required readings by the date for which they are assigned; c) participating in dyadic, small group and large class discussions; d) giving an oral review of a portion of the book you selected and discussing the presentations of others who read the same volume. Adequate preparation for discussing the readings includes recording one or two days before each class your synthesis of, comments on and questions you might contribute to class about each reading you are responsible for. No article or book is the final word on a subject. Active reading involves viewing an article as one part of a larger puzzle -- a puzzle comprised of other readings and films offered in this and other courses. *If you need help with assignments, or have questions, problems or concerns, I encourage you to see me during my office hours.*

**Memos (4 points):** *These are due on Tuesday of every week.* To write an effective memo, I suggest you begin by taking notes on the main themes of each article/chapter in a notebook or the margins as you read. Read a section and then summarize in your words. As you read, write down questions as well. This approach will help you remember the authors arguments and to identify the points that you do not fully understand (if you can't put it in your own words, chances are you don't understand it). Highlighting the text is not an effective way to read because it doesn't force you to re-phrase the author's argument in your own words.

Writing good papers is a process, you should write a minimum of two drafts of each paper before you turn it in. There are 13 weeks of readings and you must complete 10 memos. This means that you have the choice of completing 10 memos and taking the grade as it stands or completing more than the required 10 and I will drop the lowest.

**Grading for the memos is as follows:**

**4 points = Excellent work.** Ties in the commonalities and differences between 2 or more readings. Exceptional grasp of concepts and theoretical ideas introduced in the class and the readings. Consistent ability to define and apply concepts, as well as clear critical and analytical ability. Well organized and written papers and critiques that show evidence of original thought. Paper is solid and clear to the reader with no grammatical errors.

**3 points = Above average work.** Solid comprehension of concepts and demonstration of critical/analytical ability. Articulate in written assignments. Paper has some grammatical concerns or is hard to follow.

**2 points = Average and/or inconsistent work.** Uneven grasp of ideas presented in course materials and inconsistent ability to apply concepts and perspectives. Descriptive ability without analytical depth is c-level work.

**1 points = Below average or poor work.** A simple summary without critical analysis.

**0 = Failing work.**

## Homework (each worth 10 points):

**Mom's Unpaid Labor:** Reflect upon, and give a dollar value to the various unpaid labors that a typical mother of two children with a partner provides her family and society at large. If you are unsure what a specific service is worth, feel free to explore salary comparisons on the web. First identify all the different domestic tasks Mom does, then assign an annual salary per year to each. You can use your own mother as an example, yourself if you are a mother, or another model of your choosing. More information will be available on WebCT.

**Media Project:** Media can be seen as an institution that perpetuates or continues the gendering process. In other words, in the media, gender is *constructed*. Pick a specific medium (television, film, magazines, Internet) and discuss the way it portrays images of men and women and work. You will write a 3-5 page paper incorporating your analysis. More information on the assignment is located on WebCT.

**Paper on "Selling Women Short":** In a 2-5 page brief you will examine how work at Wal-Mart is framed as a gendered division of labor. What mechanisms are used? You must be able to relate each of the topics covered in this course to situations that occur in the book and be able to analyze them. More information on this assignment will be available as the semester progresses.

**Interviewing (Doing Men's Work/Doing Women's Work):** Before doing an interview, you must be familiar with the literature (e.g, do your literature review). You need to have a list of questions with you. Try to get the respondent to talk – the more “data” you get, the stronger your paper. Below are some examples of questions you may ask – feel free to modify them to meet the needs of your specific research question.

**Interviewing (Housework Division of Labor):** Interview a married or cohabiting couple (other than your parents or immediate family) regarding the division of labor in the household. In other words, who is responsible for the “second shift”? It might be best to interview each separately to get the most accurate picture possible – if they are both together at the interview they may be more hesitant to be completely candid. You will want to ask each what percentage of the housework they believe they and their partner do as well as what percentage do they constitute as fair? Are their expectations shaped by how many hours each work or the amount of money each bring into the home? How do they negotiate what is done in the home? In addition you will turn in a list of other questions you will ask the couple based on class discussions and readings. Please turn in your handwritten transcript and your word-processed paper reflecting on what you learned from the interview.

### **Assignments (each worth 20 points):**

**Research Paper:** Rather than your usual end-of-term research paper, this is actually one that you will do early in the semester. Choose an aspect of gender and work as it relates to history (how occupations have changed, how and why women entered the workforce, etc.) to research. You will write a 4-7 page paper on the topic and be prepared to discuss your findings in class the week of January 27<sup>th</sup>.

**Book Review:** Choose from a list of the following books. You will write a 3-5 page brief about this book, how it relates to class discussion and readings, how it assists us in understanding gender and work, and what solutions the book offers or we can offer its readers.

**Final Assignment (choice of three—more information on these can be found on WebCT):**

- Group Poster
- Group Debate
- Group Presentation

# Gender and Work Course Calendar Spring 2009

Wk	Dates	Topics	Assigned Reading	Assignment Due and Homework
1	1/8	Introduction	Intro & Ch. 1 (D&D)	
2	1/13 1/15	Gender Socialization	<i>Thorne (1993)</i> Ch. 2 (D&D)	
3	1/20 1/22	Gender and Work	Padavic (Ch. 1)	<b>Media Project</b>
4	1/27 1/29	Historical Overview	Padavic (Ch. 2) Ch. 21 (D&D)	
5	2/3 2/5	Gender and Organizations	<i>Acker (1990)</i> <i>Martin (2001)</i>	
6	2/10 2/12	Sex Inequality at Work	Padavic (Ch. 3)	<b>Research Paper</b>
7	2/17 2/19	Sex Inequality at Work	<i>Leidner (1991)</i>	
8	2/24 2/26	Sex Segregation in the Workplace	Padavic (Ch. 4) <i>Roos and Reskin (1990)</i>	
9	3/3 3/5	Women in Men's Occupations	<i>Britton (2003)</i> Ch. 19 & 22 (D&D) Prokos and Padavic (2002)	
10	3/10 3/12	Men in Women's Occupations	<i>Williams (1992)</i>	<b>Interviewing (Men's/Women's Work)</b>
11	3/17 3/19	<b>Spring Break</b>		
12	3/24 3/26	Sexual Harrassment	Ch. 11 & 24 (D&D)	<b>Book Review Due</b>
13	3/31 4/2	Moving Up vs. Kept Down Sex Differences in Earnings	Ch. 9 & 10 (D&D) Padavic (Ch. 6)	<b>Mom's Unpaid Labor</b>
14	4/7 4/9	Work-Family Conflict	Ch. 12, 13, 14, 27, 29, 30 (D&D)	<b>Interviewing (Housework)</b>
15	4/14 4/16	Gender, Work, and Poverty	Pearce (1978) Ehrenrich	
15	4/21 4/23	Movie Viewing		<b>Paper on "Selling Women Short"</b>
17	4/28	Presentations		<b>Presentations</b>

5/7

**Final Exam Period**

2-4pm

**Presentations**

Readings should be done in prior to class meeting. Be prepared to discuss the readings if asked in class as well as respond to "pop" quizzes. The length of the readings varies by week but averages around 30 pages/week.

**ALL MEMOS ARE DUE AT THE START OF CLASS ON TUESDAYS.**

**ALL ASSIGNMENTS (unless otherwise noted) ARE DUE AT THE START OF CLASS ON THURSDAYS.**

## Course Update Request (Add, Delete, Modify)

<b>Originator</b> Nursing Department	<b>School of Nursing</b> College	<b>Hite, Jo</b> Originator
--	-------------------------------------	-------------------------------

<b>Action</b> <input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete	<b>Modifications</b> <input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments
---	--

<b>Course Details</b>						
NURS	4522	Professional Practice Issues and Concepts				
Prefix	Number	Course Title				
<p>This course provides an introduction and overview of contemporary nursing practice issues and explores the roles of the professional nurse within the current healthcare environment.</p>						
Course Catalog Description						
3	0	3	Fall - 2010	Yearly	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	

<b>Prerequisites</b> Admission to the RN-BSN or RN-MSN program or consent of the instructor	<b>Corequisites</b>
--	---------------------

<b>Rationale</b> Modify RN-BSN professional sequence for registered nurses with associate degrees/diplomas and restructure six nursing courses into four. This will reduce the professional sequence from three semesters to two. We will offer four RN-BSN courses for online delivery at the Carrollton campus and Rome Campus. Georgia and the United States need more registered nurses educated at the baccalaureate and higher degree levels. Data from the 2004 HRSA survey of the United States RN workforce showed that 51% of nurses have less than a baccalaureate degree. For nurses interested in teaching careers, programs of this type facilitate their education en route to master's and doctoral preparation, essential to addressing the severe national and statewide nursing faculty shortage. In 2008, UWG produced more RN-BSN graduates than any other institution in Georgia, and the School of Nursing faculty members believe that revising our existing program for RNs will further increase the number of BSN and MSN graduates.
--

<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 10	<b>Comments</b> <input type="checkbox"/> TEAC Approval Required
---	--

<b>College Approvals</b>
[ ]
Grams, Kathryn M. (Dr.) [ APPROVED ]
Dean, School of Nursing

<b>Cross-Listing Approvals</b>
N/A
Chair, Cross Listed Department
N/A
Associate Dean, Cross Listed College

<b>Other Approvals</b>
Elman, Rochelle [ APPROVED ]
Chair, Undergraduate Academic Programs Committee
N/A
Chair, TEAC

<b>FINAL APPROVAL</b>
Aldrich, Michael [ REQUIRED ]
Chair, Faculty Senate

**UNIVERSITY OF WEST GEORGIA  
SCHOOL OF NURSING  
BSN PROGRAM**

**NURSING 4522 - PROFESSIONAL PRACTICE ISSUES AND CONCEPTS**

**Credit:** 3-0-3

**Prerequisites:** Admission to the RN-BSN or RN-MSN Program or the consent of the instructor.

**Faculty:**

**Office Hours:**

**Course Description:** This course provides an introduction and overview of contemporary nursing practice issues and explores the roles of the professional nurse within the current healthcare environment.

**Learning Goals:**

1. Explore the roles of professional nurses in contemporary health care delivery systems. (1)\*
2. Reflect on caring as the essence of nursing and establish caring interactions with others, recognizing the value of self-awareness, self-care, and empowerment. (2, 3)\*
3. Describe the impact of patient care technologies, information systems, and communication strategies that support safe nursing practice. (7, 8)
4. Explain basic principles of healthcare policy, finance, and regulatory environments, including local, state, national, and global healthcare trends. (1, 7)
5. Discuss the principles of quality improvement and cost effectiveness that will improve the quality of healthcare delivery. (7, 8)
6. Critically consider selected issues that influence the practice of professional nursing and the health of individuals, groups and communities. (6, 7)\*
7. Recognize relevant scientific and humanistic concepts, nursing theory, and research findings in an effort to resolve value conflicts and moral/ethical/legal dilemmas within a critical thinking framework. (4, 6, 7)\*
8. Demonstrate the ability to communicate effectively by written, oral and electronic means. (9)\*

\* Indicates relationship between course learning goals and BSN program objectives.

**Course Content:**

The Context of Professional Nursing

- Image of nursing
- Professional roles and domains of practice
- Healthcare delivery systems
- Finance of healthcare delivery
- Ethical/Legal principles of professional practice

Concepts essential to Professional Practice

- Caring for self and others
- Holism and integrated health
- Communication through scholarly writing
- Critical thinking
- Health and illness and *Healthy People 2020*
- Theory, research and evidence-based practice
- Quality improvement and Healthcare Policy
- Cultural diversity
- Teaching and learning
- Healthcare informatics
- Genetics/Genomics

**Required Textbooks:**

Hudacek, S. (2005). *Making a difference: Stories from the point of care*. Indianapolis, IN: Sigma Theta Tau International Honor Society of Nursing Center Nursing Press.

Finkelman, A., & Kenner, C. (2010). *Professional nursing concepts: Competencies for quality leadership*. Sudbury, MA: Jones & Bartlett.

Paul, R., & Elder, L. (2008). *The miniature guide to critical thinking: Concepts and tools*. Santa Rosa, Ca: Foundation for Critical Thinking.

Perrin, R. (2009). *Pocket guide to APA style*. (3<sup>rd</sup> ed.). Boston: Wadsworth Cengage Learning.

**Learning Activities:**

- Assigned readings
- Independent study & multi-media materials
- Classroom activities, presentations and discussions
- Formal and informal writing activities

**Methods of Evaluation:**

Final grades are calculated as follows:

In class/online writing exercises	10%
Formal group paper	40%
Cultural activity	20%
Caring Interviews	15%
Image of nursing activity	<u>15%</u>
	100%

Grading system:   A = 90-100%  
                           B = 80-89%  
                           C = 75-79%  
                           D = 60-74%  
                           F = Less than 60%

**ATI Testing Requirements:**

Students are required to complete the ATI Critical Thinking Entrance Exam and the Self-Assessment Inventory in this course by the date identified on the course schedule. Students who do not complete these requirements will be given a “D” in the course.

**Official Communication:**

Official communication for this course will be conducted ONLY through campus E-mail (MyUWG) and the course site on WebCT CourseDen.

**Disability:**

The Student Development Center coordinates special services for disabled students including physical disabilities or learning disorders. Students must register with Disabled Student Services to receive certain accommodations including extended test time or individual testing. For further information, call 678-839-6429.

**Academic Honesty:**

The School of Nursing faculty value professional and academic integrity and will not tolerate any form of student dishonesty or deception. The academic dishonesty policy of this course is the same as that of the University of West Georgia and is found in the *UWG Connection and Student Handbook*, Appendix A. Evidence of student cheating, fabrication or plagiarism may result in a grade of zero for the assignment, failure in the course, and dismissal from the program.

Additional information on plagiarism is located in the *Pocket Guide to APA Style*, pages 15-20.

**UNIVERSITY OF WEST GEORGIA  
SCHOOL OF NURSING**

**Proposed Change in RN-BSN Professional Sequence  
Spring 2010**

**Overview:**

Current Offerings:

- BSN program (120 hours) with two tracks
  - Pre-licensure students
  - RN-BSN students (admits students who are already RNs)

Proposed Offerings:

- Modify RN-BSN professional sequence for registered nurses with associate degrees/diplomas
- Restructure six nursing courses into four
- Reduce the professional sequence from three semesters to two
- Offer four RN-BSN courses for online delivery
  
- The proposed change in the RN-BSN courses is not a new program or substantive change as defined by the:
  - Board of Regents (per phone conversation with M. Middleton)
  - SACS (modifies 13% of courses in program)
  - Commission on Collegiate Nursing Education (national accreditation body)
  - Georgia Board of Nursing (state approval body)
  
- No additional financial or personnel resources are needed.
  
- The proposed courses and plans of study are congruent with the following nursing professional standards
  - *Georgia Board of Nursing Rules and Regulations for Nursing Education (2009)*
  - *CCNE Standards for Accreditation of Baccalaureate and Graduate Degree Nursing Programs (2009)*
  - *Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008)*
  - *Alliance for Nursing Accreditation Statement on Distance Education Policies (2005)*
  - *Georgia RN-BSN Articulation Model (<http://www.qcsu.edu/nursing/docs/Artic.pdf>)*

**Rationale for the Proposed Change:**

- Georgia and the United States need more registered nurses educated at the baccalaureate and higher degree levels. Data from the 2004 HRSA survey of the United States RN workforce showed that 51% of nurses have less than a baccalaureate degree.

- In 2008, Aiken and colleagues confirmed the findings from a landmark 2003 study that showed a strong link between RN education level and patient outcomes. These leading nurse researchers found that every 10% increase in the proportion of BSN nurses on the hospital staff was associated with a 5% decrease in the risk of death.
- Friese and colleagues (2008) also reported that Nurses prepared at the baccalaureate-level were linked with lower mortality and failure-to-rescue rates. The authors conclude that “moving to a nurse workforce in which a higher proportion of staff nurses have at least a baccalaureate-level education would result in substantially fewer adverse outcomes for patients.”
- Benner and her team at the Carnegie Foundation for the Advancement of what? recognizes the critical role education plays in a nurse’s ability to practice safely and achieve optimal outcomes in their new book titled *Educating Nurses: A Call for Radical Transformation* (2010). They recommend that all RNs earn a master’s degree within 10 years of initial licensure.
- For nurses interested in teaching careers, programs of this type facilitate their education en route to master’s and doctoral preparation, essential to addressing the severe national and statewide nursing faculty shortage.
- In 2008, UWG produced more RN-BSN graduates than any other institution in Georgia, and the School of Nursing faculty members believe that revising our existing program for RNs will further increase the number of BSN and MSN graduates.

**Admission Requirements and Professional Nursing Sequence:**

Admission requirements will remain unchanged from those in the *UWG 2009-10 Undergraduate Catalog*.

**UNIVERSITY OF WEST GEORGIA  
SCHOOL OF NURSING  
RN-BSN PROPOSAL**

**Current and Proposed RN-BSN Professional Sequence**

<b>Current RN-BSN Program</b>		<b>Proposed RN-BSN Program</b>	
Program of Study	Under Graduate Hours	Program of Study	Under Graduate Hours
Core	<b>60</b>	Core	<b>60</b>
Lower Division Nursing Transfer	<b>20</b>	Lower Division Nursing Transfer	<b>21</b>
<b>RN-BSN Courses</b>	<b>21</b>	<b>RN-BSN Courses</b>	<b>16</b>
N3122 – Professional Concepts*	3-0-3	N3172 – Health Assessment*	1-2-2
N3172 – Health Assessment*	1-2-2	N4522 – Professional Practice Issues and Concepts*	3-0-3
N3222 – Research and Evidence-Based Practice*	2-0-2	N4523 – EBP: Translating Research to Practice*	3-0-3
N4470 – Community Health Nursing for RNs*	3-6-6	N4545 – Leadership in the Community*	4-8-8
N4475 – Nursing Leadership and Management for RNs*	3-6-6		
N4422 – Senior Seminar*	2-0-2		
*Currently offered as “D” courses		*To be offered as “D” courses	
Upper Division Elective	<b>3</b>		-
Escrow Credits per Georgia RN-BSN Articulation Agreement	<b>16</b>		<b>23</b>
Total Hours	<b>120</b>		<b>120</b>

## Course Update Request (Add, Delete, Modify)

**Originator**

Nursing Department	School of Nursing College	Hite, Jo Originator
-----------------------	------------------------------	------------------------

**Action**
 Add    Modify    Delete

**Modifications**
 Prerequisites    Description    Title    Credit    See Comments

**Course Details**

NURS	4523	Translating Research into Practice
Prefix	Number	Course Title

This course provides an introduction to and exploration of the relationship of nursing research, theory, and practice and the process of using research in evidence-based practice.

**Course Catalog Description**

3	0	3	Fall - 2010	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

**Prerequisites**

Admission to the RN-BSN or RN-MSN program or consent of the instructor.

**Corequisites**
**Rationale**

Modify RN-BSN professional sequence for registered nurses with associate degrees/diplomas and restructure six nursing courses into four. This will reduce the professional sequence from three semesters to two. We will offer four RN-BSN courses for online delivery at the Carrollton campus and Rome Campus. Georgia and the United States need more registered nurses educated at the baccalaureate and higher degree levels. Data from the 2004 HRSA survey of the United States RN workforce showed that 51% of nurses have less than a baccalaureate degree. For nurses interested in teaching careers, programs of this type facilitate their education en route to master's and doctoral preparation, essential to addressing the severe national and statewide nursing faculty shortage. In 2008, UWG produced more RN-BSN graduates than any other institution in Georgia, and the School of Nursing faculty members believe that revising our existing program for RNs will further increase the number of BSN and MSN graduates.

**Planning Info**

- Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 10

**Comments**
 TEAC Approval Required

**College Approvals**

[ ]

Grams, Kathryn M. (Dr.) [ APPROVED ]

Dean, School of Nursing

**Cross-Listing Approvals**

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

**Other Approvals**

Elman, Rochelle [ APPROVED ]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

**FINAL APPROVAL**

Aldrich, Michael [ REQUIRED ]

Chair, Faculty Senate

University of West Georgia  
School of Nursing

<b>Course Number:</b>	NURS 4523
<b>Course Title:</b>	Translating Research into Practice
<b>Credit:</b>	3 – 0 – 3
<b>Prerequisites:</b>	Admission to the RN-BSN or RN-MSN Program or the consent of the instructor.
<b>Faculty:</b>	TBD
<b>Meeting Place &amp; Times:</b>	TBD
<b>Official Communication:</b>	The University requires that all electronic communications be done through your <i>myUWG</i> e-mail account or CourseDen. Please do not use your personal e-mail servers.
<b>Course Description:</b>	This course provides an introduction to and exploration of the relationship of nursing research, theory, and practice and the process of using research in evidence-based practice.
<b>Learning Outcomes:</b>	<ol style="list-style-type: none"><li>1. Demonstrate an understanding of the basic elements of theory and the process of theory development as they relate to the development of nursing knowledge. (6*)</li><li>2. Explain the interrelationships among theory, practice, and research. (6*)</li><li>3. Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice. (2, 6, 7*)</li><li>4. Advocate for the protection of human subjects in the conduct of research. (3, 4*)</li><li>5. Evaluate the credibility of sources of information, including but not limited to databases and Internet resources. (2, 6*)</li><li>6. Participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes. (1, 8*)</li></ol>

7. Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care. (1, 5, 6\*)
  8. Collaborate in the collection, documentation, and dissemination of evidence. (8, 10\*)
  9. Acquire an understanding of the process for how nursing and related healthcare quality and safety measures are developed, validated, and endorsed. (1, 4\*)
  10. Describe mechanisms to resolve identified practice discrepancies between identified standards and practice that may adversely impact patient outcomes. (1, 3, 6\*)
- \* = BSN program objectives

**Course Content:**

1. Theory
  - a. Introduction to theory and knowledge development
  - b. Purposes of theory
  - c. Explore the interrelationships among theory, practice, research
2. The research process
  - a. Elements of the research process
  - b. Experimental vs. Non-experimental research
  - c. Role of nursing
3. Evidence-based nursing practice
  - a. Professional autonomy, professional commitment and EBP
  - b. Improving patient care through nursing research
    - i. Identifying clinical problems
    - ii. Finding resources
    - iii. Critiquing sources of information/evidence
    - iv. Identifying changes needed in nursing practice
    - v. Implementing changes in nursing practice
    - vi. Identifying and evaluating practice outcomes

**Textbooks:**

**Required:** Polit, D. F. & Beck, C. T. (2010). *Essentials of nursing research: Appraising evidence for nursing practice* (7<sup>th</sup> ed.). Philadelphia: Lippincott Williams & Wilkins. [ISBN-10: 0781781531]

**Recommended:** Polit, D. F. & Beck, C. T. (2010). *Study guide to accompany essentials of nursing research: Appraising evidence for nursing practice* (7<sup>th</sup> ed.). Philadelphia: Lippincott Williams & Wilkins. [ISBN-10: 0781785812]

American Psychological Association. (2010). *Concise rules of APA style* (6<sup>th</sup> ed.). Washington, DC: Author.

**Learning Activities:**

Assigned Readings  
Learning activities  
Library work  
Group project  
Formal and informal writing activities

Lecture/Discussion  
Presentations  
Independent study

**Methods of Evaluation:**

Calculation of final grades:

TBD

The grading scale:

A = 90-100%  
B = 80-89%  
C = 75-79%  
D = 60-74%  
F = Less than 60%

**Incomplete:**

The grade of 'incomplete' is reserved by the University for failure to complete the course due to circumstances beyond the student's control. In most cases it is reserved for a major illness or family crisis. An 'incomplete' cannot be given for forgetting a deadline or simply failing to do the required work.

**CourseDen**

This course is either a Web-enhanced Face-to-Face course or a distance education (>51%)/Web-based course (CourseDen). All course content, handouts, and learning activities are on the course website.

You should check the course calendar, mailbox, and bulletin board **DAILY** for vital course information and submit some assignments and responses to discussion board questions by the posted due date. You may post to the bulletin board any class-related information, websites or words/tips of the day that you think would be helpful for other students.

The course may be accessed using your student number and password for banner on the CourseDen login page. If you are unfamiliar with using CourseDen, please complete the tutorial offered online at the course homepage. This course may be accessed from any campus computer lab or from any computer

with the technology specifications that support CourseDen (see CourseDen login page for specifications or tech support).

**Academic Honesty:**

The academic dishonesty policy of this course is the same as that of the University of West Georgia and is found in *the Uncatalog*, Appendix A. The School of Nursing is committed to promoting a learning environment that recognizes the importance of honesty, integrity, and high ethical standards in education and the professional practice of nursing. Evidence of student cheating, fabrication, or plagiarism will result in failure in this course.

**Disabled Students:**

The Student Development Center coordinates special services for disabled students including physical disabilities or learning disorders. Students must register with Disabled Student Services to receive certain accommodations including extended test time or individual testing. For further information, call 678.839.6428.

**Response to E-mail Messages**

You should receive a response to your e-mail in a timely manner. For any electronic messages sent Monday through Thursday, you should receive a response within 24 hours

For any electronic messages sent Friday through Sunday, you should receive a response by Tuesday am. If you need a response sooner or I have not responded to you in these time frames, PLEASE call me!

**UNIVERSITY OF WEST GEORGIA  
SCHOOL OF NURSING**

**Proposed Change in RN-BSN Professional Sequence  
Spring 2010**

**Overview:**

Current Offerings:

- BSN program (120 hours) with two tracks
  - Pre-licensure students
  - RN-BSN students (admits students who are already RNs)

Proposed Offerings:

- Modify RN-BSN professional sequence for registered nurses with associate degrees/diplomas
- Restructure six nursing courses into four
- Reduce the professional sequence from three semesters to two
- Offer four RN-BSN courses for online delivery
  
- The proposed change in the RN-BSN courses is not a new program or substantive change as defined by the:
  - Board of Regents (per phone conversation with M. Middleton)
  - SACS (modifies 13% of courses in program)
  - Commission on Collegiate Nursing Education (national accreditation body)
  - Georgia Board of Nursing (state approval body)
  
- No additional financial or personnel resources are needed.
  
- The proposed courses and plans of study are congruent with the following nursing professional standards
  - *Georgia Board of Nursing Rules and Regulations for Nursing Education* (2009)
  - *CCNE Standards for Accreditation of Baccalaureate and Graduate Degree Nursing Programs* (2009)
  - *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008)
  - *Alliance for Nursing Accreditation Statement on Distance Education Policies* (2005)
  - *Georgia RN-BSN Articulation Model* (<http://www.gcsu.edu/nursing/docs/Artic.pdf>)

**Rationale for the Proposed Change:**

- Georgia and the United States need more registered nurses educated at the baccalaureate and higher degree levels. Data from the 2004 HRSA survey of the United States RN workforce showed that 51% of nurses have less than a baccalaureate degree.

- In 2008, Aiken and colleagues confirmed the findings from a landmark 2003 study that showed a strong link between RN education level and patient outcomes. These leading nurse researchers found that every 10% increase in the proportion of BSN nurses on the hospital staff was associated with a 5% decrease in the risk of death.
- Friese and colleagues (2008) also reported that Nurses prepared at the baccalaureate-level were linked with lower mortality and failure-to-rescue rates. The authors conclude that “moving to a nurse workforce in which a higher proportion of staff nurses have at least a baccalaureate-level education would result in substantially fewer adverse outcomes for patients.”
- Benner and her team at the Carnegie Foundation for the Advancement of what? recognizes the critical role education plays in a nurse’s ability to practice safely and achieve optimal outcomes in their new book titled *Educating Nurses: A Call for Radical Transformation* (2010). They recommend that all RNs earn a master’s degree within 10 years of initial licensure.
- For nurses interested in teaching careers, programs of this type facilitate their education en route to master’s and doctoral preparation, essential to addressing the severe national and statewide nursing faculty shortage.
- In 2008, UWG produced more RN-BSN graduates than any other institution in Georgia, and the School of Nursing faculty members believe that revising our existing program for RNs will further increase the number of BSN and MSN graduates.

**Admission Requirements and Professional Nursing Sequence:**

Admission requirements will remain unchanged from those in the *UWG 2009-10 Undergraduate Catalog*.

**UNIVERSITY OF WEST GEORGIA  
SCHOOL OF NURSING  
RN-BSN PROPOSAL**

**Current and Proposed RN-BSN Professional Sequence**

<b>Current RN-BSN Program</b>		<b>Proposed RN-BSN Program</b>	
Program of Study	Under Graduate Hours	Program of Study	Under Graduate Hours
Core	<b>60</b>	Core	<b>60</b>
Lower Division Nursing Transfer	<b>20</b>	Lower Division Nursing Transfer	<b>21</b>
<b>RN-BSN Courses</b>	<b>21</b>	<b>RN-BSN Courses</b>	<b>16</b>
N3122 – Professional Concepts*	3-0-3	N3172 – Health Assessment*	1-2-2
N3172 – Health Assessment*	1-2-2	N4522 – Professional Practice Issues and Concepts*	3-0-3
N3222 – Research and Evidence-Based Practice*	2-0-2	N4523 – EBP: Translating Research to Practice*	3-0-3
N4470 – Community Health Nursing for RNs*	3-6-6	N4545 – Leadership in the Community*	4-8-8
N4475 – Nursing Leadership and Management for RNs*	3-6-6		
N4422 – Senior Seminar*	2-0-2		
*Currently offered as “D” courses		*To be offered as “D” courses	
Upper Division Elective	<b>3</b>		-
Escrow Credits per Georgia RN-BSN Articulation Agreement	<b>16</b>		<b>23</b>
Total Hours	<b>120</b>		<b>120</b>

### Course Update Request (Add, Delete, Modify)

<b>Originator</b> Nursing Department	<b>School of Nursing</b> College	<b>Hite, Jo</b> Originator
---	-------------------------------------	-------------------------------

<b>Action</b> <input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete	<b>Modifications</b> <input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments
---	--

<b>Course Details</b>					
NURS	4545	Nursing Leadership in Healthcare Communities			
Prefix	Number	Course Title			
<p>This course is designed to focus on the theoretical concepts relevant to the practice of nursing leadership in the community of healthcare. The role of the nurse as leader in caring for families, groups and communities will be explored. Classroom and clinical experiences will facilitate application of community health and leadership principles.</p> <p>Course Catalog Description</p>					
4	6	7	Fall - 2010	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

<b>Prerequisites</b> Admission to the RN-BSN or RN-MSN program or consent of the instructor.	<b>Corequisites</b>
---	---------------------

<b>Rationale</b> Modify RN-BSN professional sequence for registered nurses with associate degrees/diplomas and restructure six nursing courses into four. This will reduce the professional sequence from three semesters to two. We will offer four RN-BSN courses for online delivery at the Carrollton campus and Rome Campus. Georgia and the United States need more registered nurses educated at the baccalaureate and higher degree levels. Data from the 2004 HRSA survey of the United States RN workforce showed that 51% of nurses have less than a baccalaureate degree. For nurses interested in teaching careers, programs of this type facilitate their education en route to master's and doctoral preparation, essential to addressing the severe national and statewide nursing faculty shortage. In 2008, UWG produced more RN-BSN graduates than any other institution in Georgia, and the School of Nursing faculty members believe that revising our existing program for RNs will further increase the number of BSN and MSN graduates.
--

<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 10	<b>Comments</b> <input type="checkbox"/> TEAC Approval Required
---	--

<b>College Approvals</b>  [ ]  Grams, Kathryn M. (Dr.) [ APPROVED ] _____ Dean, School of Nursing
---

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

<b>Other Approvals</b>  Elman, Rochelle [ APPROVED ] _____ Chair, Undergraduate Academic Programs Committee  N/A _____ Chair, TEAC
--

<b>FINAL APPROVAL</b>    Aldrich, Michael [ REQUIRED ] _____ Chair, Faculty Senate
--

Revised 2-22-2010

**UNIVERSITY OF WEST GEORGIA  
School of Nursing**

**NURS 4545  
Nursing Leadership in Healthcare Communities**

**Credit:** 4-6-7

**Prerequisites:** Admission to the RN-BSN or RN-MSN Program or the consent of the instructor.

**Faculty:**

**Office Hours:**

**Course Description:** This course is designed to focus on the theoretical concepts relevant to the practice of nursing leadership in the community of healthcare. The role of the nurse as leader in caring for families, groups and communities will be explored. Classroom and clinical experiences will facilitate application of community health and leadership principles.

**Learning Goals\*:**

1. Define the role of the nurse leader and the community health nurse in a variety of settings. (1,7) .
2. Explore management, organizational, leadership and community theories as they apply to professional nursing practice. (6)
3. Use caring, holism, critical thinking, decision-making theories, and domains of practice in the management of nursing situations in acute, primary care, community health and public health settings. (1, 3, 6)
4. Demonstrate cultural competence as a leader and provider of care for individuals, families, groups, and communities in a variety of healthcare settings. (1, 5)
5. Collaborate with interdisciplinary team members to create change and attain goals to meet the needs of individuals, families, groups, and communities in a variety of settings. (2, 8)
6. Demonstrate ability to plan and implement an evidence-based quality improvement project in a selected healthcare setting.(7,8)
7. Apply scientific and humanistic concepts, theories and evidence-based research findings to critically examine issues related to health care communities. (6, 7)

8. Utilize leadership/management skills in the delivery of caring, competent, legal and ethical nursing care to individuals and groups in acute, primary care, community health and public health settings. (4)
9. Communicate effectively orally, in writing, electronically, using appropriate nonverbal techniques. (9)
10. Analyze the impact of public policy initiatives on the healthcare delivery system. (7)

\*Program objectives indicated in parentheses

**Course Content/Topics:**

Leadership /Organizational Management Theory  
Nursing Care Delivery Systems  
Caring & Holism in Management and Community nursing  
Problem Solving/Decision Making/Conflict Management  
Communication in Organizations  
Groups, Committees, and Teams  
Effective Delegation  
Change Theory  
Staffing and Scheduling  
Performance Appraisal/Motivating, Coaching, and Disciplining  
Managing Cultural Diversity  
Quality Management  
Community Health/Public Health  
Epidemiology  
Environmental Health and Safety  
Prevention and Risk Reduction  
Community as Client

**UNIVERSITY OF WEST GEORGIA  
SCHOOL OF NURSING**

**Proposed Change in RN-BSN Professional Sequence  
Spring 2010**

**Overview:**

Current Offerings:

- BSN program (120 hours) with two tracks
  - Pre-licensure students
  - RN-BSN students (admits students who are already RNs)

Proposed Offerings:

- Modify RN-BSN professional sequence for registered nurses with associate degrees/diplomas
- Restructure six nursing courses into four
- Reduce the professional sequence from three semesters to two
- Offer four RN-BSN courses for online delivery
- The proposed change in the RN-BSN courses is not a new program or substantive change as defined by the:
  - Board of Regents (per phone conversation with M. Middleton)
  - SACS (modifies 13% of courses in program)
  - Commission on Collegiate Nursing Education (national accreditation body)
  - Georgia Board of Nursing (state approval body)
- No additional financial or personnel resources are needed.
- The proposed courses and plans of study are congruent with the following nursing professional standards
  - *Georgia Board of Nursing Rules and Regulations for Nursing Education* (2009)
  - *CCNE Standards for Accreditation of Baccalaureate and Graduate Degree Nursing Programs* (2009)
  - *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008)
  - *Alliance for Nursing Accreditation Statement on Distance Education Policies* (2005)
  - *Georgia RN-BSN Articulation Model* (<http://www.qcsu.edu/nursing/docs/Artic.pdf>)

**Rationale for the Proposed Change:**

- Georgia and the United States need more registered nurses educated at the baccalaureate and higher degree levels. Data from the 2004 HRSA survey of the United States RN workforce showed that 51% of nurses have less than a baccalaureate degree.

- In 2008, Aiken and colleagues confirmed the findings from a landmark 2003 study that showed a strong link between RN education level and patient outcomes. These leading nurse researchers found that every 10% increase in the proportion of BSN nurses on the hospital staff was associated with a 5% decrease in the risk of death.
- Friese and colleagues (2008) also reported that Nurses prepared at the baccalaureate-level were linked with lower mortality and failure-to-rescue rates. The authors conclude that “moving to a nurse workforce in which a higher proportion of staff nurses have at least a baccalaureate-level education would result in substantially fewer adverse outcomes for patients.”
- Benner and her team at the Carnegie Foundation for the Advancement of what? recognizes the critical role education plays in a nurse’s ability to practice safely and achieve optimal outcomes in their new book titled *Educating Nurses: A Call for Radical Transformation* (2010). They recommend that all RNs earn a master’s degree within 10 years of initial licensure.
- For nurses interested in teaching careers, programs of this type facilitate their education en route to master’s and doctoral preparation, essential to addressing the severe national and statewide nursing faculty shortage.
- In 2008, UWG produced more RN-BSN graduates than any other institution in Georgia, and the School of Nursing faculty members believe that revising our existing program for RNs will further increase the number of BSN and MSN graduates.

**Admission Requirements and Professional Nursing Sequence:**

Admission requirements will remain unchanged from those in the *UWG 2009-10 Undergraduate Catalog*.

**UNIVERSITY OF WEST GEORGIA  
SCHOOL OF NURSING  
RN-BSN PROPOSAL**

**Current and Proposed RN-BSN Professional Sequence**

<b>Current RN-BSN Program</b>		<b>Proposed RN-BSN Program</b>	
Program of Study	Under Graduate Hours	Program of Study	Under Graduate Hours
Core	<b>60</b>	Core	<b>60</b>
Lower Division Nursing Transfer	<b>20</b>	Lower Division Nursing Transfer	<b>21</b>
<b>RN-BSN Courses</b>	<b>21</b>	<b>RN-BSN Courses</b>	<b>16</b>
N3122 – Professional Concepts*	3-0-3	N3172 – Health Assessment*	1-2-2
N3172 – Health Assessment*	1-2-2	N4522 – Professional Practice Issues and Concepts*	3-0-3
N3222 – Research and Evidence-Based Practice*	2-0-2	N4523 – EBP: Translating Research to Practice*	3-0-3
N4470 – Community Health Nursing for RNs*	3-6-6	N4545 – Leadership in the Community*	4-8-8
N4475 – Nursing Leadership and Management for RNs*	3-6-6		
N4422 – Senior Seminar*	2-0-2		
*Currently offered as “D” courses		*To be offered as “D” courses	
Upper Division Elective	<b>3</b>		-
Escrow Credits per Georgia RN-BSN Articulation Agreement	<b>16</b>		<b>23</b>
<b>Total Hours</b>	<b>120</b>		<b>120</b>

### Course Update Request (Add, Delete, Modify)

**Originator**

Educational Leadership and Professional Department	College of Education College	Gantner, Myrna (Dr.) Originator
---	---------------------------------	------------------------------------

**Action**
 Add
  Modify
  Delete
**Modifications**
 Prerequisites
  Description
  Title
  Credit
  See Comments
**Course Details**

EDFD	3011	Legal & Ethical Iss in Teachng
Prefix	Number	Course Title

This course is designed to provide undergraduate teacher education majors and alternative certification students with a foundation in the legal and ethical requirements and expectations of public school teachers in Georgia. Prerequisite: Admission to teacher education or consent of the Department Chair.

**Course Catalog Description**

3.00		3.00	Fall - 2010	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

**Prerequisites**

See hard copy catalog for pre-requisites.

**Corequisites****Rationale**

According to faculty who teach EDFD courses and who have been at UWG since 1991, the course has not been offered since 1991. No documentation for this course is available.

**Planning Info**
 Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: \_\_\_\_\_

**Comments**
 TEAC Approval Required
**College Approvals**

Gantner, Myrna (Dr.) [ APPROVED ]  
Chair, Course Department

Hoff, Dianne [ APPROVED ]  
Associate Dean, College of Education

**Cross-Listing Approvals**

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

**Other Approvals**

Elman, Rochelle [ APPROVED ]  
Chair, Undergraduate Academic Programs Committee

N/A  
Chair, TEAC

**FINAL APPROVAL**

Aldrich, Michael [ PENDING ]  
Chair, Faculty Senate

### Course Update Request (Add, Delete, Modify)

<b>Originator</b>		
Health, Physical Education, and Sport Stu Department	College of Education College	Jenkins, Deborah Originator

<b>Action</b> <input type="radio"/> Add <input type="radio"/> Modify <input checked="" type="radio"/> Delete	<b>Modifications</b> <input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments
---	--

<b>Course Details</b>						
PHED	4670	Mvmt Child in Phys Ed & Sport				
Prefix	Number	Course Title				
Study of philosophy, theory, content, and teaching techniques of movement for children in elementary school and youth sport settings.						
Course Catalog Description						
3.00		3.00	Fall - 2010	Yearly	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	

<b>Prerequisites</b> See hard copy catalog for pre-requisites.
---

<b>Corequisites</b> PHED 4680 and admission to teacher education.
--

<b>Rationale</b> This course is not needed in our new curriculum. The course content was folded into other courses with a different format, so this course is no longer needed.
--

<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: _____
--

<b>Comments</b> <input type="checkbox"/> TEAC Approval Required
--

<b>College Approvals</b>
Jenkins, Deborah [ APPROVED ]
_____ Chair, Course Department
Hoff, Dianne [ APPROVED ]
_____ Associate Dean, College of Education

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

<b>Other Approvals</b>
Elman, Rochelle [ APPROVED ]
_____ Chair, Undergraduate Academic Programs Committee
N/A
_____ Chair, TEAC

<b>FINAL APPROVAL</b>
Aldrich, Michael [ PENDING ]
_____ Chair, Faculty Senate

## Course Update Request (Add, Delete, Modify)

**Originator**

 Curriculum and Instruction  
 Department

 College of Education  
 College

 Barry, June A.  
 Originator

**Action**
 Add  Modify  Delete

**Modifications**
 Prerequisites  Description  Title  Credit  See Comments

**Course Details**

 READ 4252 Literature in the Middle Sch  
 Prefix Number Course Title

This course surveys the past and current literature available for middle level learners and the role literature should play in their lives.

**Course Catalog Description**

2.00	2.00	3.00	Fall - 2010	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

**Prerequisites**

Teacher Education Admission TE

**Corequisites**
**Rationale**

This course is a literature course, not a reading methods course. Description needs to be changed to reflect this.

**Planning Info**
 Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 30

**Comments**
 TEAC Approval Required

**College Approvals**

Harkins, Donna [ APPROVED ]

Chair, Course Department

Hoff, Dianne [ APPROVED ]

Associate Dean, College of Education

**Cross Listing Approvals**

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

**Other Approvals**

Elman, Rochelle [ APPROVED ]

Chair, Undergraduate Academic Programs Committee

N/A

Chair, TEAC

**FINAL-APPROVAL**

Aldrich, Michael [ PENDING ]

Chair, Faculty Senate

**Proposed Syllabus****READ 4252****LITERATURE IN THE MIDDLE SCHOOL**

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

**COURSE DESCRIPTION**

This course surveys the past and current literature available for middle level learners and the role literature should play in their lives.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles, or propositions; and Learned Society standards are identified for each objective. Class

activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

## COURSE OBJECTIVES

Students will:

1. discuss skills, approaches, methods, and strategies for developing literacy in the middle school learner and content areas (Irvin, 1998; Moss, 1994; Norton, 1996);  
*(Adaptive, Empathetic, Knowledgeable, Reflective; INTASC 3, 4; NMSA 5.1, 5.3)*
2. demonstrate a knowledge of preadolescent literature, including different types and genres (Finazzo, 1997; Glazer, 1997; Irvin, 1998; Norton, 1996; Russell, 1991);  
*(Decision Makers, Lifelong Learners, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive; INTASC 1, 7; NMSA 5.1, 5.3)*
3. demonstrate techniques for developing classroom and school literature collections (Irvin, 1998; Norton, 1996);  
*(Adaptive, Reflective; INTASC 4; NMSA 5.3)*
4. demonstrate techniques for sharing and reporting on books in a classroom environment (Glazer, 1997; Irvin, 1998; Moss, 1994; Norton, 1996; Reigner, 2004);  
*(Leaders, Collaborative, Culturally Sensitive, Knowledgeable, Proactive; INTASC 5; NMSA 5.2, 5.7, 5.8)*
5. demonstrate an understanding of bibliotherapy in a school setting, and demonstrate techniques for matching students with appropriate reading materials (Irvin, 1998; Norton, 1996); and  
*(Adaptive, Empathetic; INTASC 3; NMSA 2.1, 2.2, 3.3)*
6. demonstrate techniques for dealing with the realities of censorship in the classroom, school, and community; (Edwards, 1998; Irvin, 1998; Norton, 1996).  
*(Adaptive, Empathetic; INTASC 3; NMSA 6.1, 6.2)*

## TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:       Konigsburg, E. L. (1996). *The view from Saturday*. New York: Scholastic.  
                              Temple, C., Martinez, M., & Yokota, J. (2006). *Children's books in*

*children's hands: An introduction to their literature* (3rd ed.)  
Boston: Pearson Allyn & Bacon.

#### Recommended Readings:

- Barchers, S. (1997). *Teaching reading from process to practice*. Belmont, CA: Wadsworth.
- Brown, J., & Stephens, E. (1995). *Teaching young adult literature: Sharing the connection*. Belmont, CA: Wadsworth.
- Edwards, J. (1998). *Opposing censorship in the public schools: Religion, morality, and literature*. Mahwah, NJ: Lawrence Erlbaum.
- Finazzo, D. (1997). *All for the children: Multicultural essentials of literature*. Albany, NY: Delmar.
- Glazer, J. (1997). *Introduction to children's literature* (2nd ed.). Upper Saddle River, NJ: Merrill.
- Harris, V. (1993). *Teaching multicultural literature in grades K-8*. Norwood, MA: Christopher-Gordon.
- Irvin, J. L. (1998). *Reading and the middle school student: Strategies to enhance literacy*. Boston: Allyn and Bacon.
- May, F. B., & Rizzardi, L. (2002). *Reading as communication: To help children to read and write* (6th ed.). New York: Merrill Prentice Hall.
- Moss, J. (1994). *Using literature in the middle grades: A thematic approach*. Norwood, MA: Christopher-Gordon.
- Myers, J., & Hilliard, R. (2001). *Storytelling for middle grades students*. Bloomington, IN: Phi Delta Kappa.
- Norton, D. (1996). *The impact of literature based reading*. New York: Pearson.
- Reigner, R. S. (2004). Reading, responding, and visually representing: Promoting a deeper understanding of children's literature. *Georgia Journal of Reading*, 27(1), 3-9.
- Roe, B., Alfred, S., & Smith, S. (1998). *Teaching through stories: Yours, mine, and theirs*. Norwood, MA: Christopher-Gordon.
- Russell, D. (2005). *Literature for children: A short introduction* (5th ed.). Boston: Allyn and Bacon.
- Tiedt, I. M. (2000). *Teaching with picture books in the middle school*. Newark, DE: International Reading Association.
- Vacca, R., & Vacca, J. (2004). *Content area reading: Literacy and learning across the curriculum* (8th ed.). New York: Allyn and Bacon.

#### Link to Conceptual Framework:

The focus of this course is on helping the student become familiar past and current literature available for use with the middle grade student as well as the role literature should play in literacy development. The overall evaluation for this course is structured so that each student can demonstrate that he or she has attained the knowledge described in each of the course objectives through testing, discussion, or demonstration. Because of the broad nature of the subject, most conceptual framework descriptors are covered in the course assignments. At the completion of the course, students will have demonstrated achievement in the areas of *decision making*:

choosing appropriate material to include in lessons (1, 2, 4, and 6); *leadership*: taking responsibility for professional behavior (2, 3, 4, and 6); *lifelong learning*: evaluating the effectiveness of lesson plans with cooperating teachers (1, 2, and 4); being *adaptive*: changing educational practices to meet students' needs (2, 4, and 6); *collaboration*: working with students, classmates, and supervisors to plan and carry out lessons and classroom activities (1, 2, 3, 4, and 6); *culturally sensitive*: adapting lessons to meet the needs of diverse students (1, 2, 3, 4, and 6); *empathetic*: demonstrating sensitivity to the needs of individual students (1, 2, 4, and 6); *knowledgeable*: drawing on pedagogical, content, and professional knowledge (1, 3, 5, and 6); being *proactive*: discussing and implementing strategies and suggestions for improvement to better serve children (1, 4, and 6); and *reflective*: engaging in self-examination in order to improve performance (1, 2, 3, 4, and 6).

## ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

### Activities and Assessments:

1. Weekly Readings: Read 25 age-appropriate books (4 per week) across the genres as follows: Picture books appropriate for the middle grades (PB) 2, Traditional literature (TL) 3, Modern Fantasy (MF) 3, Poetry – but do not use Silverstein (P) 3, Contemporary realistic fiction incl. one title by Irene Schultz and *The View from Saturday* (CRF) 5, Historical fiction (HF) 3, Multi-cultural literature (ML) 3, and Non-fiction (NF) 3. (Objective #2, 4; Knowledge, Skills; checklist)
2. Book Discussion Groups: Book discussion groups (BDG) will be assigned by the instructor. In each BDG session, each member will report on two books. Info shared should include (as a minimum): author, title, date of publication, number of pages, appropriate grade level, and brief discussion of the book. Each group member is to prepare a 5x8 card for his/her file box with this same info. In addition, each member is to keep on file a 5x8 card on each book reported to the group by the others. Finally, each group member is to complete an evaluation form on each presenter during each session. (Objective # 3; Knowledge, Skill; checklist)
3. Research Papers: Prepare two mini-research papers, 3-5 pages in length. Each paper must follow APA (5th) style and have at least 3 references, incl. one from a journal. The two topics to be used for these papers are: 1) bibliotherapy (for middle grade students, not as a form of psychiatry) and 2) censorship as it might affect a middle grades teacher.. Students will be required to participate in panel discussions on specific aspects of bibliotherapy and censorship to be assigned by the instructor. Follow any additional format guidelines provided by the instructor. (Objective # 5, 6; Knowledge; rubric or checklist)
4. Storytelling Presentations: Prepare and tell a story to the class. Stories should run approximately five minutes. See "Guidelines for Good Storytelling" for suggestions. (Objective # 4; Skill, Disposition; rubric)

5. Exams: Each student is required to complete 10 (pick your chapters) short web-based exams (only 2 questions per chapter) that cover textbook content and class discussions. There will also be a comprehensive take-home final exam.  
(Objective # 1, 2, 5, 6; Knowledge; exam)
  
6. Media Competencies: Each student is required to develop and submit a list of four (4) websites that teachers would find helpful in the teaching of literature/reading for students in the middle grades. Give a brief description of what can be found at each site. From the Internet (GA. Dept. of Educ, teacher website, etc., each student is required to locate, print, evaluate, and submit two literature/reading lesson plans appropriate for middle grade students.  
(Objective # 3, 2; Knowledge, Skills; checklist)

### Grading policy

Final grades will be distributed according to the following scale:

A = 900-1000    B = 800-899    C = 700-799    D = 600-699    F = Below 600

### Evaluation Procedures

1. Research papers:	
with panel/group discussion presentations: 100 pts. per x 2	200
2. Book Discussion Group participation:	100
3. Book card file: 4 pts. per title x 25	100
4. Storytelling activity:	50
5. Chapter Questions - Choose any ten chapters from your text	
2 questions per chapter x 25 pts. each:	250
Submit your answers to the WebCT Vista bulletin board	
6. Final exam:	100
7. Media competencies:	100
8. Attendance, punctuality, and class participation	<u>100</u>
	1000

A UWG graduate should demonstrate the ability to interpret and integrate information and the ability to express thoughts coherently in oral and written form. This is especially true for educators. All out-of-class work should be proofread for standard English grammar, spelling, capitalization, punctuation, and proper citations according to APA (5th). Points will be deducted for failure to follow these conditions.

All activities must be completed in a typed, double-spaced format, with Times/Times New Roman font, size 12 and 1-inch margins on all sides unless otherwise indicated. **Projects and**

**papers are due at the BEGINNING OF CLASS on the designated date.** Missed deadlines will result in a grade reduction of at least 10% per assignment.

### CLASS OUTLINE

DATE	TOPIC	NOTES	DUE
Week 1 June 6th	Introductions: instructor, colleagues, and syllabus. What is Children's Litt ? What is good litt?	Video: "Newbery Award"	
Week 1 June 8th	On-line class Temple et al: chapt. 1 & 2		Chapt. questions due by 9:40 pm, 6/8
Week 2 June 13th	Temple et al: chapt. 3 & 13 (responding to litt: oral, written, etc.)  In-class discussion of <i>The View from Saturday</i>	Noah or Nadia or Ethan, or Julian	#6: 2 websites for teachers
Week 2 June 15th	On-line class – Temple et al, chapt. 4 (multicultural lit for the middle grades)	Lit for diverse pop.	Chapt. questions due by 9:40 pm, 6/15
Week 3 June 20th	Temple et al: chapt. 5 (picture books for the middle grades)	Picture books	Bring two picture books
Week 3 June 22nd	On-line class Temple et al: chapt. 6 (myths, legends, heroes, pourquoi, etc.)	Traditional literature	Chapt. questions & Censorship due by 9:40 pm, 6/22
Week 4 June 27th	Temple et al: chapt. 7 (poetry for the middle grades) Guest Speaker: Roni Tewksbury - storyteller	recite a fav poem	#6: 2 websites for teachers
Week 4 June 29th	Temple et al: chapt. 8 (contemporary realistic fiction)	I. Schultz discussion	Bring another fiction favorite
Week 5: 7/4	NO CLASS – Independence Day		
Week 5 July 6th	On-line class Temple et al: chapt. 9	Historical fiction	Chapt. questions due 9:40 pm, 7/6
Week 6 July 11th	Temple et al: chapt. 10 (science fiction & fantasy)	bring examples	mini-research due on bibliotherapy
Week 6 July 13th	On-line class Temple et al: chapt. 11	Info text & biography	lesson plan eval. & chapt. questions due 9:40 pm, 7/13
Week 7 July 18th	Temple et al: chapt. 12 (affect and engagement)	story telling	final distributed; due: 7-18-05
Week 7 July 20th	Final Exam scheduled – no class meeting (take-home due Friday, July 21st at noon)		

### ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the

ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook*, *Undergraduate Catalog*, and *Graduate Catalog*.

## Course Update Request (Add, Delete, Modify)

### Originator

Special Education and Speech Language Department	College of Education College	Harris, Jean M. Originator
---	---------------------------------	-------------------------------

### Action

 Add  Modify  Delete

### Modifications

 Prerequisites  Description  Title  Credit  See Comments

### Course Details

SLPA	3761	Methods of Clinical Management
Prefix	Number	Course Title

**Prerequisites:** Admission to Teacher Education; SLPA 3701; SLPA 3702; SLPA 3703. Introduction to speech/language clinical practice emphasizing professional conduct, therapy techniques and procedures, equipment, and scheduling.

### Course Catalog Description

3.00	3.00	Spring - 2009	S/U/I
Lec Hrs	Lab Hrs	Effective Term	Grading

### Prerequisites

Teacher Education Admission TE

### Corequisites

### Rationale

Course has been removed from undergraduate program.

### Planning Info

- Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment:      :

### Comments

TEAC Approval Required

### College Approvals

<b>vonEschenbach, John [ APPROVED ]</b> <hr/> Chair, Course Department
<b>Hoff, Dianne [ APPROVED ]</b> <hr/> Associate Dean, College of Education

### Cross-Listing Approvals

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

### Other Approvals

<b>Elman, Rochelle [ APPROVED ]</b> <hr/> Chair, Undergraduate Academic Programs Committee
N/A <hr/> Chair, TEAC

### FINAL APPROVAL

<b>Aldrich, Michael [ PENDING ]</b> <hr/> Chair, Faculty Senate
--

## Course Update Request (Add, Delete, Modify)

<b>Originator</b> Accounting and Finance Department	Richards College of Business College	Colley, James R. (Dr.) Originator
---	---	--------------------------------------

<b>Action</b> <input type="radio"/> Add <input type="radio"/> Modify <input checked="" type="radio"/> Delete	<b>Modifications</b> <input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments
---	--

<b>Course Details</b>					
FINC	3505	Real Estate Principles/Pract			
Prefix	Number	Course Title			
<p>Emphasis on principles and fundamental concepts. Course provides basic information for the student preparing for a career in real estate, also helps the consumer learn how to select, finance, and maintain real property either for a home or for investment purposes. Same as MKTG 3805.</p> <p>Course Catalog Description</p>					
3.00	3.00	Fall - 2010	Letter Grade		
Lec Hrs	Lab Hrs	Effective Term	Frequency	Grading	

<b>Prerequisites</b> ACCT 2102 Minimum Grade: D or ACC 202 Minimum Grade: D	<b>Corequisites</b>
---	---------------------

<b>Rationale</b> It has been longer than 5 years since the course was offered. The course is in the catalog as a cross-listed course with RELE 3705. Given that RELE 3705 is no longer a finance selective, the course is no longer needed.
--

<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: _____	<b>Comments</b> <input type="checkbox"/> TEAC Approval Required
--	--

<b>College Approvals</b>
Colley, James R. (Dr.) [ APPROVED ] _____ Chair, Course Department
McIntyre, Faye [ APPROVED ] _____ Dean, RCOB

<b>Cross Listing Approvals</b>
N/A _____ Chair, Cross Listed Department
N/A _____ Associate Dean, Cross Listed College

<b>Other Approvals</b>
Elman, Rochelle [ APPROVED ] _____ Chair, Undergraduate Academic Programs Committee
N/A _____ Chair, TEAC

<b>FINAL APPROVAL</b>
Aldrich, Michael [ REQUIRED ] _____ Chair, Faculty Senate

# **Addendum III**

# Proposed Fall 2011 University Calendar

## August 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Grades due @ 0830	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16 LC Orientation	17 Classes Begin Drop/Add	18 Drop/Add	19 Drop/Add	20
21	22 Drop/Add	23 Drop/Add	24	25	26	27
28	29	30	31			

## September 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3 No Saturday Classes
4	5 HOLIDAY	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

## October 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10 "W" Deadline	11	12	13 Fall Break	14 Fall Break	15 No Saturday Classes
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## November 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19 Saturday Classes End
20	21	22	23 Thanksgiving Break	24 Thanksgiving Break	25 Thanksgiving Break	26
27	28 M Only classes end	29 T only & T/TH classes end	30 MW & W only classes end			

## December 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 T Only and T/TH classes end	2 MWF classes end	3 Saturday EXAMS
4	5 EXAMS	6 EXAMS	7 EXAMS	8 EXAMS	9 EXAMS	10 Graduation
11	12 Grades Due @ 08:30	13	14	15	16	17
18	19	20	21	22	23 Winter Break	24
25	26 Winter Break	27 Winter Break	28 Winter Break	29 Winter Break	30 Winter Break	31

# Proposed Spring 2012 University Calendar

## January 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6 Orientation & New Student Reg	7
8	9 Classes Begin Late Reg & Drop/Add	10 Late Reg & Drop/Add	11 Late Reg & Drop/Add	12 Late Reg & Drop/Add	13 Late Reg & Drop/Add	14 <b>No Saturday Classes</b>
15	16 <b>Holiday</b>	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## February 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

## March 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 "W" Deadline	2	3
4	5	6	7	8	9	10 <b>No Saturday Classes</b>
11	12 Spring Break	13 Spring Break	14 Spring Break	15 Spring Break	16 Spring Break	17 <b>No Saturday Classes</b>
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## April 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18 Wed only classes end	19	20	21 Saturday Classes End
22	23 Mon only classes end	24 Tues only classes end	25 Mon/Wed & Mon/Wed/Fri Classes end	26 Tues/Thurs classes end	27 Reading Day	28 Saturday Exams
29	30 Exams					

## May 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Exams	2 Exams	3 Exams	4 Exams	5 Graduation
6	7 Grades Due @ 08:30	8	9	10	11	12
13		15	16 14 Session I Begins	17	18	19
20	21	22	23 Session I "W" Deadline	24	25	26
27	28 Holiday Offices Closed	29	30	31 SSI Ends		

# Proposed Summer 2012 University Calendar

## May 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Exams	2 Exams	3 Exams	4 Exams	5 Graduation
6	7 Grades due @ 0830	8	9	10	11	12
13	14	15	16 SS I Begins	17	18	19
20	21	22	23 SS I "W" Deadline	24	25	26 No Saturday Classes
27	28 <b>Holiday Offices Closed</b>	29	30	31 SS I Ends		

## June 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 SS I Reading Day	2
3	4 Exams SS I	5 SS II & III Begin – SS II, III & IV Late Regis. Drop/Add	6 SS II, III & IV Late Registration Drop/Add	7	8	9
10	11	12	13	14 SS III "W" Deadline	15	16
17	18	19	20	21	22	23
24	25	26	27 SS III Classes End	28 SS II "W" Deadline SS III Reading Day	29 Exams SS III	30

## July 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 SS IV Begins	3	4 <b>HOLIDAY</b>	5	6	7
8	9	10	11	12 SS IV "W" Deadline	13	14
15	16	17	18	19	20	21
22	23	24	25 SS II & IV Classes End	26 SS II & IV Reading Day	27 Exams SS II & IV	28
29	30 Exams SS II & IV	31				

## August 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4 <b>Graduation</b>
5	6 Grades Due @ 08:30	7	8	9	10	11
12	13	14	15 Fall Classes Begin	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Session I= 11 days

Session II = 36 days

Sessions III & IV = 17 days

# **Addendum IV**

## I. MOTOR VEHICLE REGISTRATION

All faculty, staff and currently enrolled students, who park on campus, are required to register with Parking Services. Failure to register a vehicle will result in a citation being issued.

All evening students and those registered primarily as on-line students who pay no fee must still register their vehicle.

Students employed under federal student work program or as a student assistant or graduate assistant are not permitted to register their vehicles as Faculty/Staff. Student workers are NOT allowed to park in Faculty/Staff until after 5:00 p.m.

### A. UWG Definitions

**Motorcycle** - a motorized 2-wheel vehicle with an engine size of 50 c.c. or greater. Certificate of origin must state: "Manufactured for lawful highway use".

**Scooter** - motorized 2-wheel vehicle with an engine size of less than 50 c.c. Certificate of origin will not state: "Manufactured for lawful highway use".

### B. Registration Procedure

1. Vehicles or motorcycles should be registered in Parking Services, located in Row Hall, on weekdays between the hours of 7:30 a.m. and 4:30 p.m. For the purpose of this code, a golf cart, motorized scooter below engine size of 50 cc or less, or similar vehicle may not be registered as a personal vehicle to meet the requirements of this code. Parking Services may grant, on a case by case basis, permission to register the use of a golf cart for students and employees with mobility impairments.
2. You must come by Parking Services in Row Hall to obtain your parking hangtag if you intend to drive a vehicle or motorcycle on campus. Failure to do so will result in ticketing for a non-registered vehicle. Upon vehicle registration, you will be issued a parking hangtag, which must be suspended from the driver's mirror anytime the vehicle is parked on campus. The hangtag must face outward from the vehicle; totally unobstructed. If no mirror is available, the hangtag should be placed on the driver-side dash; face up. The hangtag may be used on any vehicle you bring onto campus. All citations are issued to the hangtag rather than the vehicle.
3. All students have the first five (5) class days after the beginning of each semester to register their vehicles. Courtesy Warning tickets will be issued the first 5 class days of each semester for non-registered vehicles and failure to display hangtag. Vehicles will still be cited for violations of State Law and for disregarding parking zone signs such as Faculty/Staff, Reserved, etc.
4. Employees must obtain their hangtag immediately following orientation.
5. The person registering a vehicle and obtaining a hangtag is responsible for all parking violations incurred by that vehicle and/or hangtag; regardless of who is operating the vehicle or who the State registered owner of the vehicle is.
6. Registration Fees:  
A student parking/transportation fee is included with class registration fees. Students & employees are limited to only one hangtag per academic year.

- a. Faculty/Staff & ARAMARK employees .....\$15.00
- b. Replacement for lost hangtag.....\$25.00

c. No Refunds

Full-time Faculty/Staff will be issued a gate access card upon request. This card is not to be LOANED to students or visitors. The card must be returned to Parking Services in the event the employee is terminated or retires. The replacement cost for a lost or stolen gate access card is \$10.00.

7. Faculty/Staff & Aramark employees cannot receive a hangtag for a new academic year UNLESS all outstanding fines are paid.
8. Spouses and dependants must register their vehicles as students, if enrolled.

### C. Temporary Parking Permits

If a vehicle that is normally driven to campus is unavailable, the hangtag must be removed and displayed from the mirror or dashboard of the borrowed or rented vehicle. Should the student, faculty or staff employee fail to transfer the hangtag, s/he should call Parking Services at 678-839-6629 BEFORE or upon arrival to campus and advise the staff that the vehicle will be on campus without a hangtag. After business hours, call 678-839-6629 and follow instructions on the Parking Services voice mail. Citations for non-registered vehicles parked in their correct zone after-hours will be excused if a message is left for Parking Services.

### D. After-Hours Registration

Students who cannot come to Parking Services during regular office hours must go to the University Police Dispatch Center (Ground floor of Aycock Hall - open 24/7) to register for their hangtags. Registration forms are located in the lobby and must be filled-out and placed in the lock box. The registration will be processed and the hangtag will be mailed the following day to the address on the application.

## II. VISITORS

Visitors should contact Parking Services, Monday through Friday 8:00 a.m. - 5:00 p.m., BEFORE or upon arrival to campus to register for a Visitor's Parking Permit. Visitors are allowed to park in any area designated for faculty, staff or student parking. Visitors are not allowed to park in any area that is a signed tow away zone, reserved or restricted parking spaces, or red or yellow curbs. If a citation is received, the visitor should follow the instructions printed on the citation.

## III. PARKING REGULATIONS

- A. **Students, Faculty, Staff and Visitors must abide by the parking regulations at all times when on the campus of the University of West Georgia.**
- B. Motorcycles must park in a regular parking space; the same as an automobile. A special decal will be issued for motorcycles.  
Two (2) motorcycles may park in one (1) vehicle parking space in the appropriate zone. Motorcycles are prohibited from driving on sidewalks or around parking control gates.
- C. Scooters are allowed to park in bicycle racks on campus.
- D. The Parking Code is in effect 24 hours a day, 7 days a week.
- E. Overnight or extended parking of campers, vans, buses, etc., utilized as living and sleeping quarters within the college boundaries, is not permitted unless approved by the Director of Auxiliary Services.
- F. Vehicles can pull through a parking space in all lots. Parking against the flow of traffic on the street is

prohibited.

- G. Parking meter hours of operation are from 7:00 a.m. - 5:00 p.m., Monday - Friday and are available to anyone. However, hangtags must be displayed for currently enrolled students and Faculty/Staff. Meters accept nickels, dimes and quarters only. Time is purchased at the rate of ten cents for ten minutes. Maximum number of minutes which can be purchased is 30; regardless of the amount of coins inserted. Expired meter citations can be issued twice a day if a vehicle is not moved from a metered space within a four hour period.
- H. If a vehicle becomes inoperable in an area other than an authorized parking area, the operator should notify Parking Services at **678-839-6629** of the situation as soon as possible; advise as to the approximate length of time before the vehicle will be moved. The owner is liable for all parking citations issued before Parking Services is notified. Time limit for inoperable vehicles on campus is 48 hours. After 48 hours, the vehicle will be towed from campus at the owner's expense.
- I. Special parking permissions can be granted by Parking Services for short periods of time for loading and unloading. The maximum length of this time is 30 minutes.
- J. Police and/or service vehicles may stop or park irrespective of the parking regulations while performing necessary official business. Service vehicles may not, however, be left unattended blocking a fire hydrant or traffic flow.
- K. Parking at or near the athletic and intramural fields is at your own risk. Warning signs are posted.

#### **IV. PERSONS WITH DISABILITIES**

Disabled persons, either temporarily or permanently, must obtain a Disabled (Handicap) Parking Permit from Parking Services if they intend to park on campus. Persons with disabilities are allowed to park in Faculty/Staff spaces if disabled spaces are filled. They may not park in metered spaces without paying, or in service vehicle spaces, reserved spaces, or in any areas that are restricted by UWG signage or state law. While parked on campus; student, faculty and staff vehicles must display a current UWG Disabled Parking Permit as well as any State issued Disabled Permit, or State issued Disabled Persons license plate.

##### **A. Persons with permanent disabilities:**

- 1. For permanently disabled persons, a special decal is required from Parking Services, which must be affixed to the driver's UWG hangtag

##### **B. Temporarily disabled persons;**

1. Permits for temporarily disabled persons may be issued once per semester, for a maximum of thirty (30) days. The driver must present, to Parking Services, a doctor's statement on letterhead, with original signature describing the illness or injury with an ending date as to how long the permit is needed. The permit will be displayed (in clear view) on the front dash of the driver's side of the vehicle. If a permit is needed for a longer period, the individual must obtain an official State issued temporary permit from the Department of Motor Vehicles.

2. Temporarily disabled persons will be issued a parking gate card for the duration of their disability. The card must be returned on the expiration date of their temporary permit. Failure to return the card will result in a \$10.00 charge and a hold placed on their Banner account. The cards issued to permanently disabled students need not be returned until classes are no longer being taken.

Individuals are reminded that under Official Code of Georgia section 40-6-226, it is illegal to obtain, alter,

or utilize a State issued Disabled Permit for fraudulent purposes. Violators' vehicle will be cited and towed.

## V. IMPOUNDMENT

- A. Motor vehicles in violation of articles C & D1-5 below of the Parking Code may be impounded at owner's expense. The vehicle operator/owner is responsible for any wrecker fees and, if applicable, any storage fees except where noted.
- B. A release form must be obtained in order to regain possession of an impounded vehicle.  
The form may be obtained from Parking Services from 7:30 a.m. to 5:00 p.m. or the University Police Dispatch Office, Aycock Hall, from 5 p.m. until 7:30 a.m. and on weekends and university holidays.
- C. Non-Registered vehicles having three (3) or more unpaid parking fines are subject to being impounded.
- D. Vehicles may be impounded for any of the following reasons:
  - 1. Vehicles parked in such a manner to create a fire/safety hazard or obstruct the free flow of traffic.
  - 2. Parking in designated tow-away zones, at red curb areas, blocking a fire hydrant, on or blocking a sidewalk, unauthorized parking in a handicapped zone, blocking a handicapped ramp or curb cut, or on the grass.
  - 3. Vehicles may be removed in case of emergency or interest of public safety. University will be responsible for the cost of such towing.
  - 4. When a vehicle is presumed to be abandoned, or in a visible state of disrepair and the owner cannot be contacted, it will be towed after 48 hours.
  - 5. Service spaces are limited to use by the Department of Facilities and Grounds, contractors, and service personnel only.

## VI. PARKING AREA COLOR CODING AND DESIGNATIONS

- A. The following curb/surface color scheme, in addition to appropriate signs, shall designate parking on this campus. In the event of a conflict between a sign and a curb color, the sign will always take precedence.
  - 1. **Yellow** - No parking zone - 24 hours.
  - 2. **Red** - No parking anytime. Emergency lanes. Violators are subject to impoundment - 24 hours
  - 3. **Green** - Faculty/staff parking.
  - 4. **White** - Zoned student parking. See student zoned designation in VI.C.-1 through 4.
  - 5. **Blue** - Persons with disabilities zones only - 24 hours.
  - 6. **Visitors** - Visitor parking is enforced 24/7. Faculty, staff and students may not park in visitor spaces at anytime.
- B. **Faculty/Staff** parking is in effect from 7:00 AM to 5:00 PM (unless otherwise designated by signage) on class days and during final examination periods. **This is to include fee payment, Reading Day, pre-registration, registration, and drop/add days. Faculty/Staff parking becomes open parking for students between the hours of 5:00 PM to 7:00 AM; with the exception of parking reserved 24/7 such as those reserved for Deans.**
- C. **Student-Zoned** parking is in effect from 7:00 a.m. - 5:00 p.m. unless designated by code or signage as a 24 hour zone. Exception: The center lot, directly across the street from the Greek village is open parking

after 3:00 p.m.

1. Student "E" permits may only park in the 24 hour restricted areas EAST of Foster Street. These areas are designated by signs and include the residential areas of Gunn, Boykin, Downs and Bowdon Halls.
2. Student "W" permits may only park in the 24 hour restricted areas WEST of Brumbelow Road. These areas are designated by signs and include the residential areas of Watson, Strozier Main and Annex, and Tyus Halls, University Suites and Arbor View Apartments.
3. Student "S" permits may only park in restricted Commuter lots. Those lots are restricted for commuters from 7:00 AM - 5:00 P.M. After 5:00 P.M., any student zone hangtag may park in the commuter lots.  
Note: The middle parking lot across from the Greek Village is open parking after 3:00 P.M.
4. Student "G/V" permits may only park in the 24 hour restricted areas of Greek Village Housing.
5. Any registered vehicle may park in all remaining lots and road spaces not designated by a zoned sign.
6. Any student moving from one residence hall or other zoned area to a different zoned area must get a replacement hangtag from Parking Services. There will be NO charge for a replacement hangtag PROVIDING the original hangtag is surrendered to Parking Services.
7. Residence Life Coordinators, Residence Directors, and Resident Assistants are issued a special decal to attach to their hangtag, which permits them to park in certain restricted parking spaces identified by signs. These spaces are not to be "loaned" to ANYONE.
8. Loading/Unloading spaces are for residents only with a parking limit of 15 minutes. Violators will be ticketed and may be towed at the discretion of Parking Services.

## VII. PARKING APPEALS

### A. Time Limit

All appeals must be made within five (5) business days of the date of the citation. Failure to do so in the specified time may result in the automatic forfeiture of the right to appeal the parking citation.

### B. Appeals Procedure

1. All appeals must be submitted using the form located at the Parking Services website:  
<http://www.bf.westga.edu/Pubsafe/Parking/WebAppeals/>
2. REMEMBER: Students, Faculty, and Staff must include their campus email address on the appeal form submitted
3. Appeals may be submitted through the following
  - a. In-person.....submit to Parking Services office located at Row Hall  
Monday – Friday 8am – 4:30 pm except holidays
  - b. Online.....<http://www.bf.westga.edu/Pubsafe/Parking/WebAppeals/>
  - c. Mail.....Parking Services –  
University of West Georgia  
1601 Maple Street  
Carrollton, GA 30118
  - d. Fax.....678-839-5504
4. There is no hearing to attend. Therefore, any evidence or documentation must be submitted with the appeal. All evidence available is used in the decision.
5. Be clear in explaining your situation.
6. Notification of appeal decisions are made via an email sent to your campus email address.
7. The following citations and or explanations cannot be appealed:
  - a. Yellow curbs

- b. Fire lane
- c. Fire hydrant
- d. Persons with Disabilities citations
- e. Unable to find a space
- f. Lack of knowledge of the regulations, e.g., new to campus or have not reviewed the regulations
- g. Other vehicles were parked improperly
- h. Only parking illegally for a short period of time
- i. Late to class or appointment
- j. Inability to pay the amount of the fine
- k. Meter violations

**C. Appeal Judge**

1. Appeals will be reviewed and a decision rendered by an administrative Appeal Judge appointed by the Vice President for Business and Finance. The Appeal Judge shall be empowered to render either of the following rulings on all appeals:
  - a. The citation appeal is granted.
  - b. The citation appeal is denied.
2. The Appeal Judge can use discretion to waive or reduce fines.
3. The decision of the Appeal Judge will be forwarded to the citation holder via e-mail.

**D. Parking Appeals Committee**

1. All appeal Judge’s decisions, including relevant information, will be forwarded to the Parking Appeals Committee for review.
2. The Parking Appeals Committee shall be empowered to render either of the following rulings on the decision rendered by the appeal judge:
  - a. The ruling of the Appeal Judge is upheld
  - b. The ruling of the Appeal Judge is waived and/or modified.
3. Within the constraints of Board of Regents policy, the decisions of the Parking Appeals Committee are final.
4. The Parking Appeals Committee is comprised of the Student Judicial Chairperson, one Faculty Member and one Staff Member (who are appointed by the Vice President of Academic Affairs). No member is affiliated with Parking Services. No member of the committee or the Appeals Judge will rule on or approve their own parking citation appeal.

**IX. SCHEDULE OF FINES AND PAYMENTS**

- A. Students will not be allowed to register for classes, go through drop/add or make any changes to class schedules, until all preceding and current semester parking fines are paid. If paying with coins, they must be properly wrapped.
- B. The schedule of fines and payments is as follows:
1. Counterfeiting a hangtag with intent to defraud. Obtaining a hangtag by fraudulent means .....\$100.00
  2. Altering a hangtag or any Parking Services issued permanent or temporary permit.....\$100.00
  3. Obtaining a hangtag for an unauthorized person i.e., obtaining a Faculty/Staff hangtag for a spouse or dependant.....\$100.00
  4. Falsely registering a vehicle.....\$100.00
  5. Unauthorized parking in a Person with disability space or falsely using an official state issued Person with disability placard  
.....\$100.00

6. Restricted Parking - includes: Parking at a fire hydrant/fire lane, blocking a dumpster, roadway, service vehicle space, loading dock or any other designated/signed tow-away zone.....	\$50.00
7. Faculty/Staff designated areas.....	\$35.00
8. Parking on yellow curb.....	\$35.00
9. Parking in restricted student zone areas.....	\$35.00
10 Littering on campus property.....	\$25.00
11. Parking meter violations.....	\$25.00
12. Non-registered vehicle.....	\$20.00
13. Failure to display hangtag.....	\$20.00
14. Parking on a sidewalk, lawn area, athletic field.....	\$35.00
15. Parking against the flow of traffic.....	\$25.00
16. Hangtag improperly displayed/obstructed from view.....	\$20.00
17. Double parking.....	\$10.00
18. Parking on or outside of white line.....	\$10.00

**X. GOVERNING AUTHORITY**

A. This University of West Georgia Parking Code has been adopted under the authority granted by the Board of Regents of the University System of Georgia, Regulation 711.0403.

B. Parking Services may institute operational policies and procedures to effectively administer the Parking Code.

If you have any questions or need additional information, call Parking Services at 678-839-6629 or visit our website at <http://westga.edu/parking>.

Rev. Approved by GUM 2.23.10

Rev. Approved by Faculty Senate 3.15.10

Rev. Approved by GUM 4.6.10

# **Addendum V**

## Course Update Request (Add, Delete, Modify)

**Originator**

 Anthropology  
Department

 College of Arts and Sciences  
College

 Foster, Thomas  
Originator

**Action**
 Add
  Modify
  Delete

**Modifications**
 Prerequisites
  Description
  Title
  Credit
  See Comments

**Course Details**

 ANTH      5181      Cultural Resources Management  
Prefix      Number      Course Title

An examination of the history of the field of cultural resource management including major federal and state laws that govern the preservation of cultural resources. Attention will be given to archaeological, historical, and architectural applications.

**Course Catalog Description**

3	0	3	Spring - 2011	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

**Prerequisites**

ANTH 1102 or consent of the instructor

**Corequisites**
**Rationale**

New course for new faculty

**Planning Info**
 Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 10

**Comments**
 TEAC Approval Required

**College Approvals**

Snipes, Marjorie [ APPROVED ]

Chair, Course Department

Overfield, Denise [ APPROVED ]

Associate Dean, College of Arts and Sciences

**Cross Listing Approvals**

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

**Other Approvals**

Clark, Charles [ APPROVED ]

Chair, Committee on Graduate Studies

N/A

Chair, TEAC

**FINAL APPROVAL**

Aldrich, Michael [ REQUIRED ]

Chair, Faculty Senate



## Anthropology 5181

Cultural Resource Management

Fall 2009

MW 3:30-4:45

Dr. Thomas Foster

tfoster@westga.edu

www.westga.edu/~tfoster

webct.westga.edu

Office Hours: 8:00-12:00 MW  
at 3 Anthropology Bldg. and  
8:30-12:00 Th at Waring Laboratory  
and by appointment

Phone: 678 839 6455 (main office)

Topic	Schedule
Introduction and Context of class	1 (8/17, 8/19)
History of Cultural Resources Management	2 (8/24, 8/26)
Federal Laws: why we do CRM	3 (8/31, 9/2)
Section 106 and determining significance	4 (9/7, 9/9)
NAGPRA and other regulations	5 (9/14, 9/16)
NAGPRA and related laws	6 (9/21, 9/23)
Mechanics of CRM: contracts, RFPs, and budgets	7 (9/28, 9/30)
Phase I Survey	8 (10/5, 10/7)
Phase II Survey	9 (10/12, 10/14)
Phase III	10 (10/19, 10/21)
ARPA investigations and misc. projects	11 (10/26, 10/28)
Curation	12 (11/2, 11/4)
Curation, cont.	13 (11/9, 11/11)
Reports	14 (11/16, 11/19)
Architecture	15 (11/23, 11/25)
CRM as a profession and the future, resumes	16 (11/30, 12/2)

### COURSE DESCRIPTION: ANTH 5181 - Cultural Resource Management

**Credits:** 3.00 An examination of the history of the field of cultural resource management including major federal and state laws that govern the preservation of cultural resources. Attention will be given to archaeological, historical, and architectural applications. **Lecture:** 3.00

**College:** College of Arts and Sciences

**Department:** Anthropology

**Pre-requisites:** ANTH 1102 Minimum Grade: D

### Content

We will discuss the history of cultural resource management (CRM), practical, ethical, and legal issues surrounding the preservation of prehistoric and historic cultural resources on the local, state and national level, how to locate projects, make proposals

and conduct CRM surveys; writing, submitting and reviewing reports; maintaining good community relations.

### Student Learning Outcomes

Students will demonstrate knowledge about the history of cultural resource management in the United States (LO2 and LO3)

Students will apply the process of cultural resource management to a proposal (LO1 and LO5)

Students will demonstrate knowledge about the process of cultural resource management in the United States (LO 1, 4, and 5)

### Teaching Materials

Since everyone learns differently, I make an explicit attempt to incorporate a variety of teaching materials and methods. Some learn best by writing, some by hearing, some by seeing, and some by doing. This is a very hands on, active learning class.

Readings will be used to supplement and enforce what we learn in class but we will be actually working through the skills used by CRM professionals. We will occasionally meet at the Waring Archaeology Laboratory in order to take advantage of the learning opportunities there.

### Texts

*Practicing Archaeology: A training manual for cultural resources archaeology.* Thomas Neuman and Robert Sanford, Alta Mira. (NS)

*Cultural Resource Laws and Practices.* Thomas King. Alta Mira Press. (King)

Additional readings may be on reserve at the library and may be added as needed. I will inform you if any additional readings are added.

Discussions and in class activities. For illustration of concepts and for class stimulation, I make use of in class discussions and active learning techniques. We will often break up the class into smaller groups for specific issues or to work through a problem and engage in group projects.

CRM current event: Occasionally, we will research CRM current events and present on them in class. The purpose of this assignment is to familiarize you with the diversity of CRM and hone your presentation skills. You will write a short (one to two page) summary or outline of a CRM topic that is in the news. You can use any legitimate news agency. Just use your judgment. Include the references in your report. These are due on Blackboard by class time. Be prepared to present a short (2 minute) presentation on your topic to the class if we have time. Each current CRM event will be worth 20 points. If you only turn in the paper without presenting it in class, you will

receive only 10 points. If we don't have time, for the presentations, the written form will be worth 20 points. There are no make-ups for these.

In class projects: we will be conducting various exercises that illustrate different skills used by CRM professionals. At least three of these will probably include a visit to the Waring Laboratory.

Out of Class Projects: You will do at least two larger projects outside of class that will synthesize your knowledge about CRM skills. These projects will reproduce skills learned in class and will involve responding to CRM contracts, creating a budget and proposal for a project. You will have a few weeks to complete them. These projects are the core of the class and take the place of formal, separate exams. You will be doing real CRM projects and preparing for senior level, management positions at CRM companies and environmental consulting firms. When you finish this class, you should feel confident to be hired in management level position at an environmental or archaeology firm. Just like in real life, there are no late accepted projects. You find a way to turn it in.

Original Research in Cultural Resources Management/ Public Education:

Graduate students will conduct an applied research project to be announced by the instructor. Past projects have been applied cultural resources projects with the City of Carrollton. The project will provide a client with a product that is relevant to managing their cultural resources. The project will include at a minimum a report and likely a display or public education component. The project is in addition to the Out of Class Project mentioned above

Evaluations

CRM current events paper and presentation	~100 points
Out of Class Projects	200 points
In Class Projects	~100 points
Applied Research Project	100 points

In my class, an A means that you did more than was expected. An A student writes answers to an above average level, participated in class to an above average level, and performed above average on exams. A B means that you performed average or more than average on exams. In order to get an A or B, you need to attend all classes, understand what is taught in class, read all assigned readings, and participate in class.

A C means that you performed average on exams and may or may not have participated in class discussions. In order to get a C, you need to read and come to class. A D is a passing grade but means that you performed below average expectation and probably did not participate much in class. I consider a C to be equivalent to satisfactory or average performance. Average or satisfactory performance is just doing

what is stated. So if you want above a C, then you need to do more than average. In a class as specialized as this one, I expect everyone to do far above average.

It is my goal for you to learn this material and to come away with an appreciation for archaeology. So don't hesitate to ask questions or stop by my office. I expect that you are taking this course because you want or need this information for a professional career in CRM and/or environmental management. Thus I expect a higher level of participation and responsibility as well as grant you a higher level of liberty in the class.

#### Extra Credit:

If you participate by doing the reading and assignments regularly and talk with me throughout the semester, you will not need any extra credit. You control your performance and grade in this class. You can give yourself extra credit through extraordinary performance. You have extra credit by performing extra well, interacting extraordinarily, and writing extraordinarily.

Prerequisites: ANTH 1102 or consent of the instructor

Course Evaluation: Students will have the opportunity to complete course evaluation forms before the final exam period.

Academic Integrity: Your participation in this class is subject to the UWG Student Honor Code. This Student Honor Code (the "Honor Code") is a commitment by students of the University of West Georgia, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of the University of West Georgia will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. <http://www.westga.edu/documents/studentHandbook-2004.pdf>

#### Cheating

Cheating is giving or receiving help on a test from another person either verbally, in writing, or by sign, from one's own or someone else's notes or text during a test, or by other means. Cheating will not be tolerated. A student who cheats on a test or exam will receive a grade of zero for that test or exam, and may receive an F for the course. If a student knows that another student is cheating, he or she should notify the instructor. Plagiarism is cheating. Plagiarism is copying someone else's idea without giving proper credit. Either you made it up or someone else did. If someone else did, then you need to cite them. <http://www.westga.edu/~writing/wcplagiarismbeta.htm>

### Class Management

Students are expected to behave in a manner that promotes a respectful learning environment. Creating such an environment involves eliminating disruptive and rude behaviors such as (but certainly not limited to): consistently arriving late, carrying on personal conversations during class, reading the newspaper, allowing cell phones, beepers, etc. to go off, unauthorized wrestling, and consistently leaving early. Such behaviors will not be tolerated. I reserve the right to dismiss or to have removed a disruptive student from my classroom in accordance with the appropriate College of Arts and Science Policy.

### Disability

If you are defined as disabled under the Americans with Disabilities Act please contact the Center for Disability Services. A CDS counselor will coordinate services for you. <http://www.westga.edu/~dserve>

### General Assistance

The Excel Center, located at UCC 200, is devoted to the success and welfare of all UWG students. You can get assistance with computer issues, tutoring, major/minor advising, study skills, and more. <http://www.westga.edu/excel/>

The UWG Writing Center. First-Year Writing faculty tutors provide guidance through every phase of the writing process in practical and theoretical projects, ranging from Regents' Test preparation and composition, research, or creative projects to grant proposals. Methods used include individual and group tutoring, writing skills workshops, and computer and web-based support programs. <http://www.westga.edu/~writing/>

If necessary, this syllabus may be changed by the instructor. A course syllabus is merely a register of reasonable expectations about the content, style, format, and grading procedures. Unlike a contract, it can be flexible enough to meet the needs of changing circumstances.

## Readings and Assignments

### Week 1 Introduction and Context of class

- NS, Chapter 1
- King, Chapter 1
- Applied versus theoretical research (academia and industry)
- Due 8/19: Go to the following web sites and research the types of archaeology or historic preservation jobs, the requirements, the pay, and responsibilities. [www.sha.org](http://www.sha.org), [h-net.org](http://h-net.org), [www.saa.org](http://www.saa.org), <http://www.shovelbums.org/>, <http://www.eculturalresources.com/jobs.php>, <http://www.usajobs.gov/>.
- Make a list of the jobs that you looked at to turn in. In addition, research at least one CRM company that had a job advertised. Look at the type of work that they do, where they do it, and the types of jobs that they have open. What are your impressions of the jobs and companies?

### Week 2 Context and history of CRM and archaeology

- King, Chapters 2 and 3
- NS, Chapter 2

### Week 3 Federal Laws: why we do CRM

- King, Chapters 2 and 3
- CRM current events due 8/26

### Week 4 Section 106 and determining significance

- King, Chapters 4 and 5

### Week 5 NAGPRA and other regulations

- King, Chapter 6
- Waring Lab 9/16. Behind the scenes and day to day implementation of NAGPRA
- 

### Week 6 NAGPRA and related laws

- NAGPRA video
- CRM current events due 9/16

### Week 7 Mechanics of CRM: contracts and Responding to a RFP and budgets

- NS, Chapter 3

- Using FedBizOPs ([www.fbo.gov](http://www.fbo.gov)), find a RFP that is small and bring to class on 9/30. We will find an appropriately sized project to develop a proposal for and bid. Provide a separate document describing: the location of the project, what the project is requiring, and the deliverables.

Week 8 Phase I Survey

- NS, Chapters 4 and 5
- Phase I report and project steps
- Site files, background research, USGS maps
- RFP and report due 9/30
- Prepare a budget for our group project. Due 10/14

Week 9 Phase II Survey

- NS, Chapter 6
- Phase II reports and project steps
- Budgets due 10/14

Week 10 Phase III

- NS, Chapter 7
- Phase III reports and project steps

Week 11 ARPA investigations and misc. projects

- King, Chapter 6

Week 12 Laboratories and curation

- NS, Chapter 8
- <http://www.nps.gov/history/archeology/pubs/studies/STUDY06A.htm>

Week 13 Laboratories and curation

- <http://www.nps.gov/archeology/tools/36cfr79.htm>
- Meet at Waring Laboratory 11/11

Week 14 Reports

- NS, Chapter 9
- Proposal Draft due 11/19

Week 15 Architecture and historic research

- Guest Speaker, Dr. Hebert

Week 16 CRM as a profession and the future, resumes

- NS, Appendix B
- "A forecast for American Archaeology"  
<http://www.saa.org/Portals/0/SAA/Publications/thesaaarchrec/sep05.pdf>
- "CRM beyond its peak"  
<http://www.saa.org/Portals/0/SAA/Publications/thesaaarchrec/jan06.pdf>
- Moore and McGimsey articles in  
<http://www.saa.org/Portals/0/SAA/Publications/thesaaarchrec/may06.pdf>
- Final proposal and budget due

## Course or Program Addition, Deletion or Modification Request

Department: Art College: College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix Course Title M.Ed in Art Education Hours: Lecture/Lab/Total

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 checked="" 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):

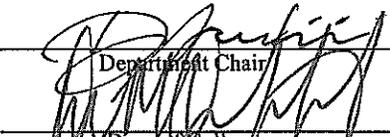
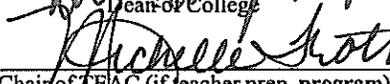
Request to deactivate the Masters of Education in Art Education Degree  
See Attached

Prerequisite(s) \_\_\_\_\_

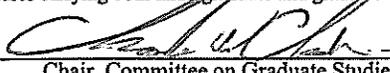
Present or Projected Enrollment: 10 (Students per year)      Effective Date\*: August /2010  
\*For a new course, one full term must pass between approval and effective date.      Term/Year

Grading System:       Letter Grade       Pass/Fail       Other

Approval:

	4/14	Department Chair (if cross listed)	Date
	4/14/10	Dean of College (if cross listed)	Date
	Scott	Chair of TEAC (if teacher prep. program)	4.19.10

**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).

Chair, Undergraduate Academic Programs Committee	Date		Date
--	------	--	------

Vice President for Academic Affairs \_\_\_\_\_ Date \_\_\_\_\_

#### Deactivation request for Masters of Education in Art Education

This is a request to officially deactivate/suspend the M.Ed. Art Education degree from the Department of Art and UWG's degree offerings. Rationale for this deactivation includes: complying with accreditation standards for the Masters degrees and to resolve issues, which place the degree on the BOR trigger list (Programs not graduating 10 students a year), as well as other program issues.

The Department of Art faculty members are continuing to work on the preliminary studies, which address the appropriate types of masters degree programs our department should pursue. Conversations and data thus far have pointed to a possible Masters in Art, or even a Masters of Fine Arts, which appear to be a more valid approach(s) and the appropriate degree offerings for the Department of Art at UWG. Our preliminary studies have shown that a MA or the MFA degree would be more competitive and aid the department in recruiting and RPG issues at the Masters level. Our hope is to design a program, which addresses both traditional and non-traditional students needs, while spreading recruitment and enrollment into all departmental disciplines. We feel this alone would better suit the state system and allow us to meet or exceed annual graduation numbers expectation.

Furthermore, we will continue to actively work with our National Accreditation Association the Graduate school and other and various offices on campus to prepare our official submission for a new masters program at the appropriate time; however, we also acknowledge that certain sizes and scope issues within the department will need to be resolved prior to our ability to submit such a plan.

Following BOR regulations, the intention is to teach out students over the next two academic years or compel them to transfer and finish elsewhere. At which time, the department will submit a request to delete M.Ed. Art Education degree from UWG program listings.

**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)

2010 JAN 27 AM 11:11 PM 4:53  
COAS

Prefix Course Title Hours: Lecture/Lab/Total

Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add
<input type="checkbox"/> Credit	<input type="checkbox"/> Delete
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

<b>Credit</b>
<input type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

<b>Frequency</b>
<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):

Delete SPAN 3101 (Conversation) as a requirement for initial certification in Spanish for post-baccalaureate students in Spanish and replace it with one additional elective at the 4000 level. This will bring the requirements for post-bac certification into alignment with recent changes made to the undergraduate Spanish major.

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. Term/Year

Grading System:  Letter Grade  Pass/Fail  Other

Approval: \_\_\_\_\_  
 \_\_\_\_\_ 1-26-10  
 Department Chair Date Department Chair (if cross listed) Date  
 \_\_\_\_\_ 2/16/10  
 Dean of College Date Dean of College (if cross listed) Date  
 \_\_\_\_\_ 3-15-10  
 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 \_\_\_\_\_ 4/14/10  
 Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs \_\_\_\_\_ Date \_\_\_\_\_

## INITIAL CERTIFICATION IN SPANISH POST BAC. Currently Valid

Name \_\_\_\_\_ UWG ID # \_\_\_\_\_  
 Telephone Number \_\_\_\_\_ E-mail \_\_\_\_\_  
 Mailing Address \_\_\_\_\_  
 School District \_\_\_\_\_ School Phone \_\_\_\_\_  
 Certification Status: Non-renewable \_\_\_\_\_ Exp. Date of Certificate \_\_\_\_\_

	HRS	Courses Needed	Courses Completed	NOTES
<b>Courses for Initial Certification</b>	<b>12-15</b>			PLU Option
SPED 3715 or SPED 6706	3			PLU Option
MEDT 3401 or MEDT 6401	3			
FORL 4586 *7	6-9			
<b>Professional Education Courses</b>	<b>12</b>			
FORL 4501 Foundations of Language Development	3			
FORL 4502 Methods of FL Teaching *7	3			
CEPD 4101 Education Psychology	3			
SEED 4271 Curriculum	3			
<b>Concentration Area</b>	<b>24</b>			
Courses are required if the applicant does not have a BA in Spanish				
SPAN 3101 Conversation	3			
SPAN 3102 Composition	3			
SPAN 3030 Intro to Spanish/Span-Amer Writers	3			
SPAN 4012 or 4013 Spanish/Span-Amer Cult. & Civ	3			
SPAN 4040 Spanish Linguistics	3			
SPAN 4170 Advanced Language Skills	3			
6 elective hours in courses above 3000 level	6			
<b>TOTAL HOURS IN PROGRAM</b>	<b>51</b>			

**STUDENT SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**ADVISOR SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

### PROGRAM NOTES:

1. Students must complete a minimum of 15 hours in residence at UWG. A minimum of 6 of these hours must be in FORL 4586.
2. Evaluation of courses taken prior to entry into this program is done pending verification through official transcripts.
3. A GPA of 2.7, based on the last 60 hours of college work taken, is required for admission to the program.
4. Passage of GACE Basic Skills Assessment is required for admission to education courses at the 3000 level or above. The test may be exempted if the candidate has minimum combined scores (verbal and math) of 1000 on the SAT, 43 (English and Math) on the ACT, and 1030 (verbal and quantitative) on the GRE. For clear and renewable certification, candidates must pass the GACE in the appropriate content area.
5. Internship applications (FORL 4586) must be submitted by appropriate deadlines.
6. Candidates must meet the Special Georgia Technology Requirement before the end of the program. This may be completed at UWG by taking MEDT 3401 Integrating Technology into the Classroom or MEDT 6401 Instructional Technology. Documentation required. AssessOnline and the GACE computer competency test are not acceptable.
7. Must complete on-line portfolio "Foliotek"

## INITIAL CERTIFICATION IN SPANISH POST BAC. Proposed

Name \_\_\_\_\_ UWG ID # \_\_\_\_\_  
 Telephone Number \_\_\_\_\_ E-mail \_\_\_\_\_  
 Mailing Address \_\_\_\_\_  
 School District \_\_\_\_\_ School Phone \_\_\_\_\_  
 Certification Status: Non-renewable \_\_\_\_\_ Exp. Date of Certificate \_\_\_\_\_

	HRS	Courses Needed	Courses Completed	NOTES
<b>Courses for Initial Certification</b>	<b>12-15</b>			PLU Option
SPED 3715 or SPED 6706	3			PLU Option
MEDT 3401 or MEDT 6401	3			
FORL 4586 *7	6-9			
<b>Professional Education Courses</b>	<b>12</b>			
FORL 4501 Foundations of Language Development	3			
FORL 4502 Methods of FL Teaching *7	3			
CEPD 4101 Education Psychology	3			
SEED 4271 Curriculum	3			
<b>Concentration Area</b>	<b>24</b>			
Courses are required if the applicant does not have a BA in Spanish				
SPAN 3102 Composition	3			
SPAN 3030 Intro to Spanish/Span-Amer Writers	3			
SPAN 4012 or 4013 Spanish/Span-Amer Cult. & Civ	3			
SPAN 4040 Spanish Linguistics	3			
SPAN 4170 Advanced Language Skills	3			
9 elective hours in courses above 3000 level	9			
<b>TOTAL HOURS IN PROGRAM</b>	<b>51</b>			

**STUDENT SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**ADVISOR SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**PROGRAM NOTES:**

1. Students must complete a minimum of 15 hours in residence at UWG. A minimum of 6 of these hours must be in FORL 4586.
2. Evaluation of courses taken prior to entry into this program is done pending verification through official transcripts.
3. A GPA of 2.7, based on the last 60 hours of college work taken, is required for admission to the program.
4. Passage of GACE Basic Skills Assessment is required for admission to education courses at the 3000 level or above. The test may be exempted if the candidate has minimum combined scores (verbal and math) of 1000 on the SAT, 43 (English and Math) on the ACT, and 1030 (verbal and quantitative) on the GRE. For clear and renewable certification, candidates must pass the GACE in the appropriate content area.
5. Internship applications (FORL 4586) must be submitted by appropriate deadlines.
6. Candidates must meet the Special Georgia Technology Requirement before the end of the program. This may be completed at UWG by taking MEDT 3401 Integrating Technology into the Classroom or MEDT 6401 Instructional Technology. Documentation required. AssessOnline and the GACE computer competency test are not acceptable.
7. Must complete on-line portfolio "Foliotek".



BOARD OF REGENTS OF  
THE UNIVERSITY SYSTEM OF GEORGIA

## DEGREE AND/OR MAJOR DEACTIVATION FORM

**Institution: University of West Georgia**

**Date Submitted: April 5, 2010**

**Deactivation Effective Date: Fall Semester 2010**

**Degree Title and CIP Code: MAT (French, German, Spanish)**

**Rationale:**

(Note: Include a brief description of the reason the institution and department have made the decision to deactivate the program).

The MAT, although approved by the Board of Regents, was never funded and has never enrolled any students. The program has been under suspension for the past two years, during which time there have been no inquiries from prospective students, nor has funding been allocated that would allow the FLL Department to staff graduate courses required for this program. In light of this situation, a deletion of a program that has never actually begun operation is appropriate and reflects the wishes of the FLL faculty.

**Name (President or VP for Academic Affairs typed):**

**Dr. Sandra Stone**

**Signature (President or VP for Academic Affairs):**

## 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: <sup>/</sup> <sup>/</sup> Lecture/Lab/Total			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;"> <b>Action</b>  <input type="checkbox"/> Course    <input checked="" type="checkbox"/> Program  <hr/> <input type="checkbox"/> Modify    <input type="checkbox"/> Add    <input checked="" 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 style="width: 30%; padding: 5px;"> <b>Credit</b>  <input type="checkbox"/> Undergraduate  <input checked="" type="checkbox"/> Graduate  <input type="checkbox"/> Other*  <small>*Variable credit must be explained</small> </td> <td style="width: 40%; padding: 5px;"> <b>Frequency</b>  <input type="checkbox"/> Every Term  <input type="checkbox"/> Yearly  <input checked="" type="checkbox"/> Other                 </td> </tr> </table>				<b>Action</b> <input type="checkbox"/> Course <input checked="" type="checkbox"/> Program <hr/> <input type="checkbox"/> Modify <input type="checkbox"/> Add <input checked="" type="checkbox"/> Delete <input type="checkbox"/> Credit <input type="checkbox"/> Number <input type="checkbox"/> Title <input type="checkbox"/> Description <input type="checkbox"/> Other	<b>Credit</b> <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Other* <small>*Variable credit must be explained</small>	<b>Frequency</b> <input type="checkbox"/> Every Term <input type="checkbox"/> Yearly <input checked="" type="checkbox"/> Other
<b>Action</b> <input type="checkbox"/> Course <input checked="" type="checkbox"/> Program <hr/> <input type="checkbox"/> Modify <input type="checkbox"/> Add <input checked="" type="checkbox"/> Delete <input type="checkbox"/> Credit <input type="checkbox"/> Number <input type="checkbox"/> Title <input type="checkbox"/> Description <input type="checkbox"/> Other	<b>Credit</b> <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Other* <small>*Variable credit must be explained</small>	<b>Frequency</b> <input type="checkbox"/> Every Term <input type="checkbox"/> Yearly <input checked="" 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: <sup>/</sup> <sup>/</sup> 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):**

Request to delete MAT degree (French, German, Spanish). Please see attached explanation.

Prerequisite(s) \_\_\_\_\_

**Present or Projected Enrollment:** 0 (Students per year)      Effective Date\*: Fall / 2010  
\*For a new course, one full term must pass between approval and effective date.      Term/Year

Grading System:       Letter Grade       Pass/Fail       Other

Approval: [Signature]      2/8/10  
 Department Chair      Date      Department Chair (if cross listed)      Date  
[Signature]      3/24/2010  
 Dean of College      Date      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).

[Signature]      4/14/10  
 Chair, Undergraduate Academic Programs Committee      Date      Chair, Committee on Graduate Studies      Date

Vice President for Academic Affairs      Date

Dean Charles Clark  
Graduate School  
University of West Georgia

February 8, 2010

Dr. Clark and Members of COGS,

The Department of Foreign Languages and Literatures formally requests the deletion of the MAT degree program in French, German, and Spanish. The MAT, although approved by the Board of Regents, was never funded and has never enrolled any students. The program has been under suspension for the past two years, during which time there have been no inquiries from prospective students, nor has funding been allocated that would allow the FLL Department to staff graduate courses required for this program. In light of this situation, a deletion of a program that has never actually begun operation is appropriate and reflects the wishes of the FLL faculty.

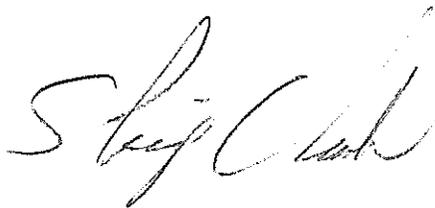
Sincerely,



Gary Schmidt  
Associate Professor of German and Interim Chair

*Kim*

*This will also need to go through your  
governance structure before it comes to  
COGS.*





# Remote Sensing

## Instructor:

- ⊕ Dr. Jeong Chang Seong
- ⊕ Office: Callaway Annex #161
- ⊕ Email: [jseong@westga.edu](mailto:jseong@westga.edu)
- ⊕ Tel.: (678) 839-4069

## Course Description and Objectives:

This course is an introduction to remote sensing of land, ocean, and atmosphere, including the response of earth materials to electromagnetic radiation; sensors and systems for earth observations; interpretation of imagery; and image mapping for applications.

After finishing this course, students are encouraged to take Introduction to Image Processing, Airphoto Interpretation and Photogrammetry, and Advanced GIS and Spatial Analysis courses.

## Goals are:

- ⊕ Understanding electromagnetic radiations
- ⊕ Remote sensing tools and techniques
- ⊕ Sensors and platforms
- ⊕ Image interpretations
- ⊕ Image manipulations
- ⊕ Remote sensing applications

## Grading

- ⊕ Exams
  - ⊕ Lab exercises
  - ⊕ Assignments
  - ⊕ Project
- |           |           |
|-----------|-----------|
| A: >90%   | B: 80-90% |
| C: 70-80% | D: 60-70% |
| F: <60%   |           |

## Textbook

- ⊕ Dr. Jensen, Remote Sensing of the Environment.

## Contents:

1. RS & Geospatial Tech.
2. Energy & Radiation
3. Airphotos
4. Digital imagery
5. RS Instruments
6. Image preparation
7. Image manipulation
8. Visual image analysis
9. Image classification
10. Change detection
11. Microwave remote sensing
12. Thermal remote sensing
13. Hyperspectral remote sensing
14. Remote sensing applications

## Graduate Student Research Project

- ⊕ Graduate students must finish a research project.

### Course Update Request (Add, Delete, Modify)

<b>Originator</b> Mathematics Department	College of Arts and Sciences College	Adams, Sonya Originator
--	---	----------------------------

<b>Action</b> <input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete	<b>Modifications</b> <input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments
---	--

<b>Course Details</b>					
MATH	6982	Directed Readings			
Prefix	Number	Course Title			
<p>Directed readings are for graduate students who need to conduct an independent review of the literature in a topic not offered by the program curriculum. The topic must be approved by the supervising instructor and the graduate director or department chair.</p>					
Course Catalog Description					
3	0	3	Fall - 2010	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

<b>Prerequisites</b> Admission to the Master's program.	<b>Corequisites</b>
--	---------------------

<b>Rationale</b>
------------------

<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 5	<b>Comments</b>  <input type="checkbox"/> TEAC Approval Required
--	--

<b>College Approvals</b>
<u>Landman, Bruce [ APPROVED ]</u> Chair, Course Department
<u>Overfield, Denise [ APPROVED ]</u> Associate Dean, College of Arts and Sciences

<b>Cross Listing Approvals</b>
<u>N/A</u> Chair, Cross Listed Department
<u>N/A</u> Associate Dean, Cross Listed College

<b>Other Approvals</b>
<u>Clark, Charles [ APPROVED ]</u> Chair, Committee on Graduate Studies
<u>N/A</u> Chair, TEAC

<b>FINAL APPROVAL</b>
<u>Aldrich, Michael [ REQUIRED ]</u> Chair, Faculty Senate

**Course or Program Addition, Deletion or Modification Request**

Department: Counseling and Educational Psychology College: College of Education

2010 APR 11, PM 1:44

Current course catalog listing: (for modifications or deletions)

Prefix \_\_\_\_\_ Course \_\_\_\_\_ Title M.Ed. in Professional Counseling College Student Affairs Hours: Lecture/Lab/Total

<p align="center"><b>Action</b></p> <input type="checkbox"/> Course <input checked="" type="checkbox"/> Program <hr/> <input type="checkbox"/> Modify <input checked="" 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	<p align="center"><b>Credit</b></p> <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Other* <small>* Variable credit must be explained</small>	<p align="center"><b>Frequency</b></p> <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

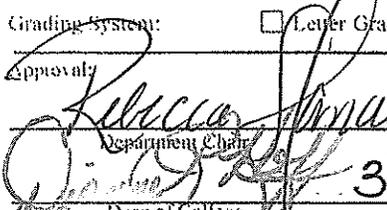
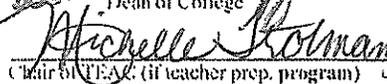
Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) \_\_\_\_\_

Present or Projected Enrollment: 15 (Students per year)    Effective Date\*: Fall / 2010  
\* For a new course, one full term must pass between approval and effective date.    Term/Year

Grading System:     Letter Grade     Pass/Fail     Other

Approval

	<u>3-5-10</u>		
Department Chair	Date	Department Chair (if cross listed)	Date
	<u>3/8/2010</u>		
Dean of College	Date	Dean of College (if cross listed)	Date
Chair of TEAK (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).

Chair, Undergraduate Academic Programs Committee    Date \_\_\_\_\_    Chair, Committee on Graduate Studies    Date 4/1

Vice President for Academic Affairs    Date \_\_\_\_\_

Revised 1/09/02

The mission of the M.Ed. in Professional Counseling, College Student Affairs program, is to provide graduate students with the knowledge, skills, and dispositions required to work with college students in a variety of settings within higher education organizations. This program emphasizes a counseling foundation for preparing college student affairs personnel to foster student development. The program adheres to the professional standards set forth in the Council for the Advancement of Standards in Higher Education (CAS) and requires coursework in basic counseling skills, foundational studies, professional studies, and supervised practice. The program is designed to provide students with the following:

- entry-level counseling skills;
- an understanding of young adult and nontraditional student;
- an understanding of the social milieu of the individual in higher education;
- an understanding of student affairs professionals in higher education; and,
- practical experiences in the various student affairs settings.

Graduates will demonstrate

1. understanding of the historical, philosophical, ethical, cultural, and research foundations of higher education that inform student affairs practice;
2. the ability to apply ethical principles to practice;
3. understanding of and respect for human diversity and the special needs of minority students;
4. the ability to apply basic counseling skills and appropriate development theory to understand, support, and advocate for student learning and development;
5. knowledge of the impact of student characteristics and collegiate environment on student learning and learning opportunities;
6. knowledge and skills required to design and evaluate effective educational interventions for individuals and groups;
7. the ability apply leadership, organizational, and management practices that assist institutions in accomplishing their mission; and
8. the ability to identify and apply assessment, evaluation, and research skills in an ethical and legal manner.

**Program Sheet and Plan of Study**  
**M.Ed. in Professional Counseling**  
emphasis  
**College Student Affairs**

Department of Counseling and Educational Psychology  
University of West Georgia

The mission of the M.Ed. in Professional Counseling, College Student Affairs program, is to provide graduate students with the knowledge, skills, and dispositions required to work with college students in a variety of settings within higher education organizations. The program adheres to the professional standards set forth in the Council for the Advancement of Standards in Higher Education (CAS) and requires coursework in basic counseling skills, foundational studies, professional studies, and supervised practice. The degree requires successful completion of 42 semester hours, including a capstone course. This degree DOES NOT fulfill the requirements for certification as a school counselor nor for licensure as a professional counselor in Georgia and graduates of the program will not be endorsed for either by the College of Education.

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

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

Address: \_\_\_\_\_  
\_\_\_\_\_

Telephone: \_\_\_\_\_

Email: \_\_\_\_\_

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

Completion Dates

\_\_\_\_\_ Initial Advising

\_\_\_\_\_ Application for Practicum

\_\_\_\_\_ Application for Candidacy

PLAN OF STUDY

CORE CURRICULUM	HRS	GR	SEMESTER PLANNED	YEAR PLANNED	SUB
First Fall Semester					
CEPD 6170 Foundations of College Student Affairs	3		Fall		
CEPD 6140 Introduction to Counseling Practice	3		Fall/Spring/Summer		
CEPD 7155 Substance Abuse and Addictions: Prevention and Treatment	3		Fall		
First Spring Semester					
CEPD 6131 Counseling Theories	3		Fall/Spring/Summer		
CEPD 7152 Research and Program Evaluation	3		Fall/Spring/Summer		
CEPD 6172 Theories of College Student Development	3		Spring		
Summer Semester					
CEPD 6160 Group Counseling	3		Fall/Spring/Summer		
CEPD 6175 Practicum: Student Affairs*	3		Spring/Summer		
Second Fall Semester					
CEPD 6174 Higher Education Administration	3		Fall		
CEPD 7138 Multicultural Counseling and Education	3		Fall/Spring/Summer		
CEPD 6175 Practicum: Student Affairs*	3		Spring/Summer		
Second Spring Semester					
CEPD 6176 Legal Issues in Higher Education	3		Spring		
CEPD 6178 The American College Student	3		Spring		
CEPD 6179 Capstone Seminar: Student Affairs	3		Spring		

\*Students are required to take CEPD 6175 Practicum: Student Affairs twice during the program of studies.

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Course Update Request (Add, Delete, Modify)

### Originator

Counseling and Educational Psychology  
Department

College of Education  
College

Pearce, Rebecca (Becky)  
Originator

### Action

Add  Modify  Delete

### Modifications

Prerequisites  Description  Title  Credit  See Comments

### Course Details

CEPD 6130 Behavior Modification  
Prefix Number Course Title

Theoretical formulations and practical applications of behavioral techniques, especially as they apply to management and control of behavior in the school.

### Course Catalog Description

3.00	3.00	Fall - 2010	Frequency
Lec Hrs	Lab Hrs	Effective Term	Grading

### Prerequisites

See hard copy catalog for pre-requisites.

### Corequisites

### Rationale

This course is no longer being taught. It was listed as an elective on the program of study but wasn't required for any CEP program.

### Planning Info

- Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: \_\_\_\_\_

### Comments

TEAC Approval Required

### College Approvals

Stanard, Rebecca [ APPROVED ]

Chair, Course Department

Hoff, Dianne [ APPROVED ]

Associate Dean, College of Education

### Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

### Other Approvals

Clark, Charles [ APPROVED ]

Chair, Committee on Graduate Studies

N/A

Chair, TEAC

### FINAL APPROVAL

Aldrich, Michael [ PENDING ]

Chair, Faculty Senate

Rationale:

This course is no longer taught.

## Course Update Request (Add, Delete, Modify)

<b>Originator</b>		
Counseling and Educational Psychology Department	College of Education College	Pearce, Rebecca (Becky) Originator

<b>Action</b>	<b>Modifications</b>
<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

<b>Course Details</b>						
CEPD	6142	Spec Issues:Community Counsel				
Prefix	Number	Course Title				
This course is devoted to exploring special issues in community counseling based upon student individual interests and goals.						
Course Catalog Description						
3.00		3.00	Fall - 2010			
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	

<b>Prerequisites</b>	<b>Corequisites</b>
See hard copy catalog for pre-requisites.	

<b>Rationale</b>
This course is no longer being taught. It was listed as an elective on the program of study but wasn't required for any CEP program.

<b>Planning Info</b>	<b>Comments</b>
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment:	<input type="checkbox"/> TEAC Approval Required

<b>College Approvals</b>
Stanard, Rebecca [ APPROVED ] <hr/> Chair, Course Department
Hoff, Dianne [ APPROVED ] <hr/> Associate Dean, College of Education

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

<b>Other Approvals</b>
Clark, Charles [ APPROVED ] <hr/> Chair, Committee on Graduate Studies
N/A <hr/> Chair, TEAC

<b>FINAL APPROVAL</b>
Aldrich, Michael [ PENDING ] <hr/> Chair, Faculty Senate

**Rationale:**

This course is no longer taught.

## Course Update Request (Add, Delete, Modify)

**Originator**

 Counseling and Educational Psychology  
 Department

 College of Education  
 College

 Pearce, Rebecca (Becky)  
 Originator

**Action**
 Add  Modify  Delete

**Modifications**
 Prerequisites  Description  Title  Credit  See Comments

**Course Details**

 CEPD 6150 Tests and Measurement  
 Prefix Number Course Title

This course is concerned with the theory and practice of educational and psychological measurement. The focus is on the technology of measurement rather than on the development of skill in the use of any given measuring instrument. Classroom test construction will be emphasized.

## Course Catalog Description

3.00	3.00	Fall - 2010	Frequency
Lec Hrs	Lab Hrs	Effective Term	Grading

**Prerequisites**

See hard copy catalog for pre-requisites.

**Corequisites**
**Rationale**

This course is no longer being taught. It was listed as an elective on the program of study but wasn't required for any CEP program.

**Planning Info**
 Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment:

**Comments**
 TEAC Approval Required

**College Approvals**

Stanard, Rebecca [ APPROVED ]

Chair, Course Department

Hoff, Dianne [ APPROVED ]

Associate Dean, College of Education

**Cross Listing Approvals**

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

**Other Approvals**

Clark, Charles [ APPROVED ]

Chair, Committee on Graduate Studies

N/A

Chair, TEAC

**FINAL APPROVAL**

Aldrich, Michael [ PENDING ]

Chair, Faculty Senate

**Rationale:**

This course is no longer taught.

### Course Update Request (Add, Delete, Modify)

<b>Originator</b> Counseling and Educational Psychology Department	<b>College of Education</b> College	<b>Pearce, Rebecca (Becky)</b> Originator
--	--	--

<b>Action</b> <input type="radio"/> Add <input type="radio"/> Modify <input checked="" type="radio"/> Delete	<b>Modifications</b> <input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments
---	--

<b>Course Details</b>					
CEPD	6161	Advanced Counseling Methods			
Prefix	Number	Course Title			
Emphasizes the mastery of attending, responding, action and termination strategies necessary to assist clients progress through the stages of counseling. Focuses on the counseling skills which facilitate client self-understanding, client goal-setting, and client action.					
Course Catalog Description					
3.00		3.00	Fall - 2010		
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

<b>Prerequisites</b> See hard copy catalog for pre-requisites.	<b>Corequisites</b>
---	---------------------

<b>Rationale</b> This course is no longer being taught. It was listed as an elective on the program of study but wasn't required for any CEP program.
--

<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: [   ]	<b>Comments</b> <input type="checkbox"/> TEAC Approval Required
--	--

<b>College Approvals</b>
Stanard, Rebecca [ APPROVED ]
Chair, Course Department
Hoff, Dianne [ APPROVED ]
Associate Dean, College of Education

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

<b>Other Approvals</b>
Clark, Charles [ APPROVED ]
Chair, Committee on Graduate Studies
N/A
Chair, TEAC

<b>FINAL APPROVAL</b>
Aldrich, Michael [ PENDING ]
Chair, Faculty Senate

## Course Update Request (Add, Delete, Modify)

<b>Originator</b> Counseling and Educational Psychology Department	College of Education College	Pearce, Rebecca (Becky) Originator
--	---------------------------------	---------------------------------------

<b>Action</b> <input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete	<b>Modifications</b> <input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments
---	--

<b>Course Details</b>					
CEPD	6170	FOUNDATIONS OF COLLEGE STUDENT AFFAIRS			
Prefix	Number	Course Title			
<p>This course provides a comprehensive introduction to the field of student affairs and its role within the context of American higher education. The course will examine the philosophical, historical, and theoretical foundations of the profession, and students will learn about the cultural and organizational contexts of student affairs work. It will introduce students to the various functional areas within student affairs, diversity of institutional types and student populations, and contemporary issues of the profession, and provide them with a broad foundation of knowledge to which subsequent study, practitioner skills, and research strategies may be added.</p> <p>Course Catalog Description</p>					
3	0	3	Fall - 2010	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

<b>Prerequisites</b>	<b>Corequisites</b>
----------------------	---------------------

<b>Rationale</b> New course added for program of studies in Student Affairs.
---

<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 15	<b>Comments</b> <input type="checkbox"/> TEAC Approval Required
---	--

<b>College Approvals</b>  Stanard, Rebecca [ APPROVED ] <hr/> Chair, Course Department  Hoff, Dianne [ APPROVED ] <hr/> Associate Dean, College of Education
--

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

<b>Other Approvals</b>  Clark, Charles [ APPROVED ] <hr/> Chair, Committee on Graduate Studies  N/A <hr/> Chair, TEAC
---

<b>FINAL APPROVAL</b>  Aldrich, Michael [ PENDING ] <hr/> Chair, Faculty Senate
--

**FOUNDATIONS OF COLLEGE STUDENT AFFAIRS**

Semester Hours:

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

Help Desk:

E-mail: [distance@westga.edu](mailto:distance@westga.edu)

Call: 678-839-6248 M-F 8am-5pm

Fax: 678-839-0636

\*After-hours- WebCT help: <http://help.view.usg.edu> \* 24 hrs/ day - 365 days a yr

Online Support: WebCT Vista Login and Help Page: <http://webct.westga.edu>

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

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

UWG Distance Education: <http://www.westga.edu/~distance/>

**COURSE DESCRIPTION**

This course provides a comprehensive introduction to the field of student affairs and its role within the context of American higher education. The course will examine the philosophical, historical, and theoretical foundations of the profession, and students will learn about the cultural and organizational contexts of student affairs work. It will introduce students to the various functional areas within student affairs, diversity of institutional types and student populations, and contemporary issues of the profession, and provide them with a broad foundation of knowledge to which subsequent study, practitioner skills, and research strategies may be added.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive,

proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. Standards of the Council for the Advancement of Standards in Higher Education (CAS) also are incorporated as criteria against which candidates are measured.

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

### **COURSE OBJECTIVES:**

Students will:

1. know with the major historical, philosophical, ethical, cultural, and research foundations of higher education that inform student affairs practice (*Knowledgeable; CAS 5a, CAS 5b4*);
2. demonstrate the ability to articulate the inherent values of the student affairs profession, including educating the whole student, treating each student as a unique individual, offering seamless learning opportunities, and ensuring the basic rights of all students (*Knowledgeable CAS 5a*);
3. know the codes of ethics that guide student affairs practice (*Knowledgeable,, proactive, reflective CAS 5a*);
4. describe the core competencies and skills associated with effective student affairs practice (*Knowledgeable, life-long learners; CAS 5b4*);
5. understand the roles and contributions of student affairs professionals in higher education settings and the contributions of student affairs functional areas to the educational purposes of colleges and universities (*Knowledgeable, life-long learner. culturally sensitive; CAS 5b4*);
6. know the current and emerging professional issues in student affairs and higher education (*Knowledgeable. life-long learners. culturally sensitive, , proactive, reflective*);
7. understand the role of professional literature and various professional associations as resources and contributors to continuous professional development (*Knowledgeable, life-long learners. culturally sensitive*);
8. develop a professional identity and a personal career development plan (*Knowledgeable. life-long learners*); and,
9. demonstrate skills of scholarship through critical reading and analysis, creative inquiry, and familiarity with literature and research related to student affairs work (*Knowledgeable, culturally sensitive, , proactive, reflective*).

### **TEXTS, READINGS AND INSTRUCTIONAL RESOURCES**

#### **Required Texts:**

Komives, S.R., Woodard, D.B., & Associates (Eds.) (2003). *Student services: A handbook for the profession*. 4<sup>th</sup> Edition. San Francisco: Jossey-Bass.

Amey, M.J. & Reesor, L. (Eds.). (2002). *Beginning your journey: A guide for new professionals in student affairs*. National Association of Student Personnel Administrators.

Additional readings will be made available from instructor.

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

### **Assignments:**

#### **1. Functional Area Presentation**

Each student will be assigned one Student Affairs functional area to research. You should visit that office, and talk with at least two people employed in the area. Prepare a 1-page, double-sided handout for each class member, that should include a brief description of the functional area, a few key points from an article in the *Chronicle of Higher Education* or other publication that addresses an issue for the functional area, one or two highlights from the relevant CAS Standards, a website address for a related professional organization, and a job announcement for an entry-level, Master's required (or preferred) position in that area. Give the class a 15-minute presentation and engage the group in discussion of that functional area.

(Course objectives 4, 5, 6, 7, & 8)

#### **2. Mid-term exam**

( Course objectives 1 & 2)

#### **3. Article reactions**

Read two articles from student affairs professional publications and submit a brief e-mail summary and reaction.

(Course objectives 5, 6, 7, & 9)

#### **4. Contemporary Issues Paper**

Select a current, controversial issue in student affairs. Be sure that a reasonable argument supporting and opposing a position on the issue can be made. Write a paper using the following guidelines:

- Briefly explain the issue.
- What is the most compelling argument supporting a position on the issue?
- What is the most compelling argument opposing a position on the issue?
- What is your position on the issue? Make a convincing case to explain why you have taken the position.
- Papers should follow the *Publication Manual of the American Psychological Association* (5<sup>th</sup> Edition), have at least three references, and not exceed 1000 words.

(Course objectives 3, 6, & 9)

#### **5. Final Paper**

Write a career development plan for your future. As part of this project, conduct informational interviews with two people in positions you aspire to, and analyze five

position descriptions or job advertisements. The plan should include an explanation of why this is a good fit for you, what skills and knowledge you will need to gain and how you plan to gain those, and how you would conduct a job search.

(Course objectives 4, 5, 6, & 8)

#### Evaluation Procedures:

Functional Area Presentation	40 points
Mid-term exam	50 points
Article reactions	20 points
Contemporary Issues Paper	40 points
Final Paper	50 points
<b>TOTAL</b>	<b>200 points</b>

#### Grading

A= 90-100%  
 B=80-89%  
 C=70-79%  
 F=below 70%

#### CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

Attendance: Punctuality and attendance are hallmarks of a professional. They demonstrate respect for the instructor and colleagues and promote classroom instruction.

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

Extra Credit/Late Work: Opportunities for extra credit may not be provided for this class. Work completed for another class is not acceptable for this class, unless approved by the instructor.

Methods of Instruction: Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities and class sessions, student presentations, case studies, guest speakers, and library resources.

Professional Conduct: Students are expected to conduct themselves in a professional manner. This is an essential quality for all professionals who will be working in schools/agencies. Professionalism includes, but is not limited to, the following behaviors:

- a. participating in interactions and class activities in a positive manner;
- b. collaborating and working equitably with classmates, especially on group assignments;
- c. turning in assignments on time;
- d. arriving to and leaving class punctually;
- e. treating others with respect in and out of the classroom;
- f. eliminating interruptions in class, including cell phones, beepers, talking out of turn or while others are talking, etc.; and
- g. producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside of UWG, are serious offenses.

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

## COURSE OUTLINE

### Week 1. Overview of higher education & student affairs

Komives, Woodard, & Associates, chapters 1, 2, & 15

"Considering a career in student affairs" by Patrick Love, from the *Directory of Graduate Programs Preparing Student Affairs Professionals*  
<http://www.acpa.nche.edu/c12/directory.htm>

### Week 2. Historical Development of the Profession

Komives, Woodard, & Associates, chapter 4

*Student Personnel Point of View* (1937) download from [www.acpa.nche.edu](http://www.acpa.nche.edu)

*Student Personnel Point of View* (1949) download from [www.acpa.nche.edu](http://www.acpa.nche.edu)

*Student Learning Imperative* - download from [www.acpa.nche.edu](http://www.acpa.nche.edu)

Doyle, J.A. (2004). Where have we come from and where are we going? A review of past student affairs philosophies and an analysis of the current student learning philosophy. *College Student Affairs Journal*, 24(1), 66-83.

McClellan, M.A., Cawthon, T.W., & Tice, G. E. (2001). Why university housing philosophy matters. *Journal of College and University Student Housing*, 30 (1), 3-10.

### **Week 3. The changing nature of students**

Komives, Woodard, & Associates, Chapters 3 & 19

Henning, G. (2007). Is in consortio cum parentibus the new in loco parentis?. *NASPA Journal*, 44(3), Art. 9. Retrieved September 09, 2008, from <http://publications.naspa.org/naspajournal/vol44/iss3/art9>

Carney-Hall, K.C. (2008). Understanding current trends in family involvement. In Carney-Hall, K.C. (Ed.) *Managing parent partnerships: Maximizing influence, minimizing interference, and focusing on student success. New Directions for Student Services #122*. San Francisco: Jossey-Bass. Pp. 3-14.

Coomes, M.D., & DeBard, R. (2004). A generational approach to understanding students. In Coomes, M.D. & DeBard, R. (Eds.) *Serving the millennial generation. New Directions for Student Services # 106*. San Francisco, Jossey Bass. Pp. 5-16.

Coomes, M.D. (2004). Understanding the historical and cultural influences that shape generations. In Coomes, M.D. & DeBard, R. (Eds.) *Serving the millennial generation. New Directions for Student Services # 106*. San Francisco, Jossey Bass. Pp. 17-32.

DeBard, R. (2004). Millenials coming to college. In Coomes, M.D. & DeBard, R. (Eds.) *Serving the millennial generation. New Directions for Student Services # 106*. San Francisco, Jossey Bass. Pp. 33-46.

King, A. R. (2008). Student perspectives on multiracial identity. In Renn, K.A. & Shang, P. Eds.) *Biracial and multiracial students. New Directions for Student Services #123*. San Francisco: Jossey-Bass. Pp. 33-42.

### **Week 4. What do we know about student success?**

Komives, Woodard, & Associates, chapter 14

### **Week 5. Student Leadership & Involvement**

Komives, Woodard, & Associates, chapters 20 & 25

### **Week 6. Teaching, counseling, & advising**

Komives, Woodard, & Associates, chapters 21, 22, & 23

### **Week 7. Supervision Issues**

Amey & Reesor, chapter 5

Komives, Woodard, & Associates, chapter 18

### **Week 8. Conflicts and Conflict Resolution on a University Campus**

Komives, Woodard, & Associates, chapter 24

### **Week 9. Working with faculty**

Amey & Reesor, chapter 5

Komives, Woodard, & Associates, 29

*Powerful partnerships: A shared responsibility for learning* - download from [www.acpa.nche.edu](http://www.acpa.nche.edu)

Whitt, E.J., Nesheim, B.E., Guentzel, M.J., Kellogg, A.H., McDonald, W.H., & Wells, C.A. (2008). 'Principles of good practice' for academic and student affairs partnership programs. *Journal of College Student Development*, 49(3), 235-249.

**Week 10. Business functions of universities**

**Week 11. Strategic Planning & Finance**

Komives, Woodard, & Associates, chapter 16

**Week 12. Technology**

Komives, Woodard, & Associates, chapter 17

**Week 13. Assessment & evaluation**

Komives, Woodard, & Associates, chapter 26

**Week 14. Developing a Professional Identity**

Komives, Woodard, & Associates, chapter 27

Renn, K.A., & Jessup-Anger, E.R. (2008). Preparing new professionals: Lessons for graduate preparation programs from the National Study of New Professionals in Student Affairs. *Journal of College Student Development*, 49(4). 319-335.

Renn, K. A. , Hodges, J. (2007). The first year on the job: Experiences of new professionals in student affairs . *NASPA Journal*, 44(2), Art. 9. Retrieved September 09, 2008, from <http://publications.naspa.org/naspajournal/vol44/iss2/art9>

**Week 15. Legal and Ethical Issues in Student Affairs**

Komives, Woodard, & Associates, chapters 6 & 7

*UWG Student Handbook*

Amey & Reesor, chapter 3

*Principles of good practice in student affairs -*, download from [www.acpa.nche.edu](http://www.acpa.nche.edu)

**Week 16. The future of Student Affairs**

Komives, Woodard, & Associates, Chapters 28 & 30

### Course Update Request (Add, Delete, Modify)

**Originator**

Counseling and Educational Psychology Department	College of Education College	Pearce, Rebecca (Becky) Originator
---	---------------------------------	---------------------------------------

**Action**
 Add  
 Modify  
 Delete
**Modifications**
 Prerequisites  
 Description  
 Title  
 Credit  
 See Comments
**Course Details**

CEPD	6172	THEORIES OF COLLEGE STUDENT DEVELOPMENT
Prefix	Number	Course Title

This course will introduce students to human development theories that most affect college students. The course will examine psychosocial, cognitive, structural and typological theories, with a focus on learning to use theory to improve our work with students. It also examines how race, culture, ethnicity, gender, sexual orientation, disability, and religious beliefs can influence development.

**Course Catalog Description**

3	0	3	Fall - 2010	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

**Prerequisites****Corequisites****Rationale**

New course added for the program of study for the Student Affairs Program.

**Planning Info**

- 
- Library Resources are Adequate
- 
- 
- Library Resources Need Enhancement

Present or Projected Annual Enrollment: 15

**Comments**
 TEAC Approval Required
**College Approvals**

Stanard, Rebecca [ APPROVED ]

---

Chair, Course Department

Hoff, Dianne [ APPROVED ]

---

Associate Dean, College of Education

**Cross-Listing Approvals**

N/A

---

Chair, Cross Listed Department

N/A

---

Associate Dean, Cross Listed College

**Other Approvals**

Clark, Charles [ APPROVED ]

---

Chair, Committee on Graduate Studies

N/A

---

Chair, TEAC

**FINAL APPROVAL**

Aldrich, Michael [ PENDING ]

---

Chair, Faculty Senate

**THEORIES OF COLLEGE STUDENT DEVELOPMENT**

Semester Hours:

Semester:

Time/location:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

E-mail: [distance@westga.edu](mailto:distance@westga.edu)

Call: 678-839-6248 M-F 8am-5pm

Fax: 678-839-0636

\*After-hours- Course Den help: <http://help.view.usg.edu> \* 24 hrs/ day - 365 days a yr

Online Support: Course Den Login and Help Page: <http://webct.westga.edu>

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

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

UWG Distance Education: <http://www.westga.edu/~distance/>

**COURSE DESCRIPTION**

This course will introduce students to human development theories that most affect college students. The course will examine psychosocial, cognitive, structural and typological theories, with a focus on learning to use theory to improve our work with students. It also examines how race, culture, ethnicity, gender, sexual orientation, disability, and religious beliefs can influence development.

**CONCEPTUAL FRAMEWORK**

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

framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. Standards of the Council for the Advancement of Standards in Higher Education (CAS) also are incorporated as criteria against which candidates are measured.

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

### **COURSE OBJECTIVES:**

Students will:

1. Understand the major theories that describe the development of college students (CAS 5b1);
2. Develop an understanding and appreciation for how differences in race, culture, ethnicity, gender, sexual orientation, disability, and religious beliefs intersect and influence development (CAS 5b1);
3. Learn to use theory to improve practice (CAS 5b1);
4. Become familiar with research about student development (CAS 5b1);
5. Begin to examine their own theories in use, and how their own personal development influences their work with students.

### **TEXTS, READINGS AND INSTRUCTIONAL RESOURCES**

#### **Required Texts:**

Komives, S.R., Woodard, D.B., & Associates (Eds.) (2003). *Student services: A handbook for the profession*. 4<sup>th</sup> Edition. San Francisco: Jossey-Bass.

Evans, N.J., Forney, D.S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*.

Additional readings will be made available from instructor.

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

#### **Assignments:**

#### **1. Mid-term paper**

Write an autobiographical paper integrating the theories with your personal development as an undergraduate student. In what ways did your development progress in accordance with the theories as discussed? In what ways did the theories fit or not fit with your personal experience? At least 10 pages, double spaced, typed.

*(Course objectives 1, 2, & 5)*

## 2. Theory to Practice Group Presentations

The class will be divided into several small groups. Each group will be assigned a case study and will be asked to: identify the issues that need to be addressed in the case study, explain how theories can help you address the issues, and explain what action you as a professional will take based on your analysis. Each group will make a 30-minute presentation on one of the "Theory-to-Practice" days. Groups are encouraged to use creativity in presenting. (Course objectives 1, 2, & 3)

## 3. Article reviews

Choose three articles about student development during the term, and e-mail a brief summary of the article, as well as your reaction to it. (Course objective 4)

## 4. Final Paper

Choose a topic applicable to your career goals (for example, a particular career area, or a problem you are dealing with, a goal you want to achieve, a research question related to the development of college students, or a particular group of students you want to better understand), and write a research paper incorporating student development theory. The paper should be in the following format: introduction to the topic (approximately 1 page), review of the literature (8-10 pages), relationship to student development theory (4-5 pages), conclusions (2-3 pages), implications and recommendations for student affairs practice (3-4 pages, and references. The goal is for you to begin to become an expert in the selected topic area. (Course objectives 1, 2, 3, 4, &5)

### Evaluation Procedures

Midterm exam	100	
Presentation	80	
Article Reviews 3@5pts each	60	
Final Paper	160	
Total	400	points

### Grading

A= 90-100%  
 B=80-89%  
 C=70-19%  
 F=below 70%

### CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

**Attendance:** Punctuality and attendance are hallmarks of a professional. They demonstrate respect for the instructor and colleagues and promote classroom instruction.

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

**Extra Credit/Late Work:** Opportunities for extra credit may not be provided for this class. Work completed for another class is not acceptable for this class, unless approved by the instructor.

**Methods of Instruction:** Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities and class sessions, student presentations, case studies, guest speakers, and library resources.

**Professional Conduct:** Students are expected to conduct themselves in a professional manner. This is an essential quality for all professionals who will be working in schools/agencies. Professionalism includes, but is not limited to, the following behaviors:

- a. participating in interactions and class activities in a positive manner;
- b. collaborating and working equitably with classmates, especially on group assignments;
- c. turning in assignments on time;
- d. arriving to and leaving class punctually;
- e. treating others with respect in and out of the classroom;
- f. eliminating interruptions in class, including cell phones, beepers, talking out of turn or while others are talking, etc.; and
- g. producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside of UWG, are serious offenses.

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

**COURSE OUTLINE****Week 1. Introduction****Week 2. Overview of Theory**

Komives & Woodard, pp. 153-202

Evans, Forney, & Guido-DiBrito, pp. 1-34

**Week 3. Psychosocial Development**

Evans, Forney, & Guido-DiBrito, pp. 35-68

Komives & Woodard, pp. 203-268

**Week 4. Theory to Practice I****Week 5. Social Identity Development – Race**

Evans, Forney, & Guido-DiBrito, pp. 69-88

Patton, L. D., McEwen, M., Rendon, L. Howard-Hamilton, M.F. (2007). Critical race perspectives in theory in student affairs. In Harper, S. R. & Patton, L.D. (Eds.) *Responding to the realities of race on campus. New Directions for Student Services #120*. San Francisco: Jossey Bass, pp. 39-54.

Reason, R. D. & Evans, N.J. (2007). The complicated realities of whiteness: From color blind to racially cognizant. In Harper, S. R. & Patton, L.D. (Eds.) *Responding to the realities of race on campus. New Directions for Student Services #120*. San Francisco: Jossey Bass, pp. 67-76.

Ross, K. A. (2008). Research on biracial and multiracial identity development: Overview and synthesis. In Renn, K.A. & Shang, P. *Biracial and multiracial students. New Directions for Student Services #123*. San Francisco: Jossey Bass, pp. 13-22.

**Week 6. Social Identity Development - Gender**

Evans, Forney, & Guido-DiBrito, pp. 53-68

Foubert, J. D., Nixon, M. L., Sisson, V.S., & Barnes, A. C. (2005). A longitudinal study of Chickering and Reisser's vectors: Exploring gender differences and implications for refining the theory. *Journal of College Student Development*. 46(5), pp. 461-471.

Sax, L. J. (2009). Gender matters: The variable effect of gender on the student experience. *About Campus* 14(2), pp. 2-10.

**Week 7. Social Identity Development – Sexual Orientation**

Evans, Forney, & Guido-DiBrito, pp. 89-106

Bilodeau, B. L. & Renn, K.A. (2005). Analysis of LGBT identity development models and implications for practice. In Sanlo, R.L. (Ed.) *Gender identity and sexual orientation, New Directions for Student Services #111*. San Francisco: Jossey Bass, pp. 25-40.

#### **Week 8. Theory to Practice II**

#### **Week 9. Cognitive Structural Development – Intellectual Development Theories**

Evans, Forney, & Guido-DiBrito, pp. 127-170

Komives & Woodard, pp. 234-268

Taylor, K. & Haynes, C. (2008). A framework for intentionally fostering student learning. *About Campus*, 13(3), pp. 2-11.

#### **Week 10 Theory to Practice III**

#### **Week 11: Cognitive Structural Development - Moral Development Theories**

Evans, Forney, & Guido-DiBrito, pp. 171-206

#### **Week 12: Faith Development Theories**

Lindholm, J.A. (2007). Spirituality in the academy: Reintegrating our lives and the lives of our students. *About Campus*, 12(4), pp. 10-17.

#### **Week 13: Theory to Practice IV**

#### **Week 14. Typologies**

Evans, Forney, & Guido-DiBrito, pp. 207-260

#### **Week 15. Holistic Development**

#### **Week 16. Theory to Practice V**

## Course Update Request (Add, Delete, Modify)

<b>Originator</b> Counseling and Educational Psychology Department	College of Education College	Pearce, Rebecca (Becky) Originator
--	---------------------------------	---------------------------------------

<b>Action</b> <input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete	<b>Modifications</b> <input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments
---	--

<b>Course Details</b>						
CEPD	6174	HIGHER EDUCATION ADMINISTRATION				
Prefix	Number	Course Title				
<p>This course provides a comprehensive introduction to higher education, with an emphasis on understanding the practical skills necessary to be a successful administrator.</p> <p>Course Catalog Description</p>						
3	0	3	Fall - 2010	Yearly	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	

<b>Prerequisites</b>	<b>Corequisites</b>

<b>Rationale</b> New course added for the program of study for the Student Affairs Program.
--

<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 15	<b>Comments</b> <input type="checkbox"/> TEAC Approval Required
---	--

<b>College Approvals</b>
Stanard, Rebecca [ APPROVED ]
_____ Chair, Course Department
Hoff, Dianne [ APPROVED ]
_____ Associate Dean, College of Education

<b>Cross Listing Approvals</b>
N/A
_____ Chair, Cross Listed Department
N/A
_____ Associate Dean, Cross Listed College

<b>Other Approvals</b>
Clark, Charles [ APPROVED ]
_____ Chair, Committee on Graduate Studies
N/A
_____ Chair, TEAC

<b>FINAL APPROVAL</b>
Aldrich, Michael [ PENDING ]
_____ Chair, Faculty Senate

**HIGHER EDUCATION ADMINISTRATION**

Semester Hours:

Semester:

Time/location:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

E-mail: [distance@westga.edu](mailto:distance@westga.edu)

Call: 678-839-6248 M-F 8am-5pm

Fax: 678-839-0636

\*After-hours- Course Den help: <http://help.view.usg.edu> \* 24 hrs/ day - 365 days a yr

Online Support: Course Den Login and Help Page: <http://webct.westga.edu>

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

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

UWG Distance Education: <http://www.westga.edu/~distance/>

**COURSE DESCRIPTION**

This course provides a comprehensive introduction to higher education, with an emphasis on understanding the practical skills necessary to be a successful administrator.

**CONCEPTUAL FRAMEWORK**

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

in Higher Education (CAS) also are incorporated as criteria against which candidates are measured.

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

### **COURSE OBJECTIVES:**

Students will:

1. Review administrative and management theories and practices. (CAS 5a)
2. Describe the core competencies and skills associated with effective higher education administrators. (CAS 5b4)
3. Learn basic program development and evaluation methods. (CAS 5b4)
4. Learn basic facilities management and program-level budgeting skills. (CAS 5a, CAS 5b4)
5. Become aware of new and emerging issues in higher education. (CAS 5a)
6. Gain a comprehensive overview of the complexities of higher education institutions. (CAS 5a)

### **TEXTS, READINGS AND INSTRUCTIONAL RESOURCES**

#### **Required Texts:**

Barr, M.& Associates (2000). *The Handbook of Student Affairs Administration*, 2<sup>nd</sup> Edition. San Francisco: Jossey-Bass.

*Chronicle of Higher Education*

Additional readings will be made available from instructor.

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

#### **Assignments:**

##### **1. Interview with Administrator outside of Student Affairs**

Conduct an Informational Interview with an administrator outside of Student Affairs (interview guidelines from instructor). Make a 10-minute presentation to the class, and write a 2-3 page paper describing what you learned,

***Course objectives 1-6***

##### **2. Interview with Faculty Member**

Conduct an Informational Interview with an administrator outside of Student Affairs (interview guidelines from instructor). Make a 10-minute presentation to the class, and write a 2-3 page paper describing what you learned,

**Course objectives 5&6****3. Journal**

Keep a journal throughout the class, with weekly reactions to class content. Describe what you learned, and what effect it will have on you professionally.

**Course objectives 1-6**

**4. Final Paper**

Choose a current issue in higher education, and describe it to a reader unfamiliar with the topic area. Tell how the issue will impact staff in student affairs, enrollment management, business and finance, academic affairs, and college presidents.

**Course objectives 5&6.**

**Evaluation Procedures**

Interview w/ SA administrator	100 points
Interview w/ faculty	100 points
Journal	100 points
Final paper	100 points
Total	400 points

**Grading**

A= 90-100%

B=80-89%

C=70-19%

F=below 70%

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

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

Attendance: Punctuality and attendance are hallmarks of a professional. They demonstrate respect for the instructor and colleagues and promote classroom instruction.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more

information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Extra Credit/Late Work: Opportunities for extra credit may not be provided for this class. Work completed for another class is not acceptable for this class, unless approved by the instructor.

Methods of Instruction: Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities and class sessions, student presentations, case studies, guest speakers, and library resources.

Professional Conduct: Students are expected to conduct themselves in a professional manner. This is an essential quality for all professionals who will be working in schools/agencies. Professionalism includes, but is not limited to, the following behaviors:

- a. participating in interactions and class activities in a positive manner;
- b. collaborating and working equitably with classmates, especially on group assignments;
- c. turning in assignments on time;
- d. arriving to and leaving class punctually;
- e. treating others with respect in and out of the classroom;
- f. eliminating interruptions in class, including cell phones, beepers, talking out of turn or while others are talking, etc.; and
- g. producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside of UWG, are serious offenses.

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

## **COURSE OUTLINE**

### **Week 1. Diverse Institutions and Organizational Structures of Higher Education**

Hamrick, F.A., Evans, N.J., & Schuh, J.H. (2002). Examining institutional missions. In *Foundations of Student Affairs Practice: How Philosophy, Theory, and Research Strengthens Educational Outcomes*. San Francisco: John Wiley & Sons, 3-30.

### **Week 2. Administrative and Management Theories**

Barr & Associates, Chapters 8, 9, & 25

**Week 3. Administrative and Management Theory to Practice**

Presentations of interviews with administrators

**Week 4. Enrollment Management Functions**

Penn, G. (1999). Enrollment management. In *Enrollment Management for the 21<sup>st</sup> Century: Institutional Goals, Accountability, and Fiscal Responsibility*. ASHE-ERIC Higher Education Report Volume 26, No. 7. Washington, D.C.: The George Washington University, Graduate School of Education and Human Development, 15-22.

**Week 5. Business Functions and Budgeting in Higher Education**

Barr & Associates, Chapters 19 & 22

**Week 6. Budget Table-top Exercise****Week 7. Facilities Management**

Barr & Associates, Chapters 14 & 17

**Week 8. Program Development and Evaluation**

Keeling, R.P., Wall, A.W., Underhile, R., & Dungy, G.J. (2008) Fundamentals of assessment in higher education. In *Assessment Reconsidered: Institutional Effectiveness for Student Success*. International Center for Student Success and Accountability, 10-33.

**Week 9. External Forces (politicians, governing boards, alumni, donors, the media)****Week 10. Higher Education Partners (consultants, community members, etc.)**

Mastodicasa, J. (2009, Summer). Campuses and communities strengthen relationships: Make your campus a good neighbor. *NASPA Leadership Exchange*, pp. 9-13.

Hossler, D. (2009). Enrollment management and the enrollment industry: Part I. In *College & University*, 85(2), 2-9.

**Week 11. Faculty and Academic Affairs**

Interview with faculty member due

Blake, E. S. (1996, September/October). The yin & yang of student learning in college. *About Campus*. Pp. 4-9.

Magolda, P.M. (2005). Proceed with caution: Uncommon wisdom about academic and student affairs partnerships. *About Campus* (January-February), 16-21.

**Week 12. Crisis Management**

Barr & Associates, Chapter 11

Readings from NASPA Campus Safety Knowledge Community  
(<http://www.naspa.org/kc/cskc/default.cfm>)

**Week 13. Crisis Management Tabletop Exercise**

**Week 14. Perspectives of Senior Administrators**

Readings: selected articles from the *Chronicle of Higher Education*

Panel of senior administrators

**Week 15. Emerging & Critical Issues in Higher Education**

**Week 16. Emerging & Critical Issues in Higher Education**

## Course Update Request (Add, Delete, Modify)

<b>Originator</b> Counseling and Educational Psychology Department	College of Education College	Pearce, Rebecca (Becky) Originator
--	---------------------------------	---------------------------------------

<b>Action</b> <input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete	<b>Modifications</b> <input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments
---	--

<b>Course Details</b>					
CEPD	6175	STUDENT AFFAIRS PRACTICUM			
Prefix	Number	Course Title			
<p>Students will spend 150 hours in a supervised work experience in a higher education setting, designed for them to gain exposure to both the breadth and depth of student affairs work. The experience will include work with individual students and groups of students in: program planning, implementation, and evaluation; staff training, advising, or supervision; and administrative functions or processes. May be repeated for credit.</p> <p>Course Catalog Description</p>					
3	0	3	Fall - 2010	Other	S/U/I
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

<b>Prerequisites</b>	<b>Corequisites</b>

<b>Rationale</b> New course added for program of studies in Student Affairs.
---

<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 15	<b>Comments</b> <input type="checkbox"/> TEAC Approval Required
---	--

<b>College Approvals</b>
Stanard, Rebecca [ APPROVED ]
Chair, Course Department
Hoff, Dianne [ APPROVED ]
Associate Dean, College of Education

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

<b>Other Approvals</b>
Clark, Charles [ APPROVED ]
Chair, Committee on Graduate Studies
N/A
Chair, TEAC

<b>FINAL APPROVAL</b>
Aldrich, Michael [ PENDING ]
Chair, Faculty Senate

**STUDENT AFFAIRS PRACTICUM CEPD 6175**

Semester Hours:

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

**COURSE DESCRIPTION**

Students will spend 150 hours in a supervised work experience in a higher education setting, designed for them to gain exposure to both the breadth and depth of student affairs work. The experience will include work with individual students and groups of students in: program planning, implementation, and evaluation; staff training, advising, or supervision; and administrative functions or processes. May be repeated for credit.

**CONCEPTUAL FRAMEWORK**

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

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

**COURSE OBJECTIVES:**

Students will:

1. Gain an understanding of one functional area within higher education, including an awareness of the administrative processes in that area and the requirements for working successfully in that area (CAS 5c).
2. Develop skills in program planning, implementation, and evaluation (CAS 5c).
3. Develop skills in staff training, advising, or supervision (CAS 5c).
4. Reflect on the implications of the experience for their own career planning and development.

**TEXTS, READINGS AND INSTRUCTIONAL RESOURCES****Required Texts:**

Texts will be specific to the individual practicum. For example:

- A student working in the Center for Student Involvement might read Komives, S., Lucas, N., & McMahon, T.R. (2006). *Exploring Leadership: For College Students Who Want to Make a Difference*, 2nd Edition. San Francisco: Jossey-Bass.
- A student working in Institutional Diversity or with the Multicultural Achievement Program might read Cuyjet, M. (2006). *African American Men in College*. San Francisco: Jossey-Bass.
- A student working in Orientation might read Ward-Roof, J.A. & Hatch, C. (2003). *Designing Successful Transitions: A Guide for Orienting Students to College*, 2nd edition. National Orientation Directors Association.

**ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING****Assignments:**

1. Keep a weekly journal describing your work experience and what you are learning from it.
2. Write a 3-5 page paper describing career opportunities in this professional area, and the skills you would need to demonstrate in order to be hired for that position. Possible resources for developing the paper could include interviews with staff and research with professional association publications and websites.
3. Write a book review of the assigned text.

**Grading**

A grade of S (satisfactory) or U (unsatisfactory) will be earned based on successful fulfillment of all course requirements and demonstration of adequate skills as judged by the supervisor.

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty.

Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

Attendance: Punctuality and attendance are hallmarks of a professional. They demonstrate respect for the instructor and colleagues and promote classroom instruction.

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

Extra Credit/Late Work: Opportunities for extra credit may not be provided for this class. Work completed for another class is not acceptable for this class, unless approved by the instructor.

Methods of Instruction: Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities and class sessions, student presentations, case studies, guest speakers, and library resources.

Professional Conduct: Students are expected to conduct themselves in a professional manner. This is an essential quality for all professionals who will be working in schools/agencies. Professionalism includes, but is not limited to, the following behaviors:

- a. participating in interactions and class activities in a positive manner;
- b. collaborating and working equitably with classmates, especially on group assignments;
- c. turning in assignments on time;
- d. arriving to and leaving class punctually;
- e. treating others with respect in and out of the classroom;
- f. eliminating interruptions in class, including cell phones, beepers, talking out of turn or while others are talking, etc.; and
- g. producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside of UWG, are serious offenses.

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

### **COURSE OUTLINE**

Week 1. Group Meeting with Students and Site Supervisors

Week 2. Journal entry due

Week 3. Journal entry due

Week 4. Journal entry due

Week 5. Journal entry due

Week 6. Journal entry due

Week 7. Journal entry due

Week 8. Group discussion: Reflections on practicum experience.  
Career opportunities paper due.

Week 9. Journal entry due

Week 10. Journal entry due

Week 11: Journal entry due

Week 12: Journal entry due

Week 13: Journal entry due

Week 14. Journal entry due

Week 15. Journal entry due

Week 16. Group discussion: Reflections on practicum experience  
Book review due

### Course Update Request (Add, Delete, Modify)

<b>Originator</b>		
Counseling and Educational Psychology Department	College of Education College	Pearce, Rebecca (Becky) Originator

<b>Action</b>	<b>Modifications</b>
<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

<b>Course Details</b>					
CEPD	6176	LEGAL ISSUES IN HIGHER EDUCATION			
Prefix	Number	Course Title			
<p>This course will introduce students to legal and ethical issues confronting student affairs practitioners, including key concepts, federal law, and court cases.</p> <p>Course Catalog Description</p>					
3	0	3	Fall - 2010	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

<b>Prerequisites</b>	<b>Corequisites</b>

<b>Rationale</b>
New course added for the program of study in the Student Affairs Program.

<b>Planning-Info</b>	<b>Comments</b>
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 15	<input type="checkbox"/> TEAC Approval Required

<b>College Approvals</b>
Stanard, Rebecca [ APPROVED ] <hr/> Chair, Course Department  Hoff, Dianne [ APPROVED ] <hr/> Associate Dean, College of Education

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

<b>Other Approvals</b>
Clark, Charles [ APPROVED ] <hr/> Chair, Committee on Graduate Studies  N/A <hr/> Chair, TEAC

<b>FINAL APPROVAL</b>
Aldrich, Michael [ PENDING ] <hr/> Chair, Faculty Senate

**LEGAL ISSUES IN HIGHER EDUCATION CEPD 6176**

Semester Hours:

Semester:

Time/location:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

E-mail: [distance@westga.edu](mailto:distance@westga.edu)

Call: 678-839-6248 M-F 8am-5pm

Fax: 678-839-0636

\*After-hours- Course Den help: <http://help.view.usg.edu> \* 24 hrs/ day - 365 days a yr

Online Support: Course Den Login and Help Page: <http://webct.westga.edu>

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

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

UWG Distance Education: <http://www.westga.edu/~distance/>

**COURSE DESCRIPTION**

This course will introduce students to legal and ethical issues confronting student affairs practitioners, including key concepts, federal law, and court cases.

**CONCEPTUAL FRAMEWORK**

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

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

### **COURSE OBJECTIVES:**

Students will:

1. Develop a general understanding of the legal system in the U.S. as it relates to higher education and student affairs. (CAS 5b.4)
2. Become familiar with and be able to identify general legal principles that affect the practice of student affairs professionals.(CAS 5b.4)
3. Become aware of current and emerging legal issues in student affairs. (CAS 5b.4)
4. Enhance the student's ability to work with legal counsel. (CAS 5b.4)
5. Become familiar with relevant professional codes of ethics. (CAS 5a)

### **TEXTS, READINGS AND INSTRUCTIONAL RESOURCES**

#### **Required Texts:**

Kaplin, W.A. & Lee, B.A. (1997). *A legal guide for student affairs professionals*. San Francisco: Jossey-Bass.

Bird, L.A., Makin, M.B., & Schuster, S.K. (2006). *The first amendment on campus: A handbook for college and university administrators*. NASPA

The Pavela Report (online newsletter).

Additional readings will be made available from instructor.

#### **Assignments:**

##### **1. Quizzes**

Eight short quizzes will be given over the course of the semester on key concepts of various legal issues. (*Course objectives 1, 2, 3, & 5*)

##### **2. Case Study Presentations**

Students will be assigned to 2-person teams. Each team will be assigned a case study relevant to their professional objectives. Each team will do a 30-minute presentation of their case study to class, including identifying the key issues, describing the resources they used to research the issues, and recommending a course of action. (*Course objectives 1, 2, 3, 4, &5*)

##### **3. Final Paper**

Choose an important legal issue facing student affairs professionals, and write a paper that could serve to inform other young professionals. The paper should be in the following format: introduction to the topic (approximately 1 page), review of the literature (5-10 pages), relationship to student development theory (2-3 pages), conclusions (2-3 pages), implications and recommendations for student affairs practice (2-4 pages), and references. The goal is for you to begin to become an expert in the selected topic area. (*Course objectives 1, 2, 3, 4, & 5*)

#### Evaluation Procedures

Quizzes 8@10 pts each	80
Case Study presentation	40
Final paper	80
Total	200 points

#### Grading

A= 90-100%  
 B=80-89%  
 C=70-19%  
 F=below 70%

#### CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

Attendance: Punctuality and attendance are hallmarks of a professional. They demonstrate respect for the instructor and colleagues and promote classroom instruction.

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

Extra Credit/Late Work: Opportunities for extra credit may not be provided for this class. Work completed for another class is not acceptable for this class, unless approved by the instructor.

Methods of Instruction: Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities and class sessions, student presentations, case studies, guest speakers, and library resources.

Professional Conduct: Students are expected to conduct themselves in a professional manner. This is an essential quality for all professionals who will be working in schools/agencies. Professionalism includes, but is not limited to, the following behaviors:

- a. participating in interactions and class activities in a positive manner;
- b. collaborating and working equitably with classmates, especially on group assignments;
- c. turning in assignments on time;
- d. arriving to and leaving class punctually;
- e. treating others with respect in and out of the classroom;
- f. eliminating interruptions in class, including cell phones, beepers, talking out of turn or while others are talking, etc.; and
- g. producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside of UWG, are serious offenses.

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

## COURSE OUTLINE

### **Week 1. Introduction - Case Studies**

### **Week 2. Ethics in Student Affairs, Overview of Law & Student Affairs, Sources of Post-Secondary Education Law**

ACPA Statement of Ethical Principles

Kaplin & Lee, chapter 1

Bird, Mackin, & Schuster, Chapter 1

### **Week 3. Authority, Liability, & Risk Management**

Kaplin & Lee, Chapter 2

Guest Speaker: UWG Office of Risk Management

### **Week 4. The Student and the Law, Contractual Rights, FERPA**

Kaplin & Lee, Chapter 3

*Student Handbook*, p. 102

**Week 5. Admissions, Affirmative Action, Financial Aid & Debt**

Kaplin & Lee, Chapter 4

**Week 6. Student Housing, Campus Security**

Kaplin & Lee, Chapter 5

**Week 7. Academic Policies, Sexual Harassment, ADA, Academic Freedom**

Kaplin & Lee, Chapter 6

**Week 8. Student Behavior, Student Judicial Systems**

Kaplin & Lee, Chapter 7

*Student Handbook*, pp.92-96

Guest Speaker: Assistant Dean of Students

**Week 9. Student Behavior and Student Judicial Systems continued****Week 10: Work Session (case studies and critical issues)****Week 11: Speech & Expression**

Kaplin & Lee, Chapter 8

Bird, Mackin, & Schuster, Chapters 2, 4, & 8

**Week 12: Speech & Expression continued**

Bird, Mackin, & Schuster, Chapters 6 & 7

**Week 13: Student Organizations**

Kaplin & Lee, Chapter 9

**Week 14: Case Studies****Week 15: Case Studies****Week 16. Case Studies**

### Course Update Request (Add, Delete, Modify)

<b>Originator</b> Counseling and Educational Psychology Department	College of Education College	Pearce, Rebecca (Becky) Originator
--	---------------------------------	---------------------------------------

<b>Action</b> <input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete	<b>Modifications</b> <input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments
---	--

<b>Course Details</b> CEPD 6178 THE AMERICAN COLLEGE STUDENT Prefix Number Course Title
---

This course will introduce students to the theoretical and research literature with respect to student characteristics and the effects of college on students.

Course Catalog Description					
3 Lec Hrs	0 Lab Hrs	3 Credit Hrs	Fall - 2010 Effective Term	Yearly Frequency	Letter Grade Grading

<b>Prerequisites</b>

<b>Corequisites</b>

<b>Rationale</b> New course added for the program of study in the Student Affairs Program.
---

<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: 15
---

<b>Comments</b> <input type="checkbox"/> TEAC Approval Required
--

<b>College Approvals</b>  Stanard, Rebecca [ APPROVED ] _____ Chair, Course Department  Hoff, Dianne [ APPROVED ] _____ Associate Dean, College of Education
--

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

<b>Other Approvals</b>  Clark, Charles [ APPROVED ] _____ Chair, Committee on Graduate Studies  N/A _____ Chair, TEAC
---

<b>FINAL APPROVAL</b>  Aldrich, Michael [ PENDING ] _____ Chair, Faculty Senate
---

**THE AMERICAN COLLEGE STUDENT**

Semester Hours:

Semester:

Time/location:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

E-mail: [distance@westga.edu](mailto:distance@westga.edu)

Call: 678-839-6248 M-F 8am-5pm

Fax: 678-839-0636

\*After-hours- Course Den help: <http://help.view.usg.edu> \* 24 hrs/ day - 365 days a yr

Online Support: Course Den Login and Help Page: <http://webct.westga.edu>

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

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

UWG Distance Education: <http://www.westga.edu/~distance/>

**COURSE DESCRIPTION**

This course will introduce students to the theoretical and research literature with respect to student characteristics and the effects of college on students.

**CONCEPTUAL FRAMEWORK**

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

in Higher Education (CAS) also are incorporated as criteria against which candidates are measured.

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

### **COURSE OBJECTIVES:**

Students will:

1. Become aware of historical and contemporary views of college students. (CAS 5b.2)
2. Become familiar with the literature related to the effects of college on students and society. (CAS 5b.2)
3. Learn about research and practice related to retention, progression, and graduation. (CAS 5b.2)
4. Begin to identify student subcultures and learn about projected student demographics and characteristics and how that will influence their future work. (CAS 5b.2)

### **TEXTS, READINGS AND INSTRUCTIONAL RESOURCES**

#### **Required Text:**

Pascarella, E.T. & Terenzini, P.T. (2005): *How college affects students: A third decade of research (Volume 2)*. San Francisco: Jossey-Bass

Additional readings will be made available from instructor.

#### **Assignments:**

##### **1. Quizzes – 60%**

Four quizzes will be held, throughout the semester, on historical and contemporary views of college students; the effects of college on students and society; retention, progression, and graduation; and student subcultures. (*Course objectives 1, 2, 3, & 4*)

##### **2. Group Presentation – 40%**

Small groups will do 1-hour presentations on student subcultures. Presentations should include background on the topic, issues and concerns of these students, and services needed. Each group will also provide questions for the final quiz. (*Course objective 4*)

#### Possible Student Subcultures include:

First Generation Students	Student Athletes
First-Year Students	Fraternity/Sorority Students
Commuter Students	Non-Traditional Students

Transfer Students  
 Students with Disabilities  
 International Students  
 Honors Students

Veterans  
 Ethnic Minority Students  
 Lesbian, Gay, Bisexual,  
 & Transgender Students

#### Evaluation Procedures

Quizzes 4@30 points each	120
Group Presentation	80
Total	200

#### Grading

A= 90-100%  
 B=80-89%  
 C=70-19%  
 F=below 70%

#### CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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

Attendance: Punctuality and attendance are hallmarks of a professional. They demonstrate respect for the instructor and colleagues and promote classroom instruction.

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

Extra Credit/Late Work: Opportunities for extra credit may not be provided for this class. Work completed for another class is not acceptable for this class, unless approved by the instructor.

**Methods of Instruction:** Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities and class sessions, student presentations, case studies, guest speakers, and library resources.

**Professional Conduct:** Students are expected to conduct themselves in a professional manner. This is an essential quality for all professionals who will be working in schools/agencies. Professionalism includes, but is not limited to, the following behaviors:

- a. participating in interactions and class activities in a positive manner;
- b. collaborating and working equitably with classmates, especially on group assignments;
- c. turning in assignments on time;
- d. arriving to and leaving class punctually;
- e. treating others with respect in and out of the classroom;
- f. eliminating interruptions in class, including cell phones, beepers, talking out of turn or while others are talking, etc.; and
- g. producing original work. Plagiarism, academic fraud, or turning in work previously turned in for another course, including courses outside of UWG, are serious offenses.

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

## **COURSE OUTLINE**

**Week 1. Introduction**

**Week 2. Historical and contemporary views of college students**

**Week 3. Historical and contemporary views of college students, continued**

**Week 4. Demographics and characteristics of current and projected college students**

<http://www.usg.edu/research/students/enroll/>

QUIZ 1 - Historical and contemporary views of college students

**Week 5. The effects of college on students – intellectual and cognitive development**  
Chapters 3 & 4

**Week 6. The effects of college on students – psychosocial development**  
Chapters 5, 6, & 7

**Week 7. The effects of college on students and society – economic and civic issues**  
Chapters 11 & 12

Atlanta Regional Council on Higher Education (2009). *Higher return: How investing in education pays off for Georgia* <http://www.atlantahighered.org/>

**Week 8. Work Groups**

QUIZ 2 - The effects of college on students and society

**Week 9. Retention, Progression, & Graduation**

Chapter 9

<http://www.collegeresults.org/>

**Week 10. Retention, Progression, & Graduation, continued**

**Week 11: Student Subcultures Presentations & Discussions**

QUIZ 3 - Retention, progression, and graduation

**Week 12: Student Subcultures Presentations & Discussions**

**Week 13: Student Subcultures Presentations & Discussions**

**Week 14. Student Subcultures Presentations & Discussions**

**Week 15. Student Subcultures Presentations & Discussions**

**Week 16. Concluding Thoughts**

QUIZ 4 - Student subcultures

## Course Update Request (Add, Delete, Modify)

### Originator

Counseling and Educational Psychology  
Department

College of Education  
College

Pearce, Rebecca (Becky)  
Originator

### Action

Add  Modify  Delete

### Modifications

Prerequisites  Description  Title  Credit  See Comments

### Course Details

CEPD 6179 Capstone Seminar: Student Affairs  
Prefix Number Course Title

This seminar is designed to promote the integration of the core curriculum and practitioner experiences of the master's degree program in College Student Affairs and to prepare students for their transition to professional positions within student affairs upon graduation. Students will develop and present a professional portfolio.

### Course Catalog Description

3	0	3	Fall - 2010	Yearly	S/U/I
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

### Prerequisites

### Corequisites

### Rationale

New course added for the program of study for the Student Affairs Program.

### Planning Info

Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 15

### Comments

TEAC Approval Required

### College Approvals

Stanard, Rebecca [ APPROVED ]

Chair, Course Department

Hoff, Dianne [ APPROVED ]

Associate Dean, College of Education

### Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

### Other Approvals

Clark, Charles [ APPROVED ]

Chair, Committee on Graduate Studies

N/A

Chair, TEAC

### FINAL APPROVAL

Aldrich, Michael [ PENDING ]

Chair, Faculty Senate

**Capstone Seminar: Student Affairs**

Semester Hours:

Semester:

Time/location:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

E-mail: [distance@westga.edu](mailto:distance@westga.edu)

Call: 678-839-6248 M-F 8am-5pm

Fax: 678-839-0636

\*After-hours- Course Den help: <http://help.view.usg.edu> \* 24 hrs/ day - 365 days a yr

Online Support: Course Den Login and Help Page: <http://webct.westga.edu>

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

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

UWG Distance Education: <http://www.westga.edu/~distance/>

**COURSE DESCRIPTION**

This seminar is designed to promote the integration of the core curriculum and practitioner experiences of the master's degree program in College Student Affairs and to prepare students for their transition to professional positions within student affairs upon graduation. Students will develop and present a professional portfolio.

**CONCEPTUAL FRAMEWORK**

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

improve schools and communities. Standards of the Council for the Advancement of Standards in Higher Education (CAS) also are incorporated as criteria against which candidates are measured.

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

### **COURSE OBJECTIVES:**

Students will :

1. develop a personal philosophy of student affairs;
2. demonstrate understanding of sound ethical principles that guide practice;
3. demonstrate the capacity to be a reflective practitioner with the ability to integrate theory into practice; and
4. provide evidence of competence in one or more areas of student affairs practice.

### **TEXTS, READINGS AND INSTRUCTIONAL RESOURCES**

#### **Required Text:**

No Text

#### **Assignments:**

The focus of this course is the development and presentation of an electronic portfolio.

1. The portfolio will consist of the following components:

#### **Part I: Philosophy of Professional Practice**

Develop a statement of your vision of what constitutes good professional practice college student affairs. Articulate your personal philosophy of student affairs. A good statement will include, but not be limited to, beliefs about how students learn, how to create environments that foster student learning, the influence of the development levels of students, how students, faculty, and administrators should relate to each other and what those relationships contribute to learning, and a professional's relationship with colleagues and responsibilities to the institution.

#### **Part II: Statement of Ethical Practice**

Develop a statement of ethical principles that constitute a foundation of good practice. Relate these principles to the role of a student affairs professional.

#### **Part III: Knowledge and Competencies**

Discuss the knowledge, skills and competencies you have developed as a result of course work, graduate assistantship(s), and practica while enrolled in the program. Explain significant connections between and among your courses (feel free to include graphics, mental models, schematics, etc). This part is not intended to be extremely lengthy; it is intended to be well thought out and concise.

#### **Part IV: Evidence of Performance**

Provide at least one item (preferably more) that provides evidence of your professional or academic performance. Such evidence is intended to be something you have already done, such

as a paper that was particularly good, a brochure, policy, workshop, or program you developed, or other creative demonstrations of your professionalism. You may also include commendation letters, etc., but they are not a substitute for the one demonstration item of your performance.

#### **Part V: Curriculum Vitae**

Prepare a curriculum vitae that provides a summary of your educational background, practicum and internship experiences, teaching and research experiences, publications, presentations, awards, honors, affiliations, and other relevant details.

2. Prepare a one hour presentation for the class based on your portfolio

#### **Evaluation Procedures**

##### **Portfolio**

Part I	50 points
Part II	50 points
Part III	50 points
Part IV	50 points
Part V	50 points
Presentation	100 points
<b>Total</b>	<b>350 points</b>

#### **Grading**

A= 90-100%

B=80-89%

C=70-79%

F=below 70%

#### **CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

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

Attendance: Punctuality and attendance are hallmarks of a professional. They demonstrate respect for the instructor and colleagues and promote classroom instruction.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia:

Week 6. Choosing artifacts that reflect professional competence

Week 7. Developing a curriculum vitae

Week 8. Presentations

Week 9. Presentations

Week 10. Presentations

Week 11: Presentations

Week 12: Presentations

Week 13: Presentations

Week 14. Presentations

Week 15. Conclusions and Feedback

### Course Update Request (Add, Delete, Modify)

**Originator**

Counseling and Educational Psychology Department	College of Education College	Pearce, Rebecca (Becky) Originator
---	---------------------------------	---------------------------------------

**Action**
 Add    Modify    Delete
**Modifications**
 Prerequisites    Description    Title    Credit    See Comments
**Course Details**

CEPD	7110	Child Development
Prefix	Number	Course Title

This course is designed primarily for professional educators. It provides an advanced level of knowledge of existing theories of human development and requires students to apply theoretical information to life experiences with children. Contexts of development will include the home, school, and community. The child's development will be examined within the context of lifelong potentials, taking into account cultural diversity, as well as differences in background, values, and other areas of individual difference.

Course Catalog Description

3.00	3.00	Fall - 2010	
Lec Hrs	Lab Hrs	Effective Term	Grading

**Prerequisites**

See hard copy catalog for pre-requisites.

**Corequisites****Rationale**

This course is no longer being taught. It was listed as an elective on the program of study but wasn't required for any CEP program.

**Planning Info**
 Library Resources are Adequate  
 Library Resources Need Enhancement  
 Present or Projected Annual Enrollment:    :    :
**Comments**
 TEAC Approval Required
**College Approvals**

Stanard, Rebecca [ APPROVED ]

---

Chair, Course Department

Hoff, Dianne [ APPROVED ]

---

Associate Dean, College of Education

**Cross Listing Approvals**

N/A

---

Chair, Cross Listed Department

N/A

---

Associate Dean, Cross Listed College

**Other Approvals**

Clark, Charles [ APPROVED ]

---

Chair, Committee on Graduate Studies

N/A

---

Chair, TEAC

**FINAL APPROVAL**

Aldrich, Michael [ PENDING ]

---

Chair, Faculty Senate

**Rationale:**

This course is no longer taught.

### Course Update Request (Add, Delete, Modify)

<b>Originator</b>	
Counseling and Educational Psychology Department	College of Education College
	Pearce, Rebecca (Becky) Originator

<b>Action</b>	<b>Modifications</b>
<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

<b>Course Details</b>					
CEPD	7132	Gestalt			
Prefix	Number	Course Title			
An introduction to Gestalt Therapy as a conceptual theory and a psychotherapeutic practice. This course will cover the historical and theoretical development of Gestalt Therapy as well as specific therapeutic strategies.					
Course Catalog Description					
3.00		3.00	Fall - 2010		
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

<b>Prerequisites</b>	<b>Corequisites</b>
See hard copy catalog for pre-requisites.	

<b>Rationale</b>
This course is no longer being taught. It was listed as an elective on the program of study but wasn't required for any CEP program.

<b>Planning Info</b>	<b>Comments</b>
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: _____	<input type="checkbox"/> TEAC Approval Required

<b>College Approvals</b>
Stanard, Rebecca [ APPROVED ] _____ Chair, Course Department
Hoff, Dianne [ APPROVED ] _____ Associate Dean, College of Education

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

<b>Other Approvals</b>
Clark, Charles [ APPROVED ] _____ Chair, Committee on Graduate Studies
N/A _____ Chair, TEAC

<b>FINAL APPROVAL</b>
Aldrich, Michael [ PENDING ] _____ Chair, Faculty Senate

**Rationale:**

This course is no longer taught.

### Course Update Request (Add, Delete, Modify)

<b>Originator</b>		
Counseling and Educational Psychology Department	College of Education College	Pearce, Rebecca (Becky) Originator

<b>Action</b>	<b>Modifications</b>
<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

<b>Course Details</b>					
CEPD	7133	Transactional Analysis			
Prefix	Number	Course Title			
<p>An overview of Transactional Analysis with emphasis on application for personal growth and professional development. The course will cover the historical and theoretical development of transactional analysis, as well as specific strategies for personal and professional development.</p> <p>Course Catalog Description</p>					
3.00		3.00	Fall - 2010		
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

<b>Prerequisites</b>	<b>Corequisites</b>
See hard copy catalog for pre-requisites.	

<b>Rationale</b>
This course is no longer being taught. It was listed as an elective on the program of study but wasn't required for any CEP program.

<b>Planning Info</b>	<b>Comments</b>
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: [    ]	<input type="checkbox"/> TEAC Approval Required

<b>College Approvals</b>
Stanard, Rebecca [ APPROVED ] _____ Chair, Course Department  Hoff, Dianne [ APPROVED ] _____ Associate Dean, College of Education

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

<b>Other Approvals</b>
Clark, Charles [ APPROVED ] _____ Chair, Committee on Graduate Studies  N/A _____ Chair, TEAC

<b>FINAL APPROVAL</b>
Aldrich, Michael [ PENDING ] _____ Chair, Faculty Senate

Rationale:

This course is no longer taught.

## Course Update Request (Add, Delete, Modify)

**Originator**

 Counseling and Educational Psychology  
 Department

 College of Education  
 College

 Pearce, Rebecca (Becky)  
 Originator

**Action**
 Add  Modify  Delete

**Modifications**
 Prerequisites  Description  Title  Credit  See Comments

**Course Details**

 CEPD 7140 Counselor As Leader  
 Prefix Number Course Title

This course emphasizes "theory to practice" by providing experiences that allow students to assess and develop their Personal Leadership Profile, and by providing knowledge of social, economic, and political power. Special emphasis is placed on the development of skills in planning, organizing, coordinating, and delivering programs that generate systemic change through establishing collaboration within schools and between schools and communities.

Course Catalog Description

3.00	3.00	Fall - 2010	
Lec Hrs	Credit Hrs	Effective Term	Frequency
	Lab Hrs		Grading

**Prerequisites**

See hard copy catalog for pre-requisites.

**Corequisites**
**Rationale**

This course is no longer being taught. It was listed as an elective on the program of study but wasn't required for any CEP program.

**Planning Info**
 Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment:

**Comments**
 TEAC Approval Required

**College Approvals**

Stanard, Rebecca [ APPROVED ]

Chair, Course Department

Hoff, Dianne [ APPROVED ]

Associate Dean, College of Education

**Cross-Listing Approvals**

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

**Other Approvals**

Clark, Charles [ APPROVED ]

Chair, Committee on Graduate Studies

N/A

Chair, TEAC

**FINAL APPROVAL**

Aldrich, Michael [ PENDING ]

Chair, Faculty Senate

**Rationale:**

This course is no longer taught.

### Course Update Request (Add, Delete, Modify)

<b>Originator</b> Counseling and Educational Psychology Department	<b>College of Education</b> College	<b>Pearce, Rebecca (Becky)</b> Originator
--	--	--

<b>Action</b> <input type="radio"/> Add <input type="radio"/> Modify <input checked="" type="radio"/> Delete	<b>Modifications</b> <input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments
---	--

<b>Course Details</b>					
CEPD	7150	Advoc & Brokering of Services			
Prefix	Number	Course Title			
<p>This course emphasizes the values, knowledge, and skills required for effective advocacy and brokering of services through consultation and collaboration. Use of data to identify needs, remove barriers and mobilize resources from the school and the community in order to increase options for students and clients are primary themes throughout the course. Special attention is placed on equal access of all students to rigorous educational experiences and all clients to community resources.</p> <p>Course Catalog Description</p>					
3.00		3.00	Fall - 2010		
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

<b>Prerequisites</b> See hard copy catalog for pre-requisites.	<b>Corequisites</b>
---	---------------------

<b>Rationale</b> This course is no longer being taught. It was listed as an elective on the program of study but wasn't required for any CEP program.
--

<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: _____	<b>Comments</b>  <input type="checkbox"/> TEAC Approval Required
--	--

<b>College Approvals</b>
Stanard, Rebecca [ APPROVED ]
_____ Chair, Course Department
Hoff, Dianne [ APPROVED ]
_____ Associate Dean, College of Education

<b>Cross Listing Approvals</b>
N/A
_____ Chair, Cross Listed Department
N/A
_____ Associate Dean, Cross Listed College

<b>Other Approvals</b>
Clark, Charles [ APPROVED ]
_____ Chair, Committee on Graduate Studies
N/A
_____ Chair, TEAC

<b>FINAL APPROVAL</b>
Aldrich, Michael [ PENDING ]
_____ Chair, Faculty Senate

**Rationale:**

This course is no longer taught.

### Course Update Request (Add, Delete, Modify)

**Originator**

Counseling and Educational Psychology Department	College of Education College	Pearce, Rebecca (Becky) Originator
---	---------------------------------	---------------------------------------

**Action**
 Add    Modify    Delete
**Modifications**
 Prerequisites    Description    Title    Credit    See Comments
**Course Details**

CEPD	7151	Pre-School Assessment
Prefix	Number	Course Title

A course presenting techniques and methods to evaluate the developmental readiness of pre-school pupils.

**Course Catalog Description**

3.00	3.00	Fall - 2010	Frequency	Grading
Lec Hrs	Lab Hrs	Effective Term		

**Prerequisites**

See hard copy catalog for pre-requisites.

**Corequisites****Rationale**

This course is no longer being taught. It was listed as an elective on the program of study but wasn't required for any CEP program.

**Planning Info**
 Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment:     

**Comments** TEAC Approval Required**College Approvals**

Stanard, Rebecca [ APPROVED ]

Chair, Course Department

Hoff, Dianne [ APPROVED ]

Associate Dean, College of Education

**Cross-Listing Approvals**

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

**Other Approvals**

Clark, Charles [ APPROVED ]

Chair, Committee on Graduate Studies

N/A

Chair, TEAC

**FINAL APPROVAL**

Aldrich, Michael [ PENDING ]

Chair, Faculty Senate

**Rationale:**

This course is no longer taught.

### Course Update Request (Add, Delete, Modify)

<b>Originator</b>		
Counseling and Educational Psychology Department	College of Education College	Pearce, Rebecca (Becky) Originator

<b>Action</b>	<b>Modifications</b>
<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

<b>Course Details</b>					
CEPD Prefix	7186 Number	Counsel Parents of Except Chld Course Title			
<p>The course emphasizes the integration of guidance and counseling procedures with parents of exceptional children into the total educational program for exceptional students. The course is based upon the fact that involvement for parents of exceptional children is essential from a legal and educational perspective. Communication skill training through written exercises and role playing activities is stressed. The family is studied so that teachers and counselors can collaborate with families with exceptional members. Ethical and legal issues are presented to guide professionals working with parents of exceptional children.</p> <p>Course Catalog Description</p>					
3.00 Lec Hrs		3.00 Credit Hrs	Fall - 2010 Effective Term		
	Lab Hrs		Frequency	Grading	

<b>Prerequisites</b>	<b>Corequisites</b>
See hard copy catalog for pre-requisites.	

<b>Rationale</b>
This course is no longer being taught. It was listed as an elective on the program of study but wasn't required for any CEP program.

<b>Planning Info</b>	<b>Comments</b>
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment:    :    :	<input type="checkbox"/> TEAC Approval Required

<b>College Approvals</b>
Stanard, Rebecca [ APPROVED ] <hr/> Chair, Course Department  Hoff, Dianne [ APPROVED ] <hr/> Associate Dean, College of Education

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

<b>Other Approvals</b>
Clark, Charles [ APPROVED ] <hr/> Chair, Committee on Graduate Studies  N/A <hr/> Chair, TEAC

<b>FINAL APPROVAL</b>
Aldrich, Michael [ PENDING ] <hr/> Chair, Faculty Senate

**Rationale:**

This course is no longer taught.

## Course Update Request (Add, Delete, Modify)

<b>Originator</b>	Counseling and Educational Psychology Department	College of Education College	Pearce, Rebecca (Becky) Originator
-------------------	---	---------------------------------	---------------------------------------

<b>Action</b> <input type="radio"/> Add <input type="radio"/> Modify <input checked="" type="radio"/> Delete	<b>Modifications</b> <input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments
---	--

<b>Course Details</b>						
CEPD	7187	Guidance in the Elementary Sch				
Prefix	Number	Course Title				
<p>This course focuses on the development of functional skills necessary for integration of counseling activities into elementary school curriculum. The focus is on the role of the counselor in classroom guidance, counseling, consultation, program design, curriculum and administration of special programs.</p> <p>Course Catalog Description</p>						
3.00		3.00	Fall - 2010			
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	

<b>Prerequisites</b> See hard copy catalog for pre-requisites.	<b>Corequisites</b>
---	---------------------

<b>Rationale</b> This course is no longer being taught. It was listed as an elective on the program of study but wasn't required for any CEP program.
--

<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: _____	<b>Comments</b> <input type="checkbox"/> TEAC Approval Required
--	--

<b>College Approvals</b>
Stanard, Rebecca [ APPROVED ]
_____ Chair, Course Department
Hoff, Dianne [ APPROVED ]
_____ Associate Dean, College of Education

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

<b>Other Approvals</b>
Clark, Charles [ APPROVED ]
_____ Chair, Committee on Graduate Studies
N/A
_____ Chair, TEAC

<b>FINAL APPROVAL</b>
Aldrich, Michael [ PENDING ]
_____ Chair, Faculty Senate

### Course Update Request (Add, Delete, Modify)

**Originator**

Counseling and Educational Psychology Department	College of Education College	Pearce, Rebecca (Becky) Originator
---	---------------------------------	---------------------------------------

**Action**
 Add    Modify    Delete
**Modifications**
 Prerequisites    Description    Title    Credit    See Comments
**Course Details**

CEPD	8150	Individual Psychological Test
Prefix	Number	Course Title

Training in administering, scoring, and interpretation of Wechsler, Binet, and other psychological scales.

**Course Catalog Description**

3.00	3.00	Fall - 2010	Frequency	Grading
Lec Hrs	Lab Hrs	Effective Term		

**Prerequisites**

See hard copy catalog for pre-requisites.

**Corequisites****Rationale**

This course is no longer being taught. It was listed as an elective on the program of study but wasn't required for any CEP program.

**Planning Info**
 Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment:

**Comments** TEAC Approval Required**College Approvals**

Stanard, Rebecca [ APPROVED ]

Chair, Course Department

Hoff, Dianne [ APPROVED ]

Associate Dean, College of Education

**Cross Listing Approvals**

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

**Other Approvals**

Clark, Charles [ APPROVED ]

Chair, Committee on Graduate Studies

N/A

Chair, TEAC

**FINAL APPROVAL**

Aldrich, Michael [ PENDING ]

Chair, Faculty Senate

## Course Update Request (Add, Delete, Modify)

<b>Originator</b>		
Counseling and Educational Psychology Department	College of Education College	Pearce, Rebecca (Becky) Originator

<b>Action</b>	<b>Modifications</b>
<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

<b>Course Details</b>						
CEPD	8151	Psychological Projective Test				
Prefix	Number	Course Title				
<p>This course is devoted to providing the student with the use of individual projective tests as diagnostic instruments under the supervision of staff.</p> <p>Course Catalog Description</p>						
3.00		3.00	Fall - 2010			
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	

<b>Prerequisites</b>	<b>Corequisites</b>
See hard copy catalog for pre-requisites.	

<b>Rationale</b>
This course is no longer being taught. It was listed as an elective on the program of study but wasn't required for any CEP program.

<b>Planning Info</b>	<b>Comments</b>
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment:	<input type="checkbox"/> TEAC Approval Required

<b>College Approvals</b>
Stanard, Rebecca [ APPROVED ] <hr/> Chair, Course Department
Hoff, Dianne [ APPROVED ] <hr/> Associate Dean, College of Education

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

<b>Other Approvals</b>
Clark, Charles [ APPROVED ] <hr/> Chair, Committee on Graduate Studies
N/A <hr/> Chair, TEAC

<b>FINAL APPROVAL</b>
Aldrich, Michael [ PENDING ] <hr/> Chair, Faculty Senate

## Course Update Request (Add, Delete, Modify)

<b>Originator</b>	Counseling and Educational Psychology Department	College of Education College	Pearce, Rebecca (Becky) Originator
-------------------	---	---------------------------------	---------------------------------------

<b>Action</b> <input type="radio"/> Add <input type="radio"/> Modify <input checked="" type="radio"/> Delete	<b>Modifications</b> <input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments
---	--

<b>Course Details</b>					
CEPD	8183	Research Project			
Prefix	Number	Course Title			
<p>Consent of advisor and instructor required. Every research project presented in partial fulfillment of the requirements for an Ed.S. degree must involve independent study and investigation, explore a definite topic related to the major field, and meet the standards for research writing approved by the Graduate School.</p> <p>Course Catalog Description</p>					
	1.00 to 3.00	1.00 to 3.00	Fall - 2010		
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

<b>Prerequisites</b> See hard copy catalog for pre-requisites.	<b>Corequisites</b>
---	---------------------

<b>Rationale</b> This course is no longer being taught. It was listed as an elective on the program of study but wasn't required for any CEP program.
--

<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment: _____	<b>Comments</b> <input type="checkbox"/> TEAC Approval Required
--	--

<b>College Approvals</b>
Stanard, Rebecca [ APPROVED ]
Chair, Course Department
Hoff, Dianne [ APPROVED ]
Associate Dean, College of Education

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

<b>Other Approvals</b>
Clark, Charles [ APPROVED ]
Chair, Committee on Graduate Studies
N/A
Chair, TEAC

<b>FINAL APPROVAL</b>
Aldrich, Michael [ PENDING ]
Chair, Faculty Senate

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction College: College of Education

2010 APR 16 PM 4:50

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Georgia Responds-Initial Certification in Middle Grades Hours: Lecture/Lab/Total

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 type="checkbox"/> Undergraduate
<input checked="" 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):

Prerequisite(s) \_\_\_\_\_

Present or Projected Enrollment: 40 (Students per year) Effective Date\*: Fall/2010  
\*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System:  Letter Grade  Pass/Fail  Other

Approval:

Donna M. Watkins 3-8-10  
 Department/Chair Date Department Chair (if cross listed) Date

Quinn J. [Signature] 3/9/2010  
 Dean of College Date Dean of College (if cross listed) Date

Michelle Trotman Scott 3-15-10  
 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).

Charles W. Clark 4/14/10  
 Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs \_\_\_\_\_ Date \_\_\_\_\_

Certain courses have to be split between classroom time and lab time.

MGED 4265 Instructional Design and Classroom Management was split as described above. This requires changing from 3 to 2 credit hours on the program sheet. The same is true for MGED 4261 Methods for Integrating Language Arts and Social Studies and MGED 4264 Methods for Integrating Science and Math.

Faculty decided that half of the content courses should be upper division. The total hours of the program changed from 63 to 61.

**Post-Baccalaureate Initial Certification in Middle Grades Education  
Advisement Sheet**

Name \_\_\_\_\_ UWG ID # \_\_\_\_\_

Home Telephone \_\_\_\_\_ Advisor \_\_\_\_\_

Permanent Address \_\_\_\_\_

Work/Campus Address \_\_\_\_\_

Work Telephone \_\_\_\_\_ Fax \_\_\_\_\_

Email \_\_\_\_\_

Transcript Assessment Date \_\_\_\_\_

Undergraduate Degree/Major \_\_\_\_\_

Colleges and Dates Previously Attended

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Identify the District and School Where Employed

District \_\_\_\_\_ School \_\_\_\_\_

GACE Basic Skills Assessment Date Passed \_\_\_\_\_ or exception

GRE Date \_\_\_\_\_ V \_\_\_\_\_ Q \_\_\_\_\_ A \_\_\_\_\_

SAT \_\_\_\_\_ ACT \_\_\_\_\_

**ADMISSION REQUIREMENTS FOR PROVISIONAL**

\_\_\_\_\_ B.A. or B.S. from accredited institution

\_\_\_\_\_ 2.7 g.p.a.

\_\_\_\_\_ GACE Basic Skills Assessment

\_\_\_\_\_ GACE in the Content Area

\_\_\_\_\_ Non-renewable Teaching Certificate

\_\_\_\_\_ Transcript Evaluation of Content for Certification Recommendation by Academic Advisor

# Proposed -- GEORGIA RESPONDS -- Initial Certification in Middle Grades

Name \_\_\_\_\_ UWG ID # \_\_\_\_\_  
 Telephone Number \_\_\_\_\_ E-mail \_\_\_\_\_  
 Mailing Address \_\_\_\_\_  
 School District \_\_\_\_\_ School Phone \_\_\_\_\_

	HRS	TRF/SDU	U.W.G	GR	Notes
<b>Courses for Initial Certification</b>	<b>31</b>				
SPED 3715 The Inclusive Classroom or SPED 6706 Special Ed in the Reg Classroom	3				Staff dev. Option
MGED 4265 Instruc Design and Classroom Mgt in the MS	2				
MGED 6271 MG Curriculum	3				
CEPD 4101 Educational Psychology OR CEPD 6101 Psychology of Classroom Learning	3				
READ 3262 Teaching C & P: Reading Education	3				Staff dev. Option
READ 4253 The Reading Writing Connection	3				Staff dev. Option
MGED 4261 Meth for Integrating Lang Arts & Soc Stu OR MGED 4264 Meth for Integrating Science and Math	2				
MGED 4287 Teaching Internship I	3				
MGED 4288 Teaching Internship II AND	3				
MGED 4289 Internship Seminar	3				
MEDT 3401 Integrating Technology into the Classroom OR MEDT 6401 Instructional Technology	3				Staff dev. Option
<b>Concentration Areas - Select Two</b>					
Primary (LA, SS, MA, or SC)	15				Different concentrations
	3				have certain state mandated
	3				requirements.
	3				See advisor for details.
	3				<b>Five content courses must</b>
	3				<b>be upper division.</b>
Secondary (LA, SS, MA or SC)	15				
	3				
	3				
	3				
	3				
	3				
<b>TOTAL HOURS IN PROGRAM</b>	<b>61</b>				

STUDENT SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

ADVISOR SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

**PROGRAM NOTES:**

- Candidates are encouraged to pursue employment on a non-renewable certificate.
- Three courses taken at the graduate level in this program may be transferred to the M.Ed. in MGED.
- Evaluation of courses taken prior to entry into this program is done pending verification through official transcripts. May take content courses without 2.7 GPA.
- A GPA of 2.7, based on the last 60 hours of college work taken, is required for admission to the program.
- Passage of GACE Basic Skills Assessment is required for admission to education courses at the 3000 level or above. The test may be exempted if the candidate has minimum combined scores (critical reading/verbal and math) of 1000 on the SAT, 43 (English and math) on the ACT, or 1030 (verbal and quantitative) on the GRE. For clear and renewable certification, candidates must pass the GACE in the appropriate content area.
- Internship applications (MGED 4287 & 4288) must be submitted by posted deadlines.
- Candidates must meet the Special Georgia Technology Requirement before the end of the program. This may be completed at UWG by taking MEDT 3401 Integrating Technology into the Classroom or MEDT 6401 Instructional Technology (Prerequisite: MEDT 2401 Introduction to Instructional Technology) or through any PSC-approved option found at <http://www.gapsc.com/ApprovedPrograms/EducationProgram.asp> Documentation required. AssessOnline and GACE Computer Skill Competency Assessment are not acceptable.
- Persons seeking a language arts concentration must take READ 4252, Literature in the Middle School, as a content field course.

Expiration Date \_\_\_\_\_

**Post-Baccalaureate Initial Certification in Middle Grades Education  
Advisement Sheet**

Name \_\_\_\_\_ UWG ID # \_\_\_\_\_

Home Telephone \_\_\_\_\_ Advisor \_\_\_\_\_

Permanent Address \_\_\_\_\_

Work/Campus Address \_\_\_\_\_

Work Telephone \_\_\_\_\_ Fax \_\_\_\_\_

Email \_\_\_\_\_

Transcript Assessment Date \_\_\_\_\_

Undergraduate Degree/Major \_\_\_\_\_

Colleges and Dates Previously Attended

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Identify the District and School Where Employed

District \_\_\_\_\_ School \_\_\_\_\_

GACE Basic Skills Assessment Date Passed \_\_\_\_\_ or exception

GRE Date \_\_\_\_\_ V \_\_\_\_\_ Q \_\_\_\_\_ A \_\_\_\_\_

SAT \_\_\_\_\_ ACT \_\_\_\_\_

**ADMISSION REQUIREMENTS**

\_\_\_\_\_ B.A. or B.S. from accredited institution

\_\_\_\_\_ Transcript evaluation of content for certification recommendation by Academic Advisor

\_\_\_\_\_ 2.7 GPA or 2.7 GPA in last 60 hours of previous academic work

## Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction College: College of Education

Current course catalog listing: (for modifications or deletions)

2010 APR 15 PM 4:50  
Hours: Lecture/Lab/Total

Prefix Course Title Initial Certification/Post-Baccalaureate-Biology

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 type="checkbox"/> Undergraduate
<input checked="" 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):

Prerequisite(s) \_\_\_\_\_

Present or Projected Enrollment: 10 (Students per year) Effective Date\*: Fall /2010  
\*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System:  Letter Grade  Pass/Fail  Other

Approval:

<u>Donna M. Harkin</u>	<u>3-8-10</u>	Department Chair (if cross listed)	Date
<u>[Signature]</u>	<u>3/9/2010</u>	Dean of College (if cross listed)	Date
<u>Michelle Hotman Scott</u>	<u>3-15-10</u>	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).

<u>[Signature]</u>	<u>4/14/10</u>	Chair, Undergraduate Academic Programs Committee	Date
<u>[Signature]</u>	<u>[Signature]</u>	Chair, Committee on Graduate Studies	Date
Vice President for Academic Affairs			Date

Certain courses have to be split between classroom time and lab time.

SEED 4271 Secondary School Curriculum and Related Topics and SEED 4242 Instructional Strategies for Secondary Science Education have had labs established. The proposed program alters the credit hours for SEED 4271 and SEED 4242 and creates labs for those courses.

**University of West Georgia**  
**Initial Certification/Post-Baccalaureate – Biology**

Name (Please Print): \_\_\_\_\_

**A. Prerequisites to Admission to Teacher Education (TE):**

1. Overall cumulative GPA of 2.7 \_\_\_\_ yes \_\_\_\_ no \_\_\_\_ GPA:

2. Passing scores on the GACE Basic Skills Assessment (or SAT/ACT exemption) R \_\_\_\_ W \_\_\_\_ M \_\_\_\_

**B. Professional Education Courses\***

a.	SEED 4271 Understanding the Secondary School Curriculum through Integrative Technology** <sup>4</sup> (spring only)	3			
b.	SEED 4242 Instructional Strategies for Secondary Science Education** <sup>4</sup> (fall only)	4			
c.	CEPD 4101 Educational Psychology	3			
d.	SPED 3715 Inclusive Classrooms or 6706 Special Education	3			
e.	MEDT 3401 Integrating Technology or 6401 Instructional Technology <sup>3</sup> May need to take a prerequisite. See advisor.	0-3			
<b>Total</b>		<b>13-16</b>			

\*Requires 2.7 GPA and admission to Teacher Education.

\*\*Requires placement in a field experience in the public schools. Field placement applications must be filed by the posted deadlines.

**C. Internship\***<sup>4</sup>

a.	SEED 4286 Teaching Internship** or SEED 4287 and 4288 Teaching Internships I and II ( for provisionally certified students)**	6-9			
b.	SEED 4289 Teaching Internship Seminar	3			
<b>GACE Content Assessment Total</b>		<b>9-12</b>			

\*Requires 2.7 GPA and admission to Teacher Education.

\*\*Requires placement in a full semester or year-long internship. Field placement applications must be filed by the posted deadlines. See advisor.

**D. Biology Requirements:** 6 biology courses, 2 chemistry courses, and 2 earth science or 2 physics courses

<u>Biology Course/Hrs./Grade</u>		<u>Chemistry Course/Hrs./Grade</u>		<u>Earth Science or Physics Courses/Hrs./Grade</u>	
1. _____	4. _____	1. _____		1. _____	
2. _____	5. _____	2. _____		2. _____	
3. _____	6. _____				

- Candidates must earn grades of "C" or better on all undergraduate courses. Candidates must earn grades of "B" or better, or an overall average of 3.0 on all graduate level course work attempted applicable to the field of certification.
- This agreement reflects analysis of unofficial transcripts and may be rendered invalid should discrepancies be found in official transcripts submitted to the university.
- Candidates must meet the Special Georgia Technology Requirement before they can be recommended for clear renewable certification. This may be completed at UWG by taking MEDT 3401 or 6401 or through any PSC-approved option found at <http://www.gapsc.com/ApprovedPrograms/EducationProgram.asp>  
Must provide documentation. AssessOnline is not acceptable.
- Must be taken at UWG.

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

Evaluator/Advisor Signature & Date: \_\_\_\_\_

Revised: 3-28-07

Effective Spring 2008

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

**Proposed --- University of West Georgia  
Initial Certification/Post-Baccalaureate – Biology**

Name (Please Print): \_\_\_\_\_

**A. Prerequisites to Admission to Teacher Education (TE):**

1. Overall cumulative GPA of 2.7 \_\_\_\_ yes \_\_\_\_ no \_\_\_\_ GPA: \_\_\_\_\_

2. Passing scores on the GACE Basic Skills Assessment (or SAT/ACT exemption) R \_\_\_\_ W \_\_\_\_ M \_\_\_\_

**B. Professional Education Courses\***

a.	SEED 4271 Secondary School Curriculum and Related Topics <sup>4</sup> (spring only)	2			
b.	SEED 4271L Secondary School Curriculum and Related Topics Lab <sup>5</sup> (spring only)	1			
c.	SEED 4242 Instructional Strategies for Secondary Science Education <sup>4</sup> (fall only)	3			
d.	SEED 4242L Instructional Strategies for Secondary Science Education Lab <sup>5</sup> (fall only)	1			
e.	CEPD 4101 Educational Psychology or CEPD 6101 Psychology of Classroom Learning	3			
f.	SPED 3715 Inclusive Classrooms or 6706 Special Education	3			
g.	MEDT 3401 Integrating Technology or 6401 Instructional Technology <sup>3</sup> Prerequisite: MEDT 2401. See advisor.	0-3			
	<b>Total</b>	<b>11-16</b>			

\*Requires 2.7 GPA and admission to Teacher Education.

\*\*Requires placement in a field experience in the public schools. Field placement applications must be filed by the posted deadlines.

**C. Internship\* <sup>4</sup>**

a.	SEED 4286 Teaching Internship** or SEED 4287 and 4288 Teaching Internships I and II (for provisionally certified students)**	6-9			
b.	SEED 4289 Teaching Internship Seminar	3			
	<b>Total</b>	<b>9-12</b>			

\*Requires a 2.7 GPA and admission to Teacher Education.

\*\*Requires placement in a full semester or year-long internship in the public schools. Field placement applications must be filed by the posted deadlines. See advisor.

**D. Biology Requirements: 6 biology courses, 2 chemistry courses, and 2 earth science or 2 physics courses**

<u>Biology Course/Hrs./Grade</u>		<u>Chemistry Course/Hrs./Grade</u>		<u>Earth Science or Physics Courses/Hrs./Grade</u>	
1. _____	4. _____	1. _____		1. _____	
2. _____	5. _____	2. _____		2. _____	
3. _____	6. _____				

- Candidates must earn grades of "C" or better on all undergraduate courses and maintain a 2.7 term GPA.
- This agreement reflects analysis of unofficial transcripts and may be rendered invalid should discrepancies be found in official transcripts submitted to the university.
- Candidates must meet the Special Georgia Technology Requirement before they can be recommended for clear renewable certification. This may be completed at UWG by taking MEDT 3401 or 6401 or through any PSC-approved option found at <http://www.gapsc.com/ApprovedPrograms/EducationProgram.asp>  
Must provide documentation. AssessOnline and GACE Computer Skills Competency Assessment are not acceptable.
- Must be taken at UWG.
- Provisionally-certified students holding full-time teaching positions do not have to take labs.

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

Evaluator/Advisor Signature & Date: \_\_\_\_\_

Revised: 1-29-10 Effective Fall 2010

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

## Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction

College: College of Education

Current course catalog listing: (for modifications or deletions)

2010 APR 15 PM 4:51

Prefix      Course      Title Initial Certification/Post-Baccalaureate-Broad Field Science      Hours: Lecture/Lab/Total

<b>Action</b>		
<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		

<b>Credit</b>	
<input type="checkbox"/> Undergraduate	
<input checked="" type="checkbox"/> Graduate	
<input type="checkbox"/> Other*	
*Variable credit must be explained	

<b>Frequency</b>	
<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):

Prerequisite(s) \_\_\_\_\_

**Present or Projected Enrollment:** 5 (Students per year)      Effective Date\*: Fall /2010  
\*For a new course, one full term must pass between approval and effective date.      Term/Year

Grading System:       Letter Grade       Pass/Fail       Other

Approval:

Donna M. Harker      3-9-10      \_\_\_\_\_  
 Department Chair      Date      Department Chair (if cross listed)      Date

James J. Kelly      3/9/2010      \_\_\_\_\_  
 Dean of College      Date      Dean of College (if cross listed)      Date

Michelle Rotman Scott      3/15/10      \_\_\_\_\_  
 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).

\_\_\_\_\_  
 Chair, Undergraduate Academic Programs Committee      Date      Charles W. Clark      4/14/10      Date  
 Chair, Committee on Graduate Studies

\_\_\_\_\_  
 Vice President for Academic Affairs      Date

Certain courses have to be split between classroom time and lab time.

SEED 4271 Secondary School Curriculum and Related Topics and SEED 4242 Instructional Strategies for Secondary Science Education have had labs established. The proposed program alters the credit hours for SEED 4271 and SEED 4242 and creates labs for those courses.

**University of West Georgia**  
**Initial Certification/Post-Baccalaureate - Broad Field Science**

Name (Please Print): \_\_\_\_\_

**A. Prerequisites to Admission to Teacher Education (TE):**

1. Overall cumulative GPA of 2.7 \_\_\_\_ yes \_\_\_\_ no \_\_\_\_ GPA:

2. Passing scores on the GACE Basic Skills Assessment (or SAT/ACT exemption) R \_\_\_\_ W \_\_\_\_ M \_\_\_\_

**B. Professional Education Courses\***

a.	SEED 4271 Understanding the Secondary School Curriculum Through Integrative Technology** <sup>4</sup> (spring only)	3			
b.	SEED 4242 Instructional Strategies for Secondary Science Education** <sup>4</sup> (fall only)	4			
c.	CEPD 4101 Educational Psychology	3			
d.	SPED 3715 Inclusive Classrooms or 6706 Special Education	3			
e.	MEDT 3401 Integrating Technology or 6401 Instructional Technology <sup>3</sup> May need to take a prerequisite. See advisor.	0-3			
	<b>Total</b>	<b>13-16</b>			

\*Requires 2.7 GPA and admission to Teacher Education.

\*\*Requires placement in a field experience in the public schools. Field placement applications must be filed by the posted deadlines.

**C. Internship\*<sup>4</sup>**

a.	SEED 4286 Teaching Internship** or SEED 4287 and 4288 Teaching Internships I and II (for provisionally certified students)**	6-9			
b.	SEED 4289 Teaching Internship Seminar	3			
	<b>GACE Content Assessment Total</b>	<b>9-12</b>			

\*Requires 2.7 GPA and admission to Teacher Education.

\*\*Requires placement in a full semester or year-long internship. Field placements must be filed by the posted deadlines. See advisor.

**D. Broad Field Science Requirements:** 6 courses in a chosen concentration (Earth Science, Chemistry, Biology, or Physics) and 2 courses in each of the three remaining areas for a total of 12 courses in science

Concentration: _____		Area 1: _____	Area 2: _____	Area 3: _____
1. _____	4. _____	1. _____	1. _____	1. _____
2. _____	5. _____	2. _____	2. _____	2. _____
3. _____	6. _____			

- Candidates must earn grades of "C" or better on all undergraduate courses. Candidates must earn grades of "B" or better, or an overall average of 3.0 on all graduate level course work attempted applicable to the field of certification.
- This agreement reflects analysis of unofficial transcripts and may be rendered invalid should discrepancies be found in official transcripts submitted to the university.
- Candidates must meet the Special Georgia Technology Requirement before they can be recommended for clear renewable certification. This may be completed at UWG by taking MEDT 3401 or 6401 or through any PSC-approved option found at <http://www.gapsc.com/ApprovedPrograms/EducationProgram.asp>  
Must provide documentation. AssessOnline is not acceptable.
- Must be taken at UWG.

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

Evaluator/Advisor Signature & Date: \_\_\_\_\_

Revised: 3-28-07 Effective Spring 2008

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

**Proposed --- University of West Georgia  
Initial Certification/Post-Baccalaureate – Broad Field Science**

Name (Please Print): \_\_\_\_\_

**A. Prerequisites to Admission to Teacher Education (TE):**

1. Overall cumulative GPA of 2.7 \_\_\_\_ yes \_\_\_\_ no \_\_\_\_ GPA:

2. Passing scores on the GACE Basic Skills Assessment (or SAT/ACT exemption) R \_\_\_\_ W \_\_\_\_ M \_\_\_\_

**B. Professional Education Courses\***

a.	SEED 4271 Secondary School Curriculum and Related Topics <sup>**4</sup> (spring only)	2			
b.	SEED 4271L Secondary School Curriculum and Related Topics Lab <sup>**5</sup> (spring only)	1			
c.	SEED 4242 Instructional Strategies for Secondary Science Education <sup>**4</sup> (fall only)	3			
d.	SEED 4242L Instructional Strategies for Secondary Science Education Lab <sup>**5</sup> (fall only)	1			
e.	CEPD 4101 Educational Psychology or CEPD 6101 Psychology of Classroom Learning	3			
f.	SPED 3715 Inclusive Classrooms or 6706 Special Education	3			
g.	MEDT 3401 Integrating Technology or 6401 Instructional Technology <sup>3</sup> Prerequisite: MEDT 2401. See advisor.	0-3			
<b>Total</b>		<b>11-16</b>			

*\*Requires 2.7 GPA and admission to Teacher Education.*

*\*\*Requires placement in a field experience in the public schools. Field placement applications must be filed by the posted deadlines.*

**C. Internship\* <sup>4</sup>**

a.	SEED 4286 Teaching Internship** or SEED 4287 and 4288 Teaching Internships I and II (for provisionally certified students)**	6-9			
b.	SEED 4289 Teaching Internship Seminar	3			
<i>GACE Content Assessment</i>		<b>Total</b>	<b>9-12</b>		

*\*Requires a 2.7 GPA and admission to Teacher Education.*

*\*\*Requires placement in a full semester or year-long internship in the public schools. Field placement applications must be filed by the posted deadlines. See advisor.*

**D. Broad Field Science Requirements:** 6 courses in a chosen concentration (Earth Science, Chemistry, Biology, or Physics) and 2 courses in each of the three remaining areas for a total of 12 courses in science

Concentration: _____		Area 1: _____	Area 2: _____	Area 3: _____
1. _____	4. _____	1. _____	1. _____	1. _____
2. _____	5. _____	2. _____	2. _____	2. _____
3. _____	6. _____			

- Candidates must earn grades of "C" or better on all undergraduate courses and maintain a 2.7 term GPA.
- This agreement reflects analysis of unofficial transcripts and may be rendered invalid should discrepancies be found in official transcripts submitted to the university.
- Candidates must meet the Special Georgia Technology Requirement before they can be recommended for clear renewable certification. This may be completed at UWG by taking MEDT 3401 or 6401 or through any PSC-approved option found at <http://www.gapsc.com/ApprovedPrograms/EducationProgram.asp>  
Must provide documentation. AssessOnline and GACE Computer Skills Competency Assessment are not acceptable.
- Must be taken at UWG.
- Provisionally-certified students holding full-time teaching positions do not have to take labs.

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

Evaluator/Advisor Signature & Date: \_\_\_\_\_

Revised: 2-11-10      Effective Fall 2010

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

## Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction

College: College of Education

Current course catalog listing: (for modifications or deletions)

RECEIVED  
2010 APR 16 PM 4:51  
/ /

Prefix      Course      Title Initial Certification/Post-Baccalaureate-Chemistry      Hours: Lecture/Lab/Total

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 type="checkbox"/> Undergraduate
<input checked="" 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):

Prerequisite(s) \_\_\_\_\_

Present or Projected Enrollment: 5 (Students per year)      Effective Date\*: Fall /2010  
\*For a new course, one full term must pass between approval and effective date.      Term/Year

Grading System:       Letter Grade       Pass/Fail       Other

Approval:

<i>Donna M. Harkin</i>	3-8-10		
Department Chair	Date	Department Chair (if cross listed)	Date
<i>[Signature]</i>	3/9/2010		
Dean of College	Date	Dean of College (if cross listed)	Date
<i>Michelle Hotman Scott</i>	3-15-10		
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).

<i>Charles W. Clark</i>	4/14/10
Chair, Undergraduate Academic Programs Committee	Date
Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs      Date

Certain courses have to be split between classroom time and lab time.

SEED 4271 Secondary School Curriculum and Related Topics and SEED 4242 Instructional Strategies for Secondary Science Education have had labs established. The proposed program alters the credit hours for SEED 4271 and SEED 4242 and creates labs for those courses.

**University of West Georgia**  
**Initial Certification/Post-Baccalaureate – Chemistry**

Name (Please Print): \_\_\_\_\_

**A. Prerequisites to Admission to Teacher Program (TE):**

1. Overall cumulative GPA of 2.7 \_\_\_\_ yes \_\_\_\_ no \_\_\_\_ GPA: \_\_\_\_\_

2. Passing scores on the GACE Basic Skills Assessment (or SAT/ACT exemption) R \_\_\_\_ W \_\_\_\_ M \_\_\_\_

**B. Professional Education Courses\***

a.	SEED 4271 Understanding the Secondary School Curriculum through Integrative Technology** <sup>4</sup> (spring only)	3			
b.	SEED 4242 Instructional Strategies for Secondary Science Education** <sup>4</sup> (fall only)	4			
c.	CEPD 4101 Educational Psychology	3			
d.	SPED 3715 Inclusive Classrooms or 6706 Special Education	3			
e.	MEDT 3401 Integrating Technology or 6401 Instructional Technology <sup>3</sup> May need to take a prerequisite. See advisor.	0-3			
	<b>Total</b>	<b>13-16</b>			

\*Requires 2.7 GPA and admission to Teacher Education.

\*\*Requires placement in a field experience in the public schools. Field placement applications must be filed by the posted deadlines.

**C. Internship\*<sup>4</sup>**

a.	SEED 4286 Teaching Internship** or SEED 4287 and 4288 Teaching Internships I and II ( for provisionally certified students)**	6-9			
b.	SEED 4289 Teaching Internship Seminar	3			
	<b>Total</b>	<b>9-12</b>			

GACE Content Assessment

\*Requires 2.7 GPA and admission to Teacher Education.

\*\*Requires placement in a full semester or year-long internship. Field placement applications must be filed by the posted deadlines. See advisor.

**D. Chemistry Requirements: BA in Chemistry or the equivalent (35 hours)<sup>1</sup>**

Required Courses	Course/Hrs/Grade
BA in Chemistry _____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- Candidates must earn grades of "C" or better on all undergraduate courses. Candidates must earn grades of "B" or better, or an overall average of 3.0 on all graduate level course work attempted applicable to the field of certification.
- This agreement reflects analysis of unofficial transcripts and may be rendered invalid should discrepancies be found in official transcripts submitted to the university.
- Candidates must meet the Special Georgia Technology Requirement before they can be recommended for clear renewable certification. This may be completed at UWG by taking MEDT 3401 or 6401 or through any PSC-approved option found at <http://www.gapsc.com/ApprovedPrograms/EducationProgram.asp>  
Must provide documentation. AssessOnline is not acceptable.
- Must be taken at UWG.

\*Note: GACE Content Assessment must be taken and passed.

Student Signature & Date: \_\_\_\_\_ Evaluator/Advisor Signature & Date: \_\_\_\_\_

Revised: 8-16-07 Effective Summer 2008

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

**Proposed --- University of West Georgia  
Initial Certification/Post-Baccalaureate – Chemistry**

**Name (Please Print):** \_\_\_\_\_

**A. Prerequisites to Admission to Teacher Education (TE):**

1. Overall cumulative GPA of 2.7 \_\_\_\_ yes \_\_\_\_ no \_\_\_\_ GPA:

2. Passing scores on the GACE Basic Skills Assessment (or SAT/ACT exemption) R \_\_\_\_ W \_\_\_\_ M \_\_\_\_

**B. Professional Education Courses\***

a.	SEED 4271 Secondary School Curriculum and Related Topics** <sup>4</sup> (spring only)	2			
b.	SEED 4271L Secondary School Curriculum and Related Topics Lab** <sup>5</sup> (spring only)	1			
c.	SEED 4242 Instructional Strategies for Secondary Science Education** <sup>4</sup> (fall only)	3			
d.	SEED 4242L Instructional Strategies for Secondary Science Education Lab** <sup>5</sup> (fall only)	1			
e.	CEPD 4101 Educational Psychology or CEPD 6101 Psychology of Classroom Learning	3			
f.	SPED 3715 Inclusive Classrooms or 6706 Special Education	3			
g.	MEDT 3401 Integrating Technology or 6401 Instructional Technology <sup>3</sup> <i>Prerequisite: MEDT 2401. See advisor.</i>	0-3			
<b>Total</b>		<b>11-16</b>			

\*Requires 2.7 GPA and admission to Teacher Education.

\*\*Requires placement in a field experience in the public schools. Field placement applications must be filed by the posted deadlines.

**C. Internship\*<sup>4</sup>**

a.	SEED 4286 Teaching Internship** or SEED 4287 and 4288 Teaching Internships I and II (for provisionally certified students)**	6-9			
b.	SEED 4289 Teaching Internship Seminar	3			
<b>Total</b>		<b>9-12</b>			

*GACE Content Assessment*

\*Requires 2.7 GPA and admission to Teacher Education.

\*\*Requires placement in a full semester or year-long internship. Field placement applications must be filed by the posted deadlines. See advisor.

**D. Chemistry Requirements: BA in Chemistry or the equivalent (35 hours)<sup>1</sup>**

<u>Required Courses</u>	<u>Course/Hrs/Grade</u>
BA in Chemistry _____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Equivalency  
35 hours in Chemistry

- Candidates must earn grades of "C" or better on all undergraduate courses and maintain a 2.7 term GPA.
- This agreement reflects analysis of unofficial transcripts and may be rendered invalid should discrepancies be found in official transcripts submitted to the university.
- Candidates must meet the Special Georgia Technology Requirement before they can be recommended for clear renewable certification. This may be completed at UWG by taking MEDT 3401 or 6401 or through any PSC-approved option found at <http://www.gapsc.com/ApprovedPrograms/EducationProgram.asp>  
Must provide documentation. AssessOnline and GACE Computer Skills Competency Assessment are not acceptable.
- Must be taken at UWG.
- Provisionally-certified students holding full-time teaching positions do not have to take labs.

**Student Signature & Date:** \_\_\_\_\_ **Evaluator/Advisor Signature & Date:** \_\_\_\_\_

Revised: 1-29-10 Effective Fall 2010

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

**Course or Program Addition, Deletion or Modification Request**

Department: Curriculum and Instruction College: College of Education

Current course catalog listing: (for modifications or deletions)

2010 APR 16 PM 4:53

Prefix Course Title Initial Certification/Post-Baccalaureate-Earth Science Hours: Lecture/Lab/Total

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 type="checkbox"/> Undergraduate
<input checked="" 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):**

Prerequisite(s) \_\_\_\_\_

**Present or Projected Enrollment:** 5 (Students per year) Effective Date\*: Fall /2010  
\*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System:  Letter Grade  Pass/Fail  Other

Approval:

Donna M. Harkins 3-8-10  
 Department Chair Date Department Chair (if cross listed) Date

James G. Hoff 3/9/2010  
 Dean of College Date Dean of College (if cross listed) Date

Michelle Korman Scott 3-15-10  
 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).

Charles W. Clark 4/14/10  
 Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Certain courses have to be split between classroom time and lab time.

SEED 4271 Secondary School Curriculum and Related Topics and SEED 4242 Instructional Strategies for Secondary Science Education have had labs established. The proposed program alters the credit hours for SEED 4271 and SEED 4242 and creates labs for those courses.

**University of West Georgia**  
**Initial Certification/Post-Baccalaureate - Earth Science**

Name (Please Print): \_\_\_\_\_

**A. Prerequisites to Admission to Teacher Education (TE):**

1. Overall cumulative GPA of 2.7 \_\_\_\_ yes \_\_\_\_ no \_\_\_\_ GPA:

2. Passing scores on the GACE Basic Skills Assessment (or SAT/ACT exemption) R \_\_\_\_ W \_\_\_\_ M \_\_\_\_

**B. Professional Education Courses\***

a.	SEED 4271 Understanding the Secondary School Curriculum through Integrative Technology** <sup>4</sup> (spring only)	3			
b.	SEED 4242 Instructional Strategies for Secondary Science Education** <sup>4</sup> (fall only)	4			
c.	CEPD 4101 Educational Psychology	3			
d.	SPED 3715 Inclusive Classrooms or 6706 Special Education	3			
e.	MEDT 3401 Integrating Technology or 6401 Instructional Technology <sup>3</sup> May need to take a prerequisite. See advisor.	0-3			
<b>Total</b>		<b>13-16</b>			

\*Requires 2.7 GPA and admission to Teacher Education.

\*\*Requires placement in a field experience in the public schools. Field placement applications must be filed by the posted deadlines.

**C. Internship\*<sup>4</sup>**

a.	SEED 4286 Teaching Internship** or SEED 4287 and 4288 Teaching Internship I and II (for provisionally certified students)**	6-9			
b.	SEED 4289 Teaching Internship Seminar	3			
<i>GACE Content Assessment</i> <b>Total</b>		<b>9-12</b>			

\*Requires 2.7 GPA and admission to Teacher Education.

\*\*Requires placement in a full semester or year-long internship in the public schools. Field placement applications must be filed by the posted deadlines. See advisor.

**D. Earth Science Requirements: 6 geology or physical geography and 2 courses in chemistry, biology, or physics for a total of 30 hours.**

<u>Geology or Earth Science Courses/Hrs./Grade</u> (22-24 hours upper division)		<u>Chemistry/Biology/Physics Courses/Hrs./Grade</u> (6-8 hours upper division)	
1. _____	4. _____	1. _____	
2. _____	5. _____	2. _____	
3. _____	6. _____		

- Candidates must earn grades of "C" or better on all undergraduate courses. Candidates must earn grades of "B" or better, or an overall average of 3.0 on all graduate level course work attempted applicable to the field of certification.
- This agreement reflects analysis of unofficial transcripts and may be rendered invalid should discrepancies be found in official transcripts submitted to the university.
- Candidates must meet the Special Georgia Technology Requirement before they can be recommended for clear renewable certification. This may be completed at UWG by taking MEDT 3401 or 6401 or through any PSC-approved option found at <http://www.gapsc.com/ApprovedPrograms/EducationProgram.asp> Must provide documentation. AssessOnline is not acceptable.
- Must be taken at UWG.

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

Evaluator/Advisor Signature & Date: \_\_\_\_\_

Revised: 3-28-07      Effective Spring 2008

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

**Proposed --- University of West Georgia  
Initial Certification/Post-Baccalaureate - Earth Science**

Name (Please Print): \_\_\_\_\_

**A. Prerequisites to Admission to Teacher Education (TE):**

1. Overall cumulative GPA of 2.7 \_\_\_\_ yes \_\_\_\_ no \_\_\_\_ GPA:

2. Passing scores on the GACE Basic Skills Assessment (or SAT/ACT exemption) R \_\_\_\_ W \_\_\_\_ M \_\_\_\_

**B. Professional Education Courses\***

a.	SEED 4271 Secondary School Curriculum and Related Topics** <sup>4</sup> (spring only)	2			
b.	SEED 4271L Secondary School Curriculum and Related Topics Lab** <sup>5</sup> (spring only)	1			
c.	SEED 4242 Instructional Strategies for Secondary Science Education** <sup>4</sup> (fall only)	3			
d.	SEED 4242L Instructional Strategies for Secondary Science Education Lab** <sup>5</sup> (fall only)	1			
e.	CEPD 4101 Educational Psychology or CEPD 6101 Psychology of Classroom Learning	3			
f.	SPED 3715 Inclusive Classrooms or 6706 Special Education	3			
g.	MEDT 3401 Integrating Technology or 6401 Instructional Technology <sup>3</sup> Prerequisite: MEDT 2401. See advisor.	0-3			
	<b>Total</b>	<b>11-16</b>			

\*Requires 2.7 GPA and admission to Teacher Education.

\*\*Requires placement in a field experience in the public schools. Field placement applications must be filed by the posted deadlines.

**C. Internship\*<sup>4</sup>**

a.	SEED 4286 Teaching Internship** or SEED 4287 and 4288 Teaching Internship I and II (for provisionally certified students)**	6-9			
b.	SEED 4289 Teaching Internship Seminar	3			
	<i>GACE Content Assessment</i> <b>Total</b>	<b>9-12</b>			

\*Requires 2.7 GPA and admission to Teacher Education.

\*\*Requires placement in a full semester or year-long internship in the public schools. Field placement applications must be filed by the posted deadlines. See advisor.

**D. Earth Science Requirements: 6 geology or physical geography and 2 courses in chemistry, biology, or physics for a total of 30 hours.**

Geology or Earth Science Courses/Hrs./Grade  
(22-24 hours upper division)

Chemistry/Biology/Physics Courses/Hrs./Grade  
(6-8 hours upper division)

1. \_\_\_\_\_ 4. \_\_\_\_\_  
2. \_\_\_\_\_ 5. \_\_\_\_\_  
3. \_\_\_\_\_ 6. \_\_\_\_\_

1. \_\_\_\_\_  
2. \_\_\_\_\_

- Candidates must earn grades of "C" or better on all undergraduate courses and maintain a 2.7 term GPA.
- This agreement reflects analysis of unofficial transcripts and may be rendered invalid should discrepancies be found in official transcripts submitted to the university.
- Candidates must meet the Special Georgia Technology Requirement before they can be recommended for clear renewable certification. This may be completed at UWG by taking MEDT 3401 or 6401 or through any PSC-approved option found at <http://www.gapsc.com/ApprovedPrograms/EducationProgram.asp>  
Must provide documentation. AssessOnline and GACE Computer Skills Competency Assessment are not acceptable.
- Must be taken at UWG.
- Provisionally-certified students holding full-time teaching positions do not have to take labs.

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

Evaluator/Advisor Signature & Date: \_\_\_\_\_

Revised: 1-29-10 Effective Fall 2010

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

## Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction

College: College of Education

Current course catalog listing: (for modifications or deletions)

2010 APR 17 PM 4:53

Prefix \_\_\_\_\_ Course \_\_\_\_\_ Title Initial Certification/Post-Baccalaureate-Secondary Economics Hours: Lecture/Lab/Total

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 type="checkbox"/> Undergraduate
<input checked="" 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):

Prerequisite(s) \_\_\_\_\_

**Present or Projected Enrollment:** 5 (Students per year)      Effective Date\*: Fall / 2010  
\*For a new course, one full term must pass between approval and effective date.      Term/Year

Grading System:       Letter Grade       Pass/Fail       Other

Approval:

<u>Donna M. Norkin</u>	<u>3-8-10</u>		
Department Chair	Date	Department Chair (if cross listed)	Date
<u>[Signature]</u>	<u>3/9/2010</u>		
Dean of College	Date	Dean of College (if cross listed)	Date
<u>[Signature]</u>	<u>3-15-10</u>		
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).

<u>[Signature]</u>	<u>4/14/10</u>	
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies      Date

Vice President for Academic Affairs \_\_\_\_\_ Date \_\_\_\_\_

Certain courses have to be split between classroom time and lab time.

SEED 4271 Secondary School Curriculum and Related Topics and SEED 4243 Instructional Strategies for Secondary Social Studies Education have had labs established. The proposed program alters the credit hours for SEED 4271 and SEED 4243 and creates labs for those courses.

**University of West Georgia**  
**Initial Certification/Post-Baccalaureate - Secondary Economics**

Name (Please Print): \_\_\_\_\_

**A. Prerequisites to Admission to Teacher Education:**

1. Overall cumulative GPA of 2.7 \_\_\_\_ yes \_\_\_\_ no \_\_\_\_ GPA:

2. Passing scores on the GACE Basic Skills Assessment (or SAT/ACT exemption) R \_\_\_\_ W \_\_\_\_ M \_\_\_\_

**B. Professional Education Courses\***

a.	SEED 4271 Understanding the Secondary School Curriculum Through Integrative Technology** <sup>4</sup> (spring only)	3			
b.	SEED 4243 Instructional Strategies for Secondary Social Studies Education** <sup>4</sup> (fall only)	4			
c.	CEPD 4101 Educational Psychology	3			
d.	SPED 3715 Inclusive Classrooms or 6706 Special Education	3			
e.	MEDT 3401 Integrating Technology or 6401 Instructional Technology <sup>3</sup> May need to take a prerequisite. See advisor.	0-3			
<b>Total</b>		<b>13-16</b>			

\*Requires a 2.7 GPA and admission to Teacher Education.

\*\*Requires placement in a field experience in the public schools. Field placement applications must be filed by posted deadlines.

**C. Internship\*<sup>4</sup>**

a.	SEED 4286 Teaching Internship** or SEED 4287 and 4288 Teaching Internship I and II (for provisionally certified students)**	6-9			
b.	SEED 4289 Teaching Internship Seminar	3			
<i>GACE Content Assessment</i> <b>Total</b>		<b>9-12</b>			

\*Requires a 2.7 GPA and admission to Teacher Education.

\*\*Requires placement in a full semester or year-long internship in the public schools. Field placement applications must be filed by the posted deadlines. See advisor.

**D. Content Field Requirements for Economics – BA, BS or BBA in economics or the equivalent (11 economics courses).**

<u>Required Courses</u>	<u>Satisfied</u>	<u>Equivalency</u>	<u>Grade</u>
BA, BS or BBA in economics	_____	2 core economics courses	_____
		9 3xxx/4xxx or graduate	_____
		economics courses including	_____
		macroeconomic policy (ECON	_____
		3410) and intermediate	_____
		microeconomics (ECON 3411)	_____

- Candidates must earn grades of "C" or better on all undergraduate courses. Candidates must earn grades of "B" or better, or an overall average of 3.0 on all graduate level course work attempted applicable to the field of certification.
- This agreement reflects analysis of unofficial transcripts and may be rendered invalid should discrepancies be found in official transcripts submitted to the university.
- Candidates must meet the Special Georgia Technology Requirement before they can be recommended for clear renewable certification. This may be completed at UWG by taking MEDT 3401 or 6401 or through any PSC-approved option found at <http://www.gapsc.com/ApprovedPrograms/EducationProgram.asp>  
Must provide documentation. AssessOnline is not acceptable.
- Must be taken at UWG.

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

Evaluator/Advisor Signature & Date: \_\_\_\_\_

Revised: 3-28-07 Effective Spring 2008

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



## Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction

College: College of Education

Current course catalog listing: (for modifications or deletions)

2010 APR 14 11:4:53

Prefix      Course      Title Initial Certification/Post-Baccalaureate-Secondary History      Hours: Lecture/Lab/Total

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 type="checkbox"/> Undergraduate
<input checked="" 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):

Prerequisite(s) \_\_\_\_\_

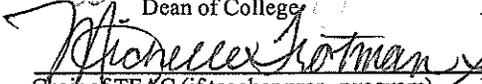
**Present or Projected Enrollment:** 15 (Students per year)

Effective Date\*: Fall /2010  
Term/Year

\*For a new course, one full term must pass between approval and effective date.

Grading System:       Letter Grade       Pass/Fail       Other

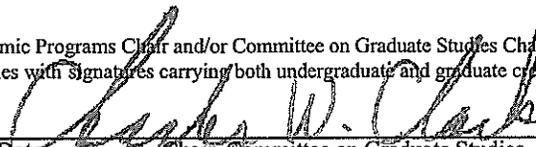
Approval:

	<u>3-8-10</u>		
Department Chair	Date	Department Chair (if cross listed)	Date
	<u>3/9/2010</u>		
Dean of College	Date	Dean of College (if cross listed)	Date
	<u>3-15-10</u>		
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).

Chair, Undergraduate Academic Programs Committee

Date

 Chair, Committee on Graduate Studies

Date

Vice President for Academic Affairs

Date

Certain courses have to be split between classroom time and lab time.

SEED 4271 Secondary School Curriculum and Related Topics and SEED 4243 Instructional Strategies for Secondary Social Studies Education have had labs established. The proposed program alters the credit hours for SEED 4271 and SEED 4243 and creates labs for those courses.

**University of West Georgia**  
**Initial Certification/Post-Baccalaureate - Secondary History**

Name (Please Print): \_\_\_\_\_

**A. Prerequisites to Admission to Teacher Program (TE):**

1. Overall cumulative GPA of 2.7    \_\_\_ yes    \_\_\_ no    \_\_\_ GPA:

2. Passing scores on the GACE Basic Skills Assessment (or SAT/ACT exemption)    R \_\_\_ W \_\_\_ M \_\_\_

**B. Professional Education Courses\***

a.	SEED 4271 Understanding the Secondary School Curriculum Through Integrative Technology** <sup>4</sup> (spring only)	3			
b.	SEED 4243 Instructional Strategies for Secondary Social Studies Education** <sup>4</sup> (fall only)	4			
c.	CEPD 4101 Educational Psychology	3			
d.	SPED 3715 Inclusive Classrooms or 6706 Special Education	3			
e.	MEDT 3401 Integrating Technology or 6401 Instructional Technology <sup>3</sup> May need to take a prerequisite. See advisor.	0-3			
<b>Total</b>		<b>13-16</b>			

\*Requires a 2.7 GPA and admission to Teacher Education..

\*\*Requires placement in a field experience in the public schools. Field placement applications must be filed by posted deadlines.

**C. Internship\*<sup>4</sup>**

a.	SEED 4286 Teaching Internship** or SEED 4287 and 4288 Teaching Internship I and II (for provisionally certified students)**	6-9			
b.	SEED 4289 Teaching Internship Seminar	3			
<b>GACE Content Assessment</b>					
<b>Total</b>		<b>9-12</b>			

\*Requires a 2.7 GPA and admission to Teacher Education.

\*\*Requires placement in a full semester or year-long internship in the public schools. Field placement applications must be filed by the posted deadlines. See advisor.

**D. Content Field Requirements for History – BA in history or the equivalent (12 history courses).**

Required Courses	Grade	Equivalency	Grade
BA in history	_____	2 core history courses	_____
HIST 4474 History of GA	_____	10 3xxx/4xxx or graduate history courses including Georgia History, at least one European course, one U.S. history course, one non-western history course.	_____

- Candidates must earn grades of "C" or better on all undergraduate courses. Candidates must earn grades of "B" or better, or an overall average of 3.0 on all graduate level course work attempted applicable to the field of certification.
- This agreement reflects analysis of unofficial transcripts and may be rendered invalid should discrepancies be found in official transcripts submitted to the university.
- Candidates must meet the Special Georgia Technology Requirement before they can be recommended for clear renewable certification. This may be completed at UWG by taking MEDT 3401 or 6401 or through any PSC-approved option found at <http://www.gapsc.com/ApprovedPrograms/EducationProgram.asp>  
Must provide documentation. AssessOnline is not acceptable.
- Must be taken at UWG.

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

Evaluator/Advisor Signature & Date: \_\_\_\_\_

Revised: 3-28-07    Effective Spring 2008

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



## Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction

College: College of Education

Current course catalog listing: (for modifications or deletions)

2010 APR 15 PM 4:53  
/ /

Prefix      Course      Title Initial Certification/Post-Baccalaureate-Secondary Math      Hours: Lecture/Lab/Total

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 type="checkbox"/> Undergraduate
<input checked="" 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):

Prerequisite(s) \_\_\_\_\_

**Present or Projected Enrollment:** 15 (Students per year)

Effective Date\*: Fall /2010  
Term/Year

\*For a new course, one full term must pass between approval and effective date.

Grading System:       Letter Grade       Pass/Fail       Other

Approval:

<i>Anna M. Narkis</i>	<u>3-8-10</u>		
Department Chair	Date	Department Chair (if cross listed)	Date
<i>Walter J. Kelly</i>	<u>3/9/2010</u>		
Dean of College	Date	Dean of College (if cross listed)	Date
<i>Michelle Holman Scott</i>	<u>3-15-10</u>		
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).

<i>Charles W. Clark</i>		<u>4/14/10</u>	
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs      Date

Certain courses have to be split between classroom time and lab time.

SEED 4271 Secondary School Curriculum and Related Topics and SEED 4240 Instructional Strategies for Secondary Mathematics Education have had labs established. The proposed program alters the credit hours for SEED 4271 and SEED 4240 and creates labs for those courses. Due to changes by the Department of Mathematics, MATH 3413 was changed to MATH 4413 Survey of Modern Algebra and MATH elective was changed to MATH 3303 Ordinary Differential Equations.

**From:** Bruce Landman [mailto:landman@westga.edu]  
**Sent:** Tuesday, December 08, 2009 1:20 PM  
**To:** 'Judy Butler'  
**Subject:** RE: Program sheets

Dear Judy:

The current requirements are not up-to-date. Please make the following changes:  
Change 3413 Survey of ... to 4413 Abstract Algebra 1  
Change 4xxx (or above) elective to 3303 Ordinary Differential Equations [one elective still is okay, but no longer 2 electives]

Thanks,  
Bruce

**From:** Judy Butler [mailto:jbutler@westga.edu]  
**Sent:** Tuesday, December 08, 2009 11:40 AM  
**To:** 'Bob Powell'; 'Bruce Landman'; 'Steve Goodson'; ainsenga@westga.edu; 'David Boldt'; chollaba@westga.edu; sslatt@westga.edu; 'Henry Zot'  
**Cc:** 'Denise Overfield'; 'Dianne Hoff'; dharkins@westga.edu  
**Subject:** Program sheets

Colleagues,

Due to ADP requirements, we are having to change our secondary course requirements. This means that all of the initial certification program sheets have to be changed. As a courtesy, I am sending this out to see if you want to make any changes in Area D on the program sheet relevant to you. As with all things, I am on a short turnaround. The program sheets can be found at the bottom of our page on initial certification.

<http://coe.westga.edu/ci/InitialCert.html> . If you decide to make changes, I will need a letter from the chair indicating that the changes were made at the request of the appropriate department to attach to the program sheets as they go through the system.

The changes required by ADP are that all of our courses that had labs included in them have to have the labs split off to be separate courses so that our supervisors can be paid. This effects the following courses: SEED 4240, 4242, and 4243. They will become three hour courses, instead of four hours. There will be three one hour lab courses that will go with them: SEED 4240L, SEED 4242L and SEED 4243L. SEED 4271, which has been a three hour course, becomes a two hour course and will have a lab attached, SEED 4271L. Students will be required to take the labs with the courses unless they are provisionally certified. Those who are provisionally certified pick up their required 900 hours of field experience in the one year they are supervised for internship. All other initial certification students, as well as undergraduates, will have to take the labs in order to accumulate the 900 hours required by the Board of Regents. This change may also require that you change your undergraduate program sheets. We have started the syllabi through the system. Hopefully, these changes will be in place in Fall, 2010.

Please let me know as soon as possible if you wish to alter your content requirements in Area D in the initial certification programs. I will be here until Christmas. Please do not hesitate to call.

As always, thanks for your cooperation.

**University of West Georgia**  
**Initial Certification/Post-Baccalaureate - Secondary Mathematics**

Name (Please Print): \_\_\_\_\_

**A. Prerequisites to Admission to Teacher Education (TE):**

1. Overall cumulative GPA of 2.7 \_\_\_\_ yes \_\_\_\_ no \_\_\_\_ GPA: \_\_\_\_\_

2. Passing scores on the GACE Basic Skills Assessment (or SAT/ACT exemption) R \_\_\_\_ W \_\_\_\_ M \_\_\_\_

**B. Professional Education Courses\***

a.	SEED 4271 Understanding the Secondary School Curriculum Through Integrative Technology** <sup>4</sup> (spring only)	3			
b.	SEED 4240 Instructional Strategies for Secondary Mathematics Education** <sup>4</sup> (fall only)	4			
c.	CEPD 4101 Educational Psychology	3			
d.	SPED 3715 Inclusive Classrooms or 6706 Special Education	3			
e.	MEDT 3401 Integrating Technology or 6401 Instructional Technology <sup>3</sup> May need to take a prerequisite. See advisor.	0-3			
	<b>Total</b>	<b>13-16</b>			

\*Requires a 2.7 GPA and admission to Teacher Education.

\*\*Requires placement in a field experience in the public schools. Field placement applications must be filed by posted deadlines.

**C. Internship\*<sup>4</sup>**

a.	SEED 4286 Teaching Internship** or SEED 4287 and 4288 Teaching Internships I and II ( for provisionally certified students)**	6-9			
b.	SEED 4289 Teaching Internship Seminar**	3			
	<i>GACE Content Assessment</i> <b>Total</b>	<b>9-12</b>			

\*Requires a 2.7 GPA and admission to Teacher Education.

\*\*Requires placement in a full semester or year-long internship in the public schools. Field placement applications must be filed by the posted deadlines. See advisor.

**D. Content Field Requirements for Secondary Mathematics 39 hours**

Required Courses	Grade	Required Courses	Grade
CS 1300 Intro to Computer Science	_____	MATH 3243 Advanced Calculus	_____
MATH 1634 Calculus I	_____	MATH 3413 Survey of Modern Algebra	_____
MATH 2644 Calculus II	_____	MATH 4043 Number Theory	_____
MATH 2654 Calculus III	_____	MATH 4233 College Geometry	_____
MATH 2853 Elem. Linear Algebra	_____	MATH 4XXX (or above) elective	_____
MATH 3003 Trans Advanced Math	_____	MATH 4XXX (or above) elective	_____
MATH 3063 Applied Statistics	_____		

- Candidates must earn grades of "C" or better on all undergraduate courses. Candidates must earn grades of "B" or better, or an overall average of 3.0 on all graduate level course work attempted applicable to the field of certification.
- This agreement reflects analysis of unofficial transcripts and may be rendered invalid should discrepancies be found in official transcripts submitted to the university.
- Candidates must meet the Special Georgia Technology Requirement before they can be recommended for clear renewable certification. This may be completed at UWG by taking MEDT 3401 or 6401 or through any PSC-approved option found at <http://www.gapsc.com/ApprovedPrograms/EducationProgram.asp>  
Must provide documentation. AssessOnline is not acceptable.
- Must be taken at UWG.

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

Evaluator/Advisor Signature & Date: \_\_\_\_\_

Revised: 3-28-07 Effective Spring 2008

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

**Proposed --- University of West Georgia  
Initial Certification/Post-Baccalaureate - Secondary Mathematics**

Name (Please Print): \_\_\_\_\_

**A. Prerequisites to Admission to Teacher Education (TE):**

1. Overall cumulative GPA of 2.7 \_\_\_\_ yes \_\_\_\_ no \_\_\_\_ GPA: \_\_\_\_\_

2. Passing scores on the GACE Basic Skills Assessment (or SAT/ACT exemption) R \_\_\_\_ W \_\_\_\_ M \_\_\_\_

**B. Professional Education Courses\***

a.	SEED 4271 Secondary School Curriculum and Related Topics ** <sup>4</sup> (spring only)	2			
b.	SEED 4271L Secondary School Curriculum and Related Topics Lab** <sup>5</sup> (spring only)	1			
c.	SEED 4240 Instructional Strategies for Secondary Mathematics Education** <sup>4</sup> (fall only)	3			
d.	SEED 4240L Instructional Strategies for Secondary Mathematics Education Lab** <sup>5</sup> (fall only)	1			
e.	CEPD 4101 Educational Psychology or CEPD 6101 Psychology of Classroom Learning	3			
f.	SPED 3715 Inclusive Classrooms or 6706 Special Education	3			
g.	MEDT 3401 Integrating Technology or 6401 Instructional Technology <sup>3</sup> <i>Prerequisite: MEDT 2401. See advisor.</i>	0-3			
<b>Total</b>		<b>11-16</b>			

\*Requires a 2.7 GPA and admission to Teacher Education.

\*\*Requires placement in a field experience in the public schools. Field placement applications must be filed by posted deadlines.

**C. Internship\* <sup>4</sup>**

a.	SEED 4286 Teaching Internship** or SEED 4287 and 4288 Teaching Internships I and II ( for provisionally certified students)**	6-9			
b.	SEED 4289 Teaching Internship Seminar**	3			
<i>GACE Content Assessment</i> <b>Total</b>		<b>9-12</b>			

\*Requires a 2.7 GPA and admission to Teacher Education.

\*\*Requires placement in a full semester or year-long internship in the public schools. Field placement applications must be filed by the posted deadlines. See advisor.

**D. Content Field Requirements for Secondary Mathematics 39 hours**

Required Courses	Grade	Required Courses	Grade
CS 1300 Intro to Computer Science	_____	MATH 3243 Advanced Calculus	_____
MATH 1634 Calculus I	_____	MATH 3303 Ordinary Diff Equations	_____
MATH 2644 Calculus II	_____	MATH 4043 Number Theory	_____
MATH 2654 Calculus III	_____	MATH 4233 College Geometry	_____
MATH 2853 Elem. Linear Algebra	_____	MATH 4413 Abstract Algebra I	_____
MATH 3003 Trans Advanced Math	_____	MATH 4XXX (or above) elective	_____
MATH 3063 Applied Statistics	_____		

- Candidates must earn grades of "C" or better on all undergraduate courses and maintain a 2.7 term GPA.
- This agreement reflects analysis of unofficial transcripts and may be rendered invalid should discrepancies be found in official transcripts submitted to the university.
- Candidates must meet the Special Georgia Technology Requirement before they can be recommended for clear renewable certification. This may be completed at UWG by taking MEDT 3401 or 6401 or through any PSC-approved option found at <http://www.gapsc.com/ApprovedPrograms/EducationProgram.asp>  
Must provide documentation. AssessOnline and GACE Computer Skills Competency Assessment are not acceptable.
- Must be taken at UWG.
- Provisionally-certified students holding full-time teaching positions do not have to take labs.

Student Signature & Date: \_\_\_\_\_ Evaluator/Advisor Signature & Date: \_\_\_\_\_

Revised: 1-29-10 Effective Fall 2010

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

## Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction

College: College of Education

Current course catalog listing: (for modifications or deletions)

2010 APR 16 11:4:53

Prefix      Course      Title Initial Certification/Post-Baccalaureate-Physics      Hours: Lecture/Lab/Total

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 type="checkbox"/> Undergraduate
<input checked="" type="checkbox"/> Graduate
<input type="checkbox"/> Other*
<small>*Variable credit must be explained</small>

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

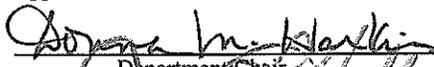
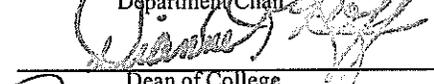
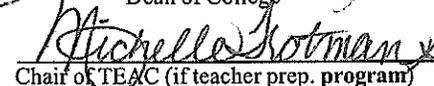
**Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):**

Prerequisite(s) \_\_\_\_\_

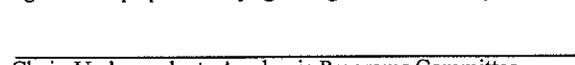
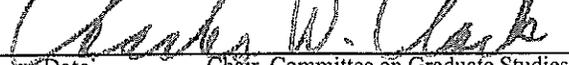
Present or Projected Enrollment: 5 (Students per year)      Effective Date\*: Fall /2010  
\*For a new course, one full term must pass between approval and effective date.      Term/Year

Grading System:       Letter Grade       Pass/Fail       Other

Approval:

	Date	<u>3-8-10</u>	
Department Chair	Date	Date	Date
	Date	<u>3/9/2010</u>	
Dean of College	Date	Date	Date
	Date	<u>3-15-10</u>	
Chair of TEAC (if teacher prep. program)	Date	Date	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
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs      Date

Certain courses have to be split between classroom time and lab time.

SEED 4271 Secondary School Curriculum and Related Topics and SEED 4242 Instructional Strategies for Secondary Science Education have had labs established. The proposed program alters the credit hours for SEED 4271 and SEED 4242 and creates labs for those courses.

**University of West Georgia**  
**Initial Certification/Post-Baccalaureate – Physics**

Name (Please Print): \_\_\_\_\_

**A. Prerequisites to Admission to Teacher Education (TE):**

1. Overall cumulative GPA of 2.7 \_\_\_\_ yes \_\_\_\_ no \_\_\_\_ GPA: \_\_\_\_\_

2. Passing scores on the GACE Basic Skills Assessment (or SAT/ACT exemption) R \_\_\_\_ W \_\_\_\_ M \_\_\_\_

**B. Professional Education Courses\***

a.	SEED 4271 Understanding the Secondary School Curriculum Through Integrative Technology** <sup>4</sup> (spring only)	3			
b.	SEED 4242 Instructional Strategies for Secondary Science Education** <sup>4</sup> (fall only)	4			
c.	CEPD 4101 Educational Psychology	3			
d.	SPED 3715 Inclusive Classrooms or 6706 Special Education	3			
e.	MEDT 3401 Integrating Technology or 6401 Instructional Technology <sup>3</sup> May need to take a prerequisite. See advisor.	0-3			
<b>Total</b>		<b>13-16</b>			

\*Requires 2.7 GPA and admission to Teacher Education.

\*\*Requires placement in a field experience in the public schools. Field placement applications must be filed by the posted deadlines.

**C. Internship\*<sup>4</sup>**

a.	SEED 4286 Teaching Internship**or SEED 4287 and 4288 Teaching Internships I and II (for provisionally certified students)**	6-9			
b.	SEED 4289 Teaching Internship Seminar	3			
<b>GACE Content Assessment Total</b>		<b>9-12</b>			

\*Requires 2.7 GPA and admission to Teacher Education.

\*\*Requires placement in a full semester or year-long internship in the public schools. Field placement applications must be filed by the posted deadlines. See advisor.

**D. Physics Requirements** B.S. in Physics or equivalent (total of 15 courses)

B.S. in Physics	_____	Equivalent Courses Continued	Grade
<u>Equivalent Courses</u>	<u>Grade</u>	PHYS 2211 Prin. of Physics I	_____
(total of 15 courses)		PHYS 2211L Lab for PHYS 2211	_____
CHEM 1211K Survey of Chem, II	_____	PHYS 2212 Prin. of Physics II	_____
CHEM 1212K Prin. of Chem. II	_____	PHYS 2212L Lab for PHYS 2212	_____
MATH 1634 Calculus I	_____	PHYS 3113 Mechanics	_____
MATH 2644 Calculus II	_____	PHYS 3213 Thermodynamics	_____
MATH 2654 Calculus III	_____	PHYS 3313 Elec. & Magnetism	_____
MATH 3303 Ord. Diff. Equations	_____	PHYS 4313 Modern Physics	_____
		PHYS 4513 Mathematical Physics	_____

- Candidates must earn grades of "C" or better on all undergraduate courses. Candidates must earn grades of "B" or better, or an overall average of 3.0 on all graduate level course work attempted applicable to the field of certification.
- This agreement reflects analysis of unofficial transcripts and may be rendered invalid should discrepancies be found in official transcripts submitted to the university.
- Candidates must meet the Special Georgia Technology Requirement before they can be recommended for clear renewable certification. This may be completed at UWG by taking MEDT 3401 or 6401 or through any PSC-approved option found at <http://www.gapsc.com/ApprovedPrograms/EducationProgram.asp>  
Must provide documentation. AssessOnline is not acceptable.
- Must be taken at UWG.

Student Signature & Date: \_\_\_\_\_ Evaluator/Advisor Signature & Date: \_\_\_\_\_

Revised: 3-28-07 Effective Spring 2008 Expiration Date: \_\_\_\_\_



Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction

College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Non-Degree Middle Grades-Language Arts/Social Studies (Day Program) Hours: Lecture/Lab/Total

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 type="checkbox"/> Undergraduate
<input checked="" 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):

Prerequisite(s) \_\_\_\_\_

Present or Projected Enrollment: 10 (Students per year) Effective Date\*: Fall/2010  
 \*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System:  Letter Grade  Pass/Fail  Other

Approval:

Donna M. Warkentin 3-8-10  
 Department Chair Date Department Chair (if cross listed) Date

Jim G. Jeff 3/9/2010  
 Dean of College Date Dean of College (if cross listed) Date

Michelle Trotman Scott 3-15-10  
 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).

Chair, Undergraduate Academic Programs Committee Date Charles W. Clark Chair, Committee on Graduate Studies Date 4/14/10

Vice President for Academic Affairs Date

Certain courses have to be split between classroom time and lab time.

MGED 4265 Instructional Design and Classroom Management was split as described above. This requires changing from 3 to 2 credit hours on the program sheet. The same is true for MGED 4271 Middle Grades Curriculum and MGED 4261 Methods for Integrating Language Arts and Social Studies. MGED 4265L, MGED 4271L, and MGED 4261L will have to be taken by students.

Content courses were altered to match the undergraduate program.

## University of West Georgia – Non-Degree Middle Grades-Language Arts/Social Studies (Day Program)

NAME \_\_\_\_\_ UWG ID # \_\_\_\_\_

**A. Prerequisites to Admission to Teacher Education (TE):**

1. Overall cumulative GPA of 2.7 \_\_\_yes \_\_\_no \_\_\_gpa
2. Passing scores on GACE Basic Skills Assessment (or SAT/ACT/GRE exemption) R\_\_\_\_\_ W\_\_\_\_\_ M\_\_\_\_\_
3. The following courses:

Courses	Hrs Required	Hrs Completed (Trf/Sub)	Hrs Remaining
SPED 6706 Special Ed in the Reg Classroom (or equivalent) *1	3		
MEDT 2401 Intro to Instructional Technology *1,2	0-3		
<b>Total</b>	<b>3-6</b>		

*Students cannot enroll in professional program until all prerequisites are met.*

**B. Professional Education \*3**

Courses	Hrs Required	Hrs Completed (Trf/Sub)	Hrs Remaining
<b>Block I</b>	<b>9</b>		
CEPD 4101 Educational Psychology	3		
MGED 4271 Middle Grades Curriculum	3		
READ 3262 Teaching Content & Process: Reading Education	3		
<b>Block II</b>	<b>9</b>		
MEDT 3401 Integrating Technology into the Classroom OR	3		
MEDT 6401 Instructional Technology			
MGED 4265 Instructional Design, Mgt, & Tech in the MS	3		
READ 4253 The Reading Writing Connection	3		
<b>Block III</b>	<b>6</b>		
MGED 4261 Meth for Integrat Language Arts and Social Studies	3		
READ 4252 Literature in the Middle School	3		
<b>Block IV</b>	<b>12</b>		
MGED 4286 ^ Teaching Internship	9		
MGED 4289 Internship Seminar	3		
<b>Total</b>	<b>36</b>		

Program must include Language Arts, Economics, Geography, History, and Political Science.

<u>LANGUAGE ARTS</u>	<u>Substitution</u>	<u>Hours required</u>
ENGL 2300	_____	_____
Choose one		
ENGL 3200 (or)	_____	_____
ENGL 4210	_____	_____
Two ENGL 4106 Studies in Genre		
ENGL 4106a	_____	_____
ENGL 4106b	_____	_____
ENGL 4300	_____	_____

<u>SOCIAL SCIENCE</u>	<u>Substitution</u>	<u>Hours required</u>
HIST 4474	_____	_____
Choose one in each area (minimum two upper level courses):		
ECON	_____	_____
GEOG	_____	_____
HIST	_____	_____
POLS	_____	_____

\*1 GPA of 2.5 required for enrollment. \*2 See advisor for options. \*3 Admission to T.E. is required before enrolling in these courses. ^Field Placement applications must be submitted by posted deadlines.

Note: **Candidates must earn a grade of B or better on each course or an overall average of 3.0 on all graduate level course work attempted applicable to the field of certification; and earn a C or better in each undergraduate course.**  
This agreement reflects analysis of unofficial transcripts and may be rendered invalid should discrepancies be noted in official transcripts submitted to Graduate Office.  
For clear and renewable certification, candidates must pass the GACE in the appropriate content area.

Student \_\_\_\_\_ Date \_\_\_\_\_ Evaluator/Advisor \_\_\_\_\_ Date \_\_\_\_\_

Expiration Date \_\_\_\_\_

Effective Date: 8/15/2007

**Proposed --- University of West Georgia -- Non-Degree  
Middle Grades-Language Arts/Social Studies (Day Program)**

NAME \_\_\_\_\_ UWG ID # \_\_\_\_\_

**A. Prerequisites to Admission to Teacher Education (TE):**

1. Overall cumulative GPA of 2.7 \_\_\_yes \_\_\_no \_\_\_GPA
2. Passing scores on GACE Basic Skills Assessment (or SAT/ACT/GRE exemption) R\_\_\_\_\_ W\_\_\_\_\_ M\_\_\_\_\_
3. The following courses:

*Students cannot enroll in professional program until all prerequisites are met.*

**B. Professional Education \*2**

Courses	Hrs Required	Hrs Completed (Trf/Sub)	Hrs Remaining
<b>Block I</b>	<b>12-15</b>		
CEPD 4101 Educational Psychology	3		
MEDT 2401 Intro to Instructional Technology *1	0-3		
MGED 4271 Middle Grades Curriculum	2		
MGED 4271L Middle Grades Curriculum Lab	1		
READ 3262 Teaching Content & Process: Reading Education	3		
SPED 3715 The Inclusive Classroom or SPED 6706 Special Ed in the Reg Classroom	3		
<b>Block II</b>	<b>9</b>		
MEDT 3401 Integrating Technology into the Classroom OR	3		
MEDT 6401 Instructional Technology			
MGED 4265 Instruct Design & Classroom Mgt in the MS	2		
MGED 4265L Instruct Design & Classroom Mgt in the MS Lab	1		
READ 4253 The Reading Writing Connection	3		
<b>Block III</b>	<b>6</b>		
MGED 4261 Meth for Integrat Lang Arts & Social Studies	2		
MGED 4261L Meth for Integrat Lang Arts & Social Studies Lab	1		
READ 4252 Literature in the Middle School	3		
<b>Block IV</b>	<b>12</b>		
MGED 4286 ^ Teaching Internship	9		
MGED 4289 Internship Seminar	3		
<b>Total</b>	<b>39-42</b>		

Program must include Language Arts, Economics, Geography, History, and Political Science.

<u>LANGUAGE ARTS</u>	<u>Substitution</u>	<u>Hours required</u>	<u>SOCIAL SCIENCE</u>	<u>Substitution</u>	<u>Hours required</u>
ENGL 2180 or 2190	_____	_____	HIST 4474	_____	_____
ENGL 3000	_____	_____	Choose one in each area (upper level courses):		
ENGL 3200 or 4210	_____	_____	ECON	_____	_____
ENGL 4106	_____	_____	GEOG	_____	_____
ENGL 4300	_____	_____	HIST-non-western	_____	_____
			POLS	_____	_____

\*1 See advisor for options. \*2 Admission to T.E. is required before enrolling in these courses.

^Field Placement applications must be submitted by posted deadlines.

Note: **Candidates must earn a grade of C or better and maintain a 2.7 term GPA.**

This agreement reflects analysis of unofficial transcripts and may be rendered invalid should discrepancies be noted in official transcripts submitted to Graduate Office.

For clear and renewable certification, candidates must pass the GACE in the appropriate content area.

Student \_\_\_\_\_ Date \_\_\_\_\_ Evaluator/Advisor \_\_\_\_\_ Date \_\_\_\_\_

Expiration Date \_\_\_\_\_

Effective Date: Fall 2010

Course or Program Addition, Deletion or Modification Request

Department: Curriculum and Instruction College: College of Education

2010/07/15 15:14:53

Current course catalog listing: (for modifications or deletions)

Prefix \_\_\_\_\_ Course \_\_\_\_\_ Title Non-Degree Middle Grades-Math/Science (Day Program) Hours:      /      /      Lecture/Lab/Total

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 type="checkbox"/> Undergraduate
<input checked="" 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):

Prerequisite(s) \_\_\_\_\_

Present or Projected Enrollment: 10 (Students per year) Effective Date\*: Fall/2010  
\*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System:  Letter Grade  Pass/Fail  Other

Approval:

Donna M. Harkis 3-8-10  
 Department Chair Date Department Chair (if cross listed) Date

[Signature] 3/9/2010  
 Dean of College Date Dean of College (if cross listed) Date

Michelle Rotman Scott 3-15-10  
 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).

[Signature] 4/14/10  
 Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs \_\_\_\_\_ Date \_\_\_\_\_

Certain courses have to be split between classroom time and lab time.

MGED 4265 Instructional Design and Classroom Management was split as described above. This requires changing from 3 to 2 credit hours on the program sheet. The same is true for MGED 4271 Middle Grades Curriculum and MGED 4264 Methods for Integrating Science and Math. MGED 4265L, MGED 4271L, and MGED 4264L will have to be taken by students.

Content courses were altered to match the undergraduate program.

**University of West Georgia – Non-Degree  
Middle Grades-Math/Science (Day Program)**

NAME \_\_\_\_\_ UWG ID # \_\_\_\_\_

**A. Prerequisites to Admission to Teacher Education (TE):**

1. Overall cumulative GPA of 2.7 \_\_\_yes \_\_\_no \_\_\_gpa
2. Passing scores on GACE Basic Skills Assessment (or SAT/ACT/GRE exemption) R\_\_\_\_\_ W\_\_\_\_\_ M\_\_\_\_\_
3. The following courses:

Courses	Hrs Required	Hrs Completed (Trf/Sub)	Hrs Remaining
SPED 6706 Special Ed in the Reg Classroom (or equivalent) *1	3		
MEDT 2401 Intro to Instructional Technology *1,2	0-3		
<b>Total</b>	<b>3-6</b>		

*Students cannot enroll in professional program until all prerequisites are met.*

**B. Professional Education \*3**

Courses	Hrs Required	Hrs Completed (Trf/Sub)	Hrs Remaining
<b>Block I</b>	<b>9</b>		
CEPD 4101 Educational Psychology	3		
MGED 4271 Middle Grades Curriculum	3		
READ 3262 Teaching Content & Process: Reading Education	3		
<b>Block II</b>	<b>9</b>		
MEDT 3401 Integrating Technology into the Classroom OR	3		
MEDT 6401 Instructional Technology			
MGED 4265 Instructional Design, Mgt, & Tech in the MS	3		
READ 4253 The Reading Writing Connection	3		
<b>Block III</b>	<b>6</b>		
MGED 4264 Meth for Integrat Science and Math	3		
READ 4252 Literature in the Middle School	3		
<b>Block IV</b>	<b>12</b>		
MGED 4286 ^ Teaching Internship	9		
MGED 4289 Internship Seminar	3		
<b>Total</b>	<b>36</b>		

Program must include Math, Biology, Chemistry, Geology, and Physics.

<u>MATH</u>	<u>Substitution</u>	<u>Hours required</u>	<u>SCIENCE</u>	<u>Substitution</u>	<u>Hours required</u>
MATH 2703	_____	_____	Four areas with a minimum of four labs		
MATH 3703	_____	_____	BIOL 1107 or 1108 w/lab	_____	_____
MATH 3803	_____	_____	BIOL 3221 w/lab	_____	_____
MATH 4713	_____	_____	CHEM 1151 w/lab	_____	_____
Choose one:			GEOL (intro) w/lab	_____	_____
MATH 4753	_____	_____	GEOL 2553 or 4203	_____	_____
MATH 4773	_____	_____	PHYS 3713	_____	_____
MATH 4853	_____	_____			
MATH 4863	_____	_____			

\*1 GPA of 2.5 required for enrollment. \*2 See advisor for options. \*3 Admission to T.E. is required before enrolling in these courses. ^Field Placement applications must be submitted by posted deadlines.

Note: **Candidates must earn a grade of B or better on each course or an overall average of 3.0 on all graduate level course work attempted applicable to the field of certification; and earn a C or better in each undergraduate course.**

This agreement reflects analysis of unofficial transcripts and may be rendered invalid should discrepancies be noted in official transcripts submitted to Graduate Office.

For clear and renewable certification, candidates must pass the GACE in the appropriate content area.

Student \_\_\_\_\_ Date \_\_\_\_\_ Evaluator/Advisor \_\_\_\_\_ Date \_\_\_\_\_

Expiration Date \_\_\_\_\_

**Proposed --- University of West Georgia – Non-Degree  
Middle Grades-Math/Science (Day Program)**

NAME \_\_\_\_\_ UWG ID # \_\_\_\_\_

**A. Prerequisites to Admission to Teacher Education (TE):**

1. Overall cumulative GPA of 2.7 \_\_\_yes \_\_\_no \_\_\_GPA
2. Passing scores on GACE Basic Skills Assessment (or SAT/ACT/GRE exemption) R\_\_\_\_\_ W\_\_\_\_\_ M\_\_\_\_\_
3. The following courses:

*Students cannot enroll in professional program until all prerequisites are met.*

**B. Professional Education \*2**

Courses	Hrs Required	Hrs Completed (Trf/Sub)	Hrs Remaining
<b>Block I</b>	<b>12-15</b>		
CEPD 4101 Educational Psychology	3		
MEDT 2401 Intro to Instructional Technology *1	0-3		
MGED 4271 Middle Grades Curriculum	2		
MGED 4271L Middle Grades Curriculum Lab	1		
READ 3262 Teaching Content & Process: Reading Education	3		
SPED 3715 The Inclusive Classroom or SPED 6706 Special Ed in the Reg Classroom	3		
<b>Block II</b>	<b>9</b>		
MEDT 3401 Integrating Technology into the Classroom OR	3		
MEDT 6401 Instructional Technology			
MGED 4265 Instruct Design & Classroom Mgt in the MS	2		
MGED 4265L Instruct Design & Classroom Mgt in the MS Lab	1		
READ 4253 The Reading Writing Connection	3		
<b>Block III</b>	<b>6</b>		
MGED 4264 Meth for Integrat Science and Math	2		
MGED 4264 Meth for Integrat Science and Math Lab	1		
READ 4252 Literature in the Middle School	3		
<b>Block IV</b>	<b>12</b>		
MGED 4286 ^ Teaching Internship	9		
MGED 4289 Internship Seminar	3		
<b>Total</b>	<b>39-42</b>		

Program must include Math, Biology, Chemistry, Geology, and Physics.

<u>MATH</u>	<u>Substitution</u>	<u>Hours required</u>	<u>SCIENCE</u>	<u>Substitution</u>	<u>Hours required</u>
MATH 2008	_____	_____	BIOL 1010 w/lab	_____	_____
MATH 2853	_____	_____	BIOL 1107 w/lab	_____	_____
MATH 3003	_____	_____	BIOL 3010	_____	_____
MATH 3703	_____	_____	Choose 2 GEOL:		
MATH 4713	_____	_____	GEOL 3603	_____	_____
			GEOL 4003	_____	_____
<u>SCIENCE</u>			GEOL 4083	_____	_____
CHEM 1151 w/lab	_____	_____	GEOL 4103 *3	_____	_____
PHYS 3713	_____	_____	GEOL 4203 *3	_____	_____

\*1 See advisor for options. \*2 Admission to T.E. is required before enrolling in these courses. \*3 Recommended.

^Field Placement applications must be submitted by posted deadlines.

Note: **Candidates must earn a grade of C or better and maintain a 2.7 term GPA.**

This agreement reflects analysis of unofficial transcripts and may be rendered invalid should discrepancies be noted in official transcripts submitted to Graduate Office.

For clear and renewable certification, candidates must pass the GACE in the appropriate content area.

Student \_\_\_\_\_ Date \_\_\_\_\_ Evaluator/Advisor \_\_\_\_\_ Date \_\_\_\_\_

Expiration Date \_\_\_\_\_

## Course or Program Addition, Deletion or Modification Request

**Department:** Educational Leadership and Professional Studies      **College:** College of Education

**Current course catalog listing: (for modifications or deletions)**

2010 APR 14 PM 1:44

**Prefix**      **Course**      **Title** Ed.S. in Educational Leadership      **Hours:** Lecture/Lab/Total

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 checked="" type="checkbox"/> Other	

Credit
<input type="checkbox"/> Undergraduate
<input checked="" type="checkbox"/> Graduate
<input type="checkbox"/> Other*
<small>*Variable credit must be explained</small>

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

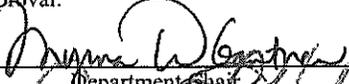
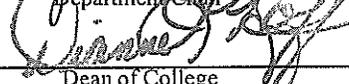
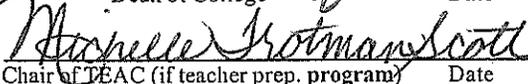
**Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):**

Prerequisite(s) \_\_\_\_\_

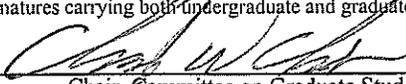
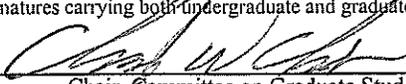
**Present or Projected Enrollment:** (Students per year)      **Effective Date\*:** Summer /2010  
\*For a new course, one full term must pass between approval and effective date.      Term/Year

**Grading System:**       Letter Grade       Pass/Fail       Other

**Approval:**

	<u>12-10-2009</u>		
<small>Department Chair</small>	<small>Date</small>	<small>Department Chair (if cross listed)</small>	<small>Date</small>
	<u>1/13/2010</u>		
<small>Dean of College</small>	<small>Date</small>	<small>Dean of College (if cross listed)</small>	<small>Date</small>
	<u>2-15-2010</u>		
<small>Chair of TEAC (if teacher prep. program)</small>	<small>Date</small>		

**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).

			
<small>Chair, Undergraduate Academic Programs Committee</small>	<small>Date</small>	<small>Chair, Committee on Graduate Studies</small>	<small>Date</small>

<small>Vice President for Academic Affairs</small>	<small>Date</small>		

## **Ed.S. in Educational Leadership Program Modification**

Submitted December 10, 2009

Myrna W. Gantner

Interim Chair, Educational Leadership and Professional Studies

### **Action:**

Remove two courses from the program of study and replace with two other existing courses. Delete EDLE 8329 School Leadership in a Pluralistic and Diverse Society and EDLE 8324 Ethics in Educational Leadership. Replace with EDLE 7394/95/96 Educational Workshop and EDLE 8326 Politics and Policy in Education. Total credit hours remain the same.

### **Rationale:**

The new Ed.S. in Educational Leadership is in its first year of implementation. We have learned the two courses noted above in "Action" do not address student learning needs well. Gaps in student knowledge occur in special education administration and special education law, management and operations, and the larger political and policy environment.

We plan to address the special education and management/operations content through the EDLE 7394/95/96 Educational Workshop course. Half of the course will be devoted to the special education content and the remaining half to management and operations.

Our recent program review (November 2009) by the Professional Standards Commission concurred with our assessment of student learning needs and approved our moving forward with this change immediately, with the understanding that the program modification must be approved by various university committees.

New cohorts that begin in Summer 2010 will benefit from this program change. EDLE 7394/95/96 will be taken by cohort students in Fall 2010 and EDLE 8326 in Spring 2011.

**EDUCATION SPECIALIST DEGREE**  
**Educational Leadership**  
**Program Sheet**

Name \_\_\_\_\_ Student ID # \_\_\_\_\_

Home Address \_\_\_\_\_

School Name & Address: \_\_\_\_\_ School District \_\_\_\_\_

Telephone: (H) \_\_\_\_\_ (W) \_\_\_\_\_ FAX: \_\_\_\_\_

Master's Degree Major: \_\_\_\_\_ E-mail: \_\_\_\_\_

Present certification (field and level) : \_\_\_\_\_

Colleges & dates previously attended: \_\_\_\_\_

Residency Requirements:			
EDLE 8301	Leadership Residency I	6	
EDLE 8302	Leadership Residency II <sup>2</sup>	6	
EDLE 8303	Leadership Residency III <sup>2</sup>	6	
Required Degree Courses:			
EDLE 7385	Special Topics	3	
EDLE 7394	Educational Workshop	3	
EDLE 8326	Politics and Policy in Education	3	
Other Courses: <sup>3</sup>		0-6	
Total Program Hours		27-33	

Program Notes:

- Leadership Residency is a three consecutive semester program (Summer, Fall, Spring semesters).
- Successful completion of EDLE 8301 is required to enroll in EDLE 8302. Successful completion of EDLE 8302 is required to enroll in EDLE 8303.
- Additional courses from the master's level program may be required, based on the experiences of the student.
- The Ed.S. in Administration and Supervision degree is designed for the graduate student who currently holds a leadership certificate (L5 or NL5). After completing the Ed.S. in Administration and Supervision degree, the student will qualify for a clear renewable Performance-Based Educational Leadership Certificate (PL-6) for the school level or system level.
- Maximum course enrollment for any semester is nine (9) semester hours, without permission from the department chair.
- Graduation applications need to be submitted to the Graduate School Office by mid-semester of the semester preceding graduation.

Student signature \_\_\_\_\_ Date: \_\_\_\_\_

Advisor signature \_\_\_\_\_ Date: \_\_\_\_\_

Department Chair \_\_\_\_\_ Date: \_\_\_\_\_

Student has met the special education course requirement for certification in Georgia? Yes No Date Met \_\_\_\_\_

Student has met the technology requirement for certification in Georgia? Yes No Date Met \_\_\_\_\_

Student is working toward which (circle one) PL certificate? District-level; School-level

**EDUCATION SPECIALIST DEGREE**  
**Educational Leadership**  
**Program Sheet**

Name \_\_\_\_\_ Student ID # \_\_\_\_\_

Home Address \_\_\_\_\_

School Name & Address: \_\_\_\_\_ School District \_\_\_\_\_

Telephone: (H) \_\_\_\_\_ (W) \_\_\_\_\_ FAX: \_\_\_\_\_

Master's Degree Major: \_\_\_\_\_ E-mail: \_\_\_\_\_

Present certification (field and level) : \_\_\_\_\_

Colleges & dates previously attended: \_\_\_\_\_

<b>Residency Requirements:</b>				
EDLE 8301 Leadership Residency I	6			
EDLE 8302 Leadership Residency II <sup>2</sup>	6			
EDLE 8303 Leadership Residency III <sup>2</sup>	6			
<b>Required Degree Courses:</b>				
EDLE 7385 Special Topics	3			
EDLE 8324 Ethics in Educational Leadership	3			
EDLE 8329 School Leadership in a Pluralistic And Diverse Society	3			
<b>Other Courses:<sup>3</sup></b>	0-6			
<b>Total Program Hours</b>	<b>27-33</b>			

Program Notes:

- Leadership Residency is a three consecutive semester program (Summer, Fall, Spring semesters).
- Successful completion of EDLE 8301 is required to enroll in EDLE 8302. Successful completion of EDLE 8302 is required to enroll in EDLE 8303.
- Additional courses from the master's level program may be required, based on the experiences of the student.
- The Ed.S. in Administration and Supervision degree is designed for the graduate student who currently holds a leadership certificate (L5 or NL5). After completing the Ed.S. in Administration and Supervision degree, the student will qualify for a clear renewable Performance-Based Educational Leadership Certificate (PL-6) for the school level or system level.
- Maximum course enrollment for any semester is nine (9) semester hours, without permission from the department chair.
- Graduation applications need to be submitted to the Graduate School Office by mid-semester of the semester preceding graduation.

Student signature \_\_\_\_\_ Date: \_\_\_\_\_

Advisor signature \_\_\_\_\_ Date: \_\_\_\_\_

Department Chair \_\_\_\_\_ Date: \_\_\_\_\_

Student has met the special education course requirement for certification in Georgia? Yes No Date Met \_\_\_\_\_

Student has met the technology requirement for certification in Georgia? Yes No Date Met \_\_\_\_\_

Student is working toward which (circle one) PL certificate? District-level; School-level

## EDLE 7394-7395-7396 Educational Workshop

Semester Hours	3
Semester/Year	(Semester, Year)
Time/Location	
Instructor	
Office Location	
Office Hours	
Online Hours	
Telephone	Direct Line: (Instructor) Department Line: 678-839-6557
Email	
Fax	678-839-6097
Online Support	CourseDen Home Page <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a>  CourseDen Help & Troubleshooting <a href="http://www.westga.edu/~distance/webct1/help">http://www.westga.edu/~distance/webct1/help</a>  UWG Distance Learning <a href="http://distance.westga.edu/">http://distance.westga.edu/</a>  UWG On-Line Connection <a href="http://www.westga.edu/~online/">http://www.westga.edu/~online/</a>  Distance Learning Library Services <a href="http://westga.edu/~library/depts/offcampus/">http://westga.edu/~library/depts/offcampus/</a>  Ingram Library Services <a href="http://westga.edu/~library/info/library.shtml">http://westga.edu/~library/info/library.shtml</a>  University Bookstore <a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a>

## COURSE DESCRIPTION

These workshops allow students to pursue in greater depth the issues and new developments in an area of professional interest.

## CONCEPTUAL FRAMEWORK

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

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

## COURSE OBJECTIVES

Students will:

(To be determined at the time of project approval. Follow each objective with links to relevant Conceptual Framework descriptors, ELCC standards, and GaPSC standards).

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s) (Will vary)

Suggested Text(s) (If applicable)

Instructional Resources (If applicable)

References

(Will vary)

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

(Will vary)

Evaluation Procedures

Will vary. Format provided is an example.

Assignment	Points	Assessment Tools	Due Date
1. Assignment A	5@ = 10	Rubric	April 18, 11:59 p.m.
2.			

**Grading**

(Grading policy may vary according to instructor. Example: A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%)

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

(Policies listed must be included in the syllabus; however, the instructor may add additional ones)

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

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

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

**CLASS OUTLINE**

(To be determined by instructor. The format provided is an example).

Class Session	To Prepare For Class	Class Activities/Topics	Assignments Due
January 15	Read Chapter 2	Mock Evaluation Team Mtg.	Activity 1.3 from text

## EDLE 8326 POLITICS AND POLICY IN EDUCATION

**Semester Hours**        3

**Semester/Year**

**Time/Location**

**Instructor**

**Office Hours**

**Office Location**

**Office Hours**

**Online Hours**        (If applicable)

**Telephone**            Direct Line: (Instructor)  
                              Department Line: 678-839-6557

**E-mail**

**Fax**                     678-839-6097

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

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

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

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

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

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

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

## COURSE DESCRIPTION

Analyzes the politics of elementary and secondary education at the local, state, and federal level with an emphasis on Georgia issues and experiences. Contemporary issues such as local control, the expanding role of the state government in influencing policy direction are treated. The role of policy and the development of policy as they relate to politics will also be explored.

## CONCEPTUAL FRAMEWORK

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

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

## COURSE OBJECTIVES

Students will:

1. identify and discuss five major constituents which play a part in the politics of education (English, 2003; Spring, 2002);  
*(CF Descriptors - leaders, knowledgeable, reflective; ELCC 4, 6; GaPSC iv, vi)*
2. analyze policies for legal and political consequences (Carlson & Awkerman, 1997; Wirt & Michael, 2003);  
*(CF Descriptors - decision makers, leaders; ELCC 6; GaPSC vi)*
3. develop an understanding of issues and policies affecting the political aspects of schooling in Georgia and the United States (Carlson & Awkerman, 1997; Wirt & Michael, 2003; Young, 1992);  
*(CF Descriptors - decision makers, leaders, collaborative; ELCC 4, 6; GaPSC iv, vi)*
4. demonstrate an understanding of the basic factors of power, conflict, influence, and relationships as they relate to policy and politics (English, 2003; Popkewitz, 1991; Wirt & Michael, 2003);  
*(CF Descriptors - decision makers, leaders; ELCC 4, 6; GaPSC iv, vi)*

5. describe the political aspects of current issues, trends and reforms as they apply to various aspects of a school or system (Kaplan, 1989; Lunenburg & Ornstein, 2004; Young, 1992); and

(*CF Descriptors - decision makers, leaders, collaborative, knowledgeable,; ELCC 6; GaPSC vi*)

6. demonstrate the increased ability to move from an understanding of the personal aspects of politics to a conceptual, theoretical application as a part of the leadership aspects of educational administration (Lunenburg & Ornstein, 2004; Popkewitz, 1991).

(*CF Descriptors - decision makers; ELCC 4, 6; GaPSC iv, vi*)

## TEXTS, READINGS AND INSTRUCTIONAL RESOURCES

### Required Texts:

House, E. L. (1998). *Schools for Sale*. New York: Teacher's College Press.

Kozol, J.. (1991). *Savage inequalities*. New York: HarperCollins.

Lunenburg, F. C. & Ornstein, A. C. (2004). *Educational administration: Concepts and Practices*. Belmont, CA: Wadsworth/Thompson Learning.

Ravitch, D. (2000). *Left back*. New York: Simon & Schuster.

Reeves, D. B. (2001). *Crusade in the classroom*. New York: Simon & Schuster.

Spring, J. (2002). *Conflicts of interest*. Boston: McGraw-Hill.

Spring, J. (2002). *Political agendas for education* (2nd ed). Mahwah, NJ: Lawrence Earlbaum Associates.

### Suggested Readings:

Berliner, D. C., & Biddle, B. J. (1995). *The manufactured crisis*. Reading, MA: Addison-Wesley.

Clune, W., & Witte, J.(Eds.) (1991). *Choice and control in American education*. Bristol, PA: Falmer Press.

Hirsch, E.D., Jr. (1996). *The schools we need*. New York: Anchor Books.

Moe, T. M. (Ed). (2001). *A primer on America's schools*. Stanford: Hoover Institution Press.

Popkewitz, T. S. (1991). *A political sociology of educational reform*. New York: Teachers College Press.

Ravitch, D., & Viteritti, J. P. (Eds.) (1997). *New schools for a new century*. New Haven: Yale University Press.

Sarason, S.. (2002). *Educational reform: A self-scrutinizing memoir*. New York: Teachers College Press.

Spring, J. (2002). *American Education* (10<sup>th</sup> ed.). Boston: McGraw-Hill.

Tyack, D., & Cuban, L. (1995). *Tinkering towards Utopia*. Cambridge, MA: Harvard University Press.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

### Assignments

(Will vary. Link each assignment to course objectives. Example format is provided).

Assignment 1: Policy Paper (20%)

Each student will complete a 6-10 page analysis of one (1) Georgia political campaign (General Election Campaign ONLY). This paper will also include a scrapbook of sources used to analyze this campaign (NOT part of the page limit). Suggested campaigns would be the Georgia governor's race, U.S. Senate race, U.S. Congressional race, Georgia Senate or House Race, or Georgia State School Superintendent. The analysis should focus on the candidates' stance on educational issues. You may not analyze a local school board race. This assignment is due, and will be used for class discussion, on

*Course Objectives 1, 2, 3, 4, 5, 6.*

### Evaluation Procedures

(Will vary. Please list your evaluation procedures for class assignments and activities. Example format is provided).

Assignment	Points	Assessment Tools	Due Date
1. Policy Paper			
2.			

### Grading

(Will vary by instructor. Example: A = 100-90; B = 89-80; C = 79-70; F = below 70)

## CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

(Policies listed here must be included. Instructor may list additional ones).

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

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with

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

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

### CLASS OUTLINE

(List class topics, activities, and assignments in a list or table by class section. Example format is provided).

Class Session	To Prepare For Class	Class Activities/Topics	Assignments Due
Week 1	Read Ch. 1		
Week 2			

### Academic Integrity

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in The Uncatalog, Undergraduate Catalog, and Graduate Catalog.

## Course or Program Addition, Deletion or Modification Request

Department: Educational Leadership and Professional Studies College: College of Education

Current course catalog listing: (for modifications or deletions)

2010 APR 14 PM 1:44

Prefix \_\_\_\_\_ Course \_\_\_\_\_ Title Non-degree Educational Leadership Certification Add-on Program (PL6/PL7) Hours: Lecture/Lab/Total

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 checked="" type="checkbox"/> Other	

Credit
<input type="checkbox"/> Undergraduate
<input checked="" 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

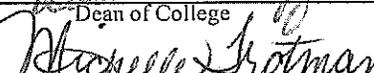
**Catalog Description** (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) \_\_\_\_\_

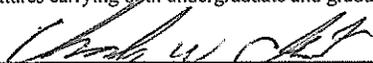
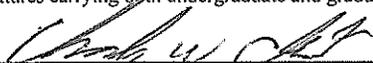
Present or Projected Enrollment: 10 (Students per year) Effective Date\*: Summer /2010  
\*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System:  Letter Grade  Pass/Fail  Other

Approval:

	<u>2-10-2010</u>		
Department Chair	Date	Department Chair (if cross listed)	Date
	<u>3/5/2010</u>		
Dean of College	Date	Dean of College (if cross listed)	Date
	<u>3-15-10</u>		
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).

			
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs \_\_\_\_\_ Date \_\_\_\_\_

## Non-degree Educational Leadership Certification Add-on Program (PL6/PL7)

Submitted February 10, 2010

Myrna W. Gantner

Interim Chair, Educational Leadership and Professional Studies

### Action:

Replace EDLE 8329 School Leadership in a Pluralistic and Diverse Society with EDLE 7385 Special Topics. Both are 3 semester credit hours.

### Rationale:

The new Non-degree Educational Leadership Certification Add-on Program (PL6/PL7) is in its first year of implementation. The requested changes are aligned with feedback received from the Professional Standards Commission during our November, 2009, review.

In the current add-on program, candidates are required to take EDLE 8329 School Leadership in a Pluralistic and Diverse Society (see chart below). However, add-on candidates are also required to attend all seminars conducted through EDLE 7385 Special Topics, because these seminars support their performance-based learning in the field. In the current arrangement, add-on candidates attend the seminars, do the work assigned in the seminars, but receive no graduate credit for their work.

Further, in the current arrangement, add-on candidates – of which there are very few (approximately 6) – participate in classes with degree-seeking candidates (i.e., Ed.S. in Educational Leadership). Because the Ed.S. in Educational Leadership degree program is in the process of a program modification, EDLE 8329 School Leadership in a Pluralistic and Diverse Society will no longer be required for degree-seeking candidates. Nor will it be available for add-on candidates.

Because add-on candidates do the work assigned in the EDLE 7385 Special Topics course, the department has logically concluded that add-on candidates should formally enroll in and receive credit for EDLE 7385 Special Topics. Standards related to diversity are addressed in the 18 hours of residency through performance-based learning in the field.

Current Add-on Program	Add-on Program with Proposed Course Change
EDLE 8301 Residency 1 (6 semester hours)	EDLE 8301 Residency 1 (6 semester hours)
EDLE 8302 Residency 2 (6 semester hours)	EDLE 8302 Residency 2 (6 semester hours)
EDLE 8303 Residency 3 (6 semester hours)	EDLE 8303 Residency 3 (6 semester hours)
EDLE 8329 School Leadership in a Pluralistic and Diverse Society (3 semester hours)	EDLE 7385 Special Topics (3 semester hours)

Current

LEADERSHIP CERTIFICATION: PL-6 or PL-7  
Educational Leadership  
Program Sheet

Name: \_\_\_\_\_ Student ID # \_\_\_\_\_  
Home Address: \_\_\_\_\_  
Home Phone: \_\_\_\_\_ E-Mail: \_\_\_\_\_  
School name: \_\_\_\_\_ School Phone: \_\_\_\_\_  
Present Certification (Field and Level): \_\_\_\_\_ Graduate Degree/Major: \_\_\_\_\_  
Colleges Previously Attended/Dates: \_\_\_\_\_

Admission Requirements		Completion Dates			
GACE Test Scores		Initial Advising			
GA L-6, N-6 Certification or higher		Individual Plan Developed			
Employed in a leadership position		Portfolio Review			
Recommended by school system					
Graduate GPA					
Date Admitted to Graduate School					
<b>Advisor:</b>					
PLAN OF STUDY		Sem.Hrs	Grade	Term	Trf/Sub
EDLE 8301 Leadership Residency I		6			
EDLE 8302 Leadership Residency II <sup>a</sup>		6			
EDLE 8303 Leadership Residency III <sup>a</sup>		6			
EDLE 8329 School Leadership in a Pluralistic and Diverse Society		3			
<b>Total Program</b>		<b>21</b>			

**PROGRAM NOTES**

1. Admission to this program requires a valid Georgia sixth or seven year leadership certificate
2. The student must be employed in a leadership position and recommended by a Georgia School system that has a partnership agreement with the university.
3. Successful completion of EDLE 8301 is required to enroll in EDLE 8302 and successful completion of EDLE 8302 is required to enroll in EDLE 8303.

STUDENT SIGNATURE: \_\_\_\_\_

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

ADVISOR SIGNATURE: \_\_\_\_\_

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

DEPARTMENT APPROVAL: \_\_\_\_\_

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

**NON-DEGREE ADD-ON PL-6, PL-7  
Educational Leadership  
Program Sheet**

Name \_\_\_\_\_ Student ID # \_\_\_\_\_

Home Address \_\_\_\_\_

School Name & Address: \_\_\_\_\_ School District \_\_\_\_\_

Telephone: (H) \_\_\_\_\_ (W) \_\_\_\_\_ FAX: \_\_\_\_\_

Master's Degree Major: \_\_\_\_\_ E-mail: \_\_\_\_\_

Present certification (field and level) : \_\_\_\_\_

Colleges & dates previously attended: \_\_\_\_\_

<b>Residency Requirements:</b>				
EDLE 8301 Leadership Residency I	6			
EDLE 8302 Leadership Residency II <sup>2</sup>	6			
EDLE 8303 Leadership Residency III <sup>2</sup>	6			
<b>Required Course:</b>				
EDLE 7385 Special Topics	3			
<b>Other Courses:<sup>3</sup></b>	0-6			
<b>Total Program Hours</b>	21-27			

Program Notes:

1. Leadership Residency is a three consecutive semester program (Summer, Fall, Spring semesters).
2. Successful completion of EDLE 8301 is required to enroll in EDLE 8302. Successful completion of EDLE 8302 is required to enroll in EDLE 8303.
3. Additional courses from the master's level program may be required, based on the experiences of the student.
4. The non-degree add-on in performance leadership certificate is designed for (1) students who wish to convert an L-6 or L-7 certificate to a PL-6 or PL-7 certificate, and (2) students with a specialist or doctoral degree in a non-leadership field who wish to add a leadership certificate to their credentials. After completing the non-degree add-on program in Educational Leadership, the student will qualify for a clear renewable Performance-Based Educational Leadership Certificate (PL-6 or PL-7) for the school level or system level.
5. Maximum course enrollment for any semester is nine (9) semester hours without permission from the department chair.

Student signature \_\_\_\_\_ Date: \_\_\_\_\_

Advisor signature \_\_\_\_\_ Date: \_\_\_\_\_

Department Chair \_\_\_\_\_ Date: \_\_\_\_\_

Student has met the special education course requirement for certification in Georgia?  Yes  No Date Met \_\_\_\_\_

Student has met the technology requirement for certification in Georgia?  Yes  No Date Met \_\_\_\_\_

Student is working toward which (circle one) PL certificate? District-level; School-level

## EDLE 7385 Special Topics

Semester Hours 3

Semester/Year

Time/Location

Instructor

Office Location

Office Hours

Online Hours *(if applicable)*

Telephone Direct Line:  
Department Line: 678-839-6557

Email

Fax

Online Support *Insert those applicable to your course, for example:*

CourseDen Home Page

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

CourseDen Help & Troubleshooting

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

UWG Distance Learning

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

UWG On-Line Connection

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

Distance Learning Library Services

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

Ingram Library Services

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

University Bookstore

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

**COURSE DESCRIPTION**

Individually designed studies of topics in the rapidly changing nature of education.

**CONCEPTUAL FRAMEWORK**

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

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

**COURSE OBJECTIVES**

Course objectives for EDLE 7385 Special Topics will vary. List course objectives that will be addressed for the specific topic.

Students will:

*Insert your course objectives here. For each one, include the knowledge base (references), descriptors, and professional standards (if applicable), with which the objective is aligned. Here is an example:*

1. Develop a proposal for...  
     (Author, Year) ...  
     (Conceptual Framework Descriptors: choose relevant descriptors)  
     (Standards: use ELCC standards)

**TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES**

**Required Text(s)**                      *Please list or write "none" if there is no required text.*

**Suggested Text(s)**                      *If applicable*

**Instructional Resources**                      *If applicable*

**References**                              List citations for knowledge base references. This gives students a place to go if they want to pursue an idea in depth. Please use APA style. Here is an example:

Kaufman, R., Guerra, I., & Platt, W. A. (2005). *Practical evaluation for educators: Finding what works and what doesn't*. Thousand Oaks, CA: Corwin Press

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

### Assignments

Please list assignments and link to course objectives. Here is an example:

Assignment 1: Evaluation Article Critiques (5 points each)

Students will review and critique two evaluation articles.  
(Course Objectives 1 - 4)

### Evaluation Procedures

Please list your evaluation procedures for class assignments and activities. There are many ways you might do this, here's just one example:

Assignment	Points	Assessment Tools	Due Date
1. Two Evaluation Article Critiques	5@ = 10	Rubric	April 18, 11:59 p.m.
2.			

### Grading

Please include your grading scale, such as:

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

## CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please list policies here related to things like academic honesty, attendance, extra credit, late work, professional conduct, technology use, etc. In some cases you must include the university's "official" language. Those sections are in red below. You may have others things you wish to add to the list.

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

**Attendance:** If you factor attendance into your grading, you should include that info here.

**Disability:** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the

University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Extra Credit:

Late Work:

Professional Conduct:

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. *You might want to add other ways you'll communicate with students, especially if you have an online course (e.g. via CourseDen).*

## CLASS OUTLINE

*Please list class topics, activities, and assignments in a list or table by class session. This is just an example; these outlines will be very individualized.*

Class Session	To Prepare For Class	Class Activities/Topics	Assignments Due
January 15	Read Chapter 2	Mock Evaluation Team Mtg.	Activity 1.3 from text

**Course or Program Addition, Deletion or Modification Request**

**Department:** Richards College of Business - MBA      **College:** Richards College of Business

2010 APR 16 PM 4:33

**Current course catalog listing: (for modifications or deletions)**

**Prefix**      **Course**      **Title** Master of Business Administration      **Hours:** Lecture/Lab/Total

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 checked="" type="checkbox"/> Other		

Credit
<input type="checkbox"/> Undergraduate
<input checked="" 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

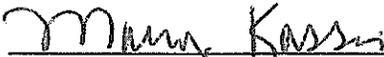
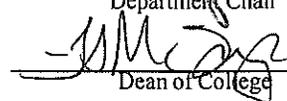
**Catalog Description** (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

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.      Term/Year

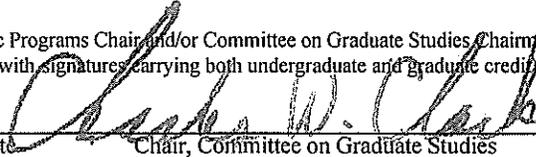
**Grading System:**       Letter Grade       Pass/Fail       Other

Approval:

	4-6-10		
Department Chair	Date	Department Chair (if cross listed)	Date
	4-6-10		
Dean of College	Date	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)

		4/14/10
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies      Date

Vice President for Academic Affairs      Date

## MBA Program Modification:

### Rationale:

Currently students without a BBA degree or the equivalent are required to take BUSA 5100 (Introduction to Business Processes) their first semester in the program in order to gain basic competency in Management, Marketing and Management Information Systems. This course will be replaced by learning modules in each of these areas and a competency exam, which is how the other business background subject areas are already handled. Previously, modules were not available for management, marketing, and management information systems.

Program additions are underlined and deletions are highlighted.

### Degree Requirements

Prior to enrolling in graduate courses, admitted students must demonstrate basic competency in business subjects. Most students with an undergraduate degree in a business field will have demonstrated their competency through the successful completion of previous coursework (students must have earned a grade of "C" or higher). An applicant's transcripts will be reviewed to identify the areas in which a student must demonstrate competency, if any. If a student needs to demonstrate competency in a given subject, the student can accomplish this by successfully completing the undergraduate course (with a grade of "C" or higher) or by successfully completing a learning module and a competency exam in the subject area. A student must demonstrate competency in the following business content areas.

### Content Areas

Financial Accounting (ACCT 2101)

Managerial Accounting (ACCT 2102)

Legal and Ethical Environment of Business (BUSA 2106)

Economics (ECON 2105 or ECON 2106)

Statistics for Business and Economics (ECON 3402)

Corporate Finance (FINC 3511)

Management of Information Systems (CISM 3330)

Management (MGNT 3600)

Principles of Marketing (MKTG 3803)

### Graduate Coursework (30 or 33 credit hours)

To earn the Master of Business Administration (MBA) degree, a student must successfully complete 30-33 graduate credit hours outlined below. A student must also demonstrate an understanding of the content covered in the graduate coursework by completing a comprehensive exam that is incorporated into the capstone course, MGNT 6681: Global, Ethical, and Strategic Management.

### Required Graduate Courses (18 or 21 credit hours)

BUSA 5100 Introduction to Business Processes (*required of all students without the equivalent of a BBA*)

ACCT 6232 Managerial Accounting

ECON 6450 Managerial Economics

FINC 6532 Finance

MGNT 6670 Organizational Theory and Behavior

MGNT 6681 Strategic, Ethical, and Global Management

MKTG 6815 Marketing Strategy

### Elective Courses (12 credit hours)

Working with the MBA Program Director, MBA students develop a four course area of elective study. All elective courses must be on the 5000 level or higher. Two elective courses must be taken in the Richards College of Business at the 6000 level or higher.

## Course or Program Addition, Deletion or Modification Request

**Department:** Richards College of Business - Accounting and Finance      **College:** Richards College of Business

**Current course catalog listing: (for modifications or deletions)**

2010 APR 16 PM 4:53

**Prefix**      **Course**      **Title** Master of Professional Accounting      **Hours:**      **Lecture/Lab/Total**

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 checked="" type="checkbox"/> Other	

Credit
<input type="checkbox"/> Undergraduate
<input checked="" 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**

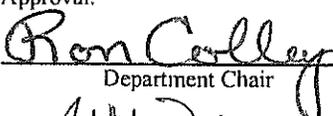
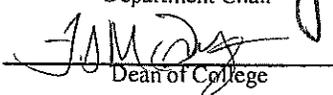
**Catalog Description** (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

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.      Term/Year

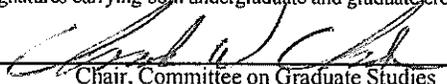
**Grading System:**       Letter Grade       Pass/Fail       Other

**Approval:**

	4/15/10		
Department Chair	Date	Department Chair (if cross listed)	Date
			
Dean of College	Date	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).

		4/14/10	
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs      Date

## Course Requirements

To obtain a Master of Professional Accounting, a student with a degree in accounting from West Georgia or an equivalent program must complete ten (10) courses (30 semester hours) beyond the foundation and basic accounting courses. Included are advanced-level courses in financial and managerial accounting, auditing, nonprofit accounting, and federal taxation, as well as courses in finance, management, economics, and executive communications.

The program is intended for those students with undergraduate degrees in accounting and those students with degrees in fields other than accounting. Foundation and basic accounting courses are required of candidates who have not successfully completed these courses. The College of Business Graduate Admissions Committee will evaluate transcripts of previous academic work to determine the number, if any, of these courses that will be required. The maximum number of courses required by this program of study is ~~twenty-eight (28)~~ twenty-six (26) and would apply primarily to non-business candidates.

### A. Foundation (Common body of knowledge)

ACCT 2101 Financial Accounting  
ACCT 2102 Managerial Accounting  
ECON 2105 Macroeconomics or 2106 Microeconomics  
ECON 3402 Statistics for Business and Economics  
FINC 3511 Corporate Finance  
BUSA 2106 Legal Environment of Business  
CISM 3330 Management of Information Systems  
MGNT3600 Management  
MKTG3803 Principles of Marketing  
BUSA 5400\* Readings in Business Administration

~~\*BUSA 5400 will only be required if students have not taken one or more of the following: CISM 3330, MGNT 3600, and MKTG 3803. This will be a readings/exams course administered by the MBA Director. The focus will be to introduce the content covered in CISM 3330, MGNT 3600, and MKTG 3803. Curriculum development will be based on input from current instructors of these courses. This course will be offered each semester for incoming students who do not have the equivalent of a BBA.~~

### Alternate Delivery:

As an alternative to taking undergraduate courses, students can complete modules, including one in each of the foundation courses content areas above. Students will complete these modules through independent study. This will be offered each semester for entering MPAcc students who have not completed the foundation courses.

### B. Basic Accounting (seven courses)

ACCT 3212 - Financial Reporting I  
ACCT 3213 - Financial Reporting II  
ACCT 3214 - Financial Reporting III  
ACCT 3232/4202 - Managerial Accounting/Accounting for Decision Making  
ACCT 3251 - Income Tax Accounting for Individuals  
ACCT 4241 - Accounting Information Systems  
ACCT 4261 - Auditing

### C. MPAcc (ten courses)

ABED 6100 - Managerial Communications  
ACCT 5242 - Strategic Information Systems and Risk Management  
ACCT 6216 - Seminar in Financial Reporting  
ACCT 6233 - Seminar in Strategic Cost Management

ACCT 6253 - Seminar in Tax Accounting  
ACCT 6263 - Seminar in Assurance Services  
ACCT 6264 - Nonprofit Accounting and Auditing  
CISM 6331 - Strategic Management of Information Technology  
FINC 6521/ECON 6461 - International Finance  
FINC 6532 - Advanced Financial Management

To complete the degree requirements, students must pass a comprehensive written examination. All requirements must be completed within six (6) years from the date of matriculation as a graduate student.

### Course Update Request (Add, Delete, Modify)

<b>Originator</b>	Richards College of Business	Kassis, Mary
Management Department	College	Originator

<b>Action</b>	<b>Modifications</b>
<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

<b>Course Details</b>						
BUSA	5100	Intro to Business Processes				
Prefix	Number	Course Title				
<p>A variable credit course consisting of modules in the areas of financial accounting, managerial accounting, finance, statistics, economics and business law. Successful completion of these modules are one avenue to complete the preparatory courses for the BBA or MPAcc program.</p>						
Course Catalog Description						
2.00 to 12.00		2.00 to 12.00	Fall - 2010			
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	

<b>Prerequisites</b>	<b>Corequisites</b>
See hard copy catalog for pre-requisites.	

<b>Rationale</b>
<p>There are conflicting course descriptions for this course in the Graduate Catalogue. The course description in the course listings is incorrect (see above). The correct course description is found in page 178 of the Graduate Catalogue - "BUSA 5100 will only be required if students have not taken one or more of the following: CISM 3330, MGNT 3600, and MKTG 3803. This will be a readings/exams course administered by the MBA Director. The focus will be to introduce the content covered in CISM 3330, MGNT 3600, and MKTG 3803. Curriculum development will be based on input from current instructors of these courses. This course will be offered each semester for incoming students who do not have the equivalent of a BBA." This course is being deleted because modules are now available in information systems, management, and marketing. Incoming students will be required to complete these modules if they have not taken the undergraduate courses in these areas. After completing the modules students will be required to pass a competency exam in each subject area. Modules are already being used for the other foundation course content areas.</p>

<b>Planning Info</b>	<b>Comments</b>
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Present or Projected Annual Enrollment:	<input type="checkbox"/> TEAC Approval Required

<b>College Approvals</b>
<p style="text-align: center;">Gainey, Thomas [ APPROVED ]</p> <hr/> Chair, Course Department
<p style="text-align: center;">McIntyre, Faye [ APPROVED ]</p> <hr/> Dean, RCOB

<b>Cross-Listing Approvals</b>
<p style="text-align: center;">N/A</p> <hr/> Chair, Cross Listed Department
<p style="text-align: center;">N/A</p> <hr/> Associate Dean, Cross Listed College

**Other Approvals**

**Clark, Charles [ APPROVED ]**

**Chair, Committee on Graduate Studies**

**N/A**

**Chair, TEAC**

**FINAL APPROVAL**

**Aldrich, Michael [ REQUIRED ]**

**Chair, Faculty Senate**



**UNIVERSITY OF WEST GEORGIA  
SCHOOL OF NURSING**

**Proposed RN-MSN Option  
Spring 2010**

**Overview:**

**Current Offerings:**

- BSN program (120 hours) with two tracks
  - Pre-licensure students
  - RN-BSN students (admits students who are already RNs)
- MSN program (36 nursing hours) for RNs with earned BSN degrees with two tracks
  - Nurse Educator
  - Health System Leader with traditional manager/leader and Clinical Nurse Leader options

**Proposed RN-MSN Option:**

- Establish an RN-MSN option for registered nurses with associate degrees/diplomas who wish to enroll in a graduate nursing program at UWG. The “early graduate admission” option will:
  - Cross-enroll students in an undergraduate and a graduate program
  - Grant both the BSN and MSN degrees (153 total hours)
  - Include three RN-BSN courses
  - Count one required 3-hour MSN course (N6401) in the BSN degree (120 hours)
  - Allow students the option of taking one 3-hour MSN course (N6404) in the final semester of the BSN program that will count towards the MSN degree
  - Reduce the number of hours in the post-BSN sequence from 36 to 33 graduate hours
- The proposed RN-MSN option is an alternate admission option to the approved MSN program and is not a new program or substantive change as defined by the :
  - Board of Regents (per phone conversation with M. Middleton)
  - SACS (changes represent a minor modification in admission and plan of study)
  - Commission on Collegiate Nursing Education (national accreditation body)
- No additional financial or personnel resources are needed.
- The proposed courses and plans of study are congruent with the following nursing professional standards
  - *Georgia Board of Nursing Rules and Regulations for Nursing Education* (2009)
  - *CCNE Standards for Accreditation of Baccalaureate and Graduate Degree Nursing Programs* (2009)
  - *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008)
  - *Essentials of Master’s Education for Advanced Practice Nursing* (AACN 1996)
  - *Alliance for Nursing Accreditation Statement on Distance Education Policies* (2005)
  - *Georgia RN-BSN Articulation Model* (<http://www.gcsu.edu/nursing/docs/Artic.pdf>)

### **Rationale for the Proposed Change:**

- Georgia and the United States need more registered nurses educated at the baccalaureate and higher degree levels. Data from the 2004 HRSA survey of the United States RN workforce showed that only 13% of nurses had a master's or doctoral degree.
- In a 2008 study, Aiken and colleagues confirmed the findings from a landmark 2003 study that showed a strong link between RN education level and patient outcomes. These leading nurse researchers found that every 10% increase in the proportion of BSN nurses on the hospital staff was associated with a 5% decrease in the risk of death.
- Friese and colleagues (2008) also reported that Nurses prepared at the baccalaureate-level were linked with lower mortality and failure-to-rescue rates. The authors conclude that "moving to a nurse workforce in which a higher proportion of staff nurses have at least a baccalaureate-level education would result in substantially fewer adverse outcomes for patients."
- Benner and her team at the Carnegie Foundation for the Advancement of Teaching recognize the critical role education plays in a nurse's ability to practice safely and achieve optimal outcomes in their new book titled *Educating Nurses: A Call for Radical Transformation* (2010). They recommend that all RNs earn a master's degree within 10 years of initial licensure.
- Offering RN-BSN and RN-MSN programs provides an important bridge in creating the more highly educated nursing workforce that is needed. And for nurses interested in teaching careers, programs of this type facilitate their education en route to doctoral preparation, essential to addressing the severe national and statewide nursing faculty shortage.
- In 2008, UWG produced more RN-BSN graduates than any other institution in Georgia, and the School of Nursing faculty believe that revising our existing program for RNs will further increase the number of BSN and MSN graduates.

### **Admission Requirements:**

- Proposed admission requirements for the RN-MSN option include:
  - Completion of 60 hours of transferable core curriculum
  - Admission to the University of West Georgia and the Graduate School
  - Current Georgia license as a professional registered nurse
  - Minimum overall grade point average (GPA) of 3.0 on 4.0 scale
  - Completed RN-MSN Admission Application received in the School of Nursing by the application deadline
  - UWG Graduate School requirements for the Graduate Record Examination (GRE) or Miller Analogies Test (MAT) will be waived for students with a 3.0 GPA
  - Provisional admission may be granted to students with an overall 2.75 GPA, however, admission to the graduate sequence is not guaranteed. Provisionally admitted students may be eligible for full admission to the Graduate School if they earn a 3.0 GPA in the first semester of RN-MSN coursework

**Professional Nursing Sequence/Plan of Study for each MSN Track:**

- The BSN degree is granted at the end of semester II
- The MSN degree is granted at the end of Semester VI
- N6401 is a required graduate level course that is taken in semester I; it counts for the BSN degree
- N6404 is a required graduate level course that may be taken in semester II; it counts for the MSN degree

**RN-MSN Nurse Educator Track**

<b>Six Semester Plan (50 Hours)</b>					
Course Number	Course Name	Hours	Course Number	Course Name	Hours
<b>Semester I</b>			<b>Semester II</b>		
N4522	Professional Practice Issues and Concepts	3-0-3	N4545	Leadership in the Community	4-8-8
N6401	Health Promotion and Advanced Health Assessment	2-3-3	N6404	Advanced Pathophysiology	3-0-3
N4532	Translating Research into Practice	3-0-3			
<b>Semester III</b>			<b>Semester IV</b>		
N6010	Caring and the Advanced Practice of Nursing	1-0-1	N6400	Scholarly Inquiry in Nursing	3-0-3
N6100	Theoretical Foundations of Nursing Practice	3-0-3	N6487	Specialty Nursing Practicum	0-8-2
N6300	Health Care Delivery Systems	3-0-3	N6501	Role of the Nurse as Educator	2-0-2
N6403	Advanced Applied Pharmacology	3-0-3			
<b>Semester V</b>			<b>Semester VI</b>		
N6502	Assessment and Instruction in Nursing	2-0-2	N6503	Outcomes Evaluation in Nursing Education	2-0-2
N6587	Nurse Educator Role Practicum I	0-8-2	N6787	Nurse Educator Role Practicum II	0-8-2
N6500	Data Analysis in Nursing	2-0-2	N6989	Evidence Based Project	3-0-3

### RN-MSN Nurse Health Systems Leadership Track - Leader/Manager Option

Six Semester Plan (50 Hours)					
Course Number	Course Name	Hours	Course Number	Course Name	Hours
<b>Semester I</b>			<b>Semester II</b>		
N4522	Professional Practice Issues and Concepts	3-0-3	N4545	Leadership in the Community	4-8-8
N6401	Health Promotion and Advanced Health Assessment	2-3-3	N6404	Advanced Pathophysiology	3-0-3
N4532	Translating Research into Practice	3-0-3			
<b>Semester III</b>			<b>Semester IV</b>		
N6010	Caring and the Advanced Practice of Nursing	1-0-1	N6400	Scholarly Inquiry in Nursing	3-0-3
N6100	Theoretical Foundations of Nursing Practice	3-0-3	N6601	Role of the Nurse as Leader/Manager	2-0-2
N6300	Health Care Delivery Systems	3-0-3	N6487	Specialty Nursing Practicum	0-8-2
N6403	Advanced Applied Pharmacology	3-0-3			
<b>Semester V</b>			<b>Semester VI</b>		
N6602	Problem Solving in Health Systems Leadership	2-0-2	N6603	Outcomes Evaluation in Health Systems Leadership	2-0-2
N6687	Health Systems Leadership Role Practicum I	0-8-2	N6887	Health Systems Leadership Role Practicum II	0-8-2
N6500	Data Analysis in Nursing	2-0-2	N6989	Evidence Based Project	3-0-3

### RN-MSN Nurse Health Systems Leadership Track - Clinical Nurse Leader Option

Six Semester Plan (50 Hours)					
Course Number	Course Name	Hours	Course Number	Course Name	Hours
<b>Semester I (10 hours)</b>			<b>Semester II (9 hours)</b>		
N4522	Professional Practice Issues and Concepts	3-0-3	N4545	Leadership in the Community	4-8-8
N6401	Health Promotion and Advanced Health Assessment	2-3-3	N6404	Advanced Pathophysiology	3-0-3
N4532	Translating Research into Practice	3-0-3			
<b>Semester III</b>			<b>Semester IV</b>		
N6010	Caring and Advanced Practice of Nursing	1-0-1	N6400	Scholarly Inquiry in Nursing	3-0-3
N6100	Theoretical Foundations of Nursing Practice	3-0-3	N6601	Role of Nurse as Leader	2-0-2
N6300	Health Care Delivery Systems	3-0-3	N6187	CNL Practicum I	0-5-1
N6403	Advanced Applied Pharmacology	3-0-3			
<b>Semester V</b>			<b>Semester VI</b>		
N6287	CNL Practicum II	0-5-1	N6387	CNL Practicum III	0-20-4
N6602	Problem Solving in Health Systems Leadership	2-0-2	N6603	Outcomes Evaluation in Health Systems Leadership	2-0-2
N6500	Data Analysis in Nursing	2-0-2	N6989	Evidence Based Project	3-0-3

## Proposed RN-MSN Option

Proposed RN-MSN Professional Sequence				
Program of Study	Under Graduate Courses	Graduate Courses	Program of Study	Graduate Courses
Core Curriculum	60	-		-
Lower Division Nursing Transfer	21	-		-
<b>RN-BSN Courses*</b>	14	3	<b>MSN Courses</b>	36
N4522 – Professional Practice Issues and Concepts	3-0-3		N6010 – Perspectives on Caring in Nursing	1-0-1
N4532 – EBP: Translating Research to Practice	3-0-3		N6100 – Theoretical Foundations of Nursing Practice	3-0-3
N4545 – Leadership in the Community	4-8-8		N6300 – Health Care Delivery Systems	3-0-3
N6401 – Health Promotion and Advanced Health Assessment		2-3-3	N6400 – Scholarly Inquiry in Nursing	3-0-3
			N6403 – Advanced Applied Pharmacology	3-0-3
			N6404 – Advanced Pathophysiology*	3-0-3
			N6500 – Data Analysis in Nursing	3-0-3
			N6969 – Evidence-Based Project	2-0-2
			Role Courses (3 courses at 2-0-2)	3-0-3
			Practicum Courses (3 courses at 0-8-2))	6-0-6
				0-24-6
			*Course may be taken prior to completion of BSN degree requirements	
Escrow Credits per Georgia RN-BSN Articulation Agreement		22		-
		120		33

All RN-MSN courses to be offered as “D” or “N” courses. Current MSN program has BOR approval as a distance education program.

# **Addendum VI**

## **Faculty Senate Standing Committee on Technology Planning**

### **Campus Information Technology Evaluation Report**

#### **Academic Year 2008-2009**

Prepared by Danilo M. Baylen, Chair (2008-2010)

#### **Overview**

The Standing Committee, referred as TPC in this report, had a charge to produce an annual "Evaluation of Campus IT as a summation of the state of information technology at UWG over the previous academic year." In reviewing what university units will be included in this report, the TPC membership recommended to include three entities (1 academic, 2 administrative): Ingram Library, Information Technology Services, and Distance and Distributed Education Center. Annual reports from the previous academic year were accessed and used as data.

Each unit reported significant activities in acquiring and using various technologies to support their mission and goals. Below are highlights relevant to the work of TPC from the annual report of each academic or administrative unit:

#### ***Ingram Library***

- Implemented the LibStats program to record statistical and question data for public service points.
- Developed and taught sessions entitled *Library Refresher for Grad Students* to reintroduce graduate students to the electronic research environment.
- Used Google Analytics to gather statistics regarding the use of its web site. This allows the library to review usage patterns, on and off campus percentages of use, and the status of individual connections. This will support web page/site development and review.
- Implemented a new web site and placed 67 collection finding aids online for first time through LibGuides.
- Digitized photographs from the Benjamin Long Collection and included them in the Digital Library of Georgia.

#### ***Information Technology Services (ITS)***

- Assisted in preparing the IT systems (networking, phones, AV) for the new Callaway Annex and Coliseum buildings which opened in the fall of 2008.
- Advocated for the technology infrastructure in the Coliseum.

- Implemented a state of the art live audio/video scoreboard system in the Coliseum's arena.
- Supported the planning and engineering of IT support systems for the new Greek Village and Stadium complexes coming online in the fall of 2009.
- Implemented the Nortel PBX core and voice mail computer upgrade in December 2008.
- Installed the Nortel Contact Center software in June 2009 to provide more advanced call center operations and reporting capabilities for ITS, Financial Aid, and the Registrar's Office.
- Replaced outdated extreme networking technology in the Boyd Data Center.
- Expanded the capacity of the wireless network on campus and established one on the Newnan campus.
- Redesigned the server and storage infrastructure to use a virtualization strategy.
- Undertook the assessment of environments in the UWG Data Center and satellite closets.
- Developed, upgraded and planned numerous applications and web sites.

#### ***Distributed and Distance Education Center (DDEC)***

- Facilitated increased in enrollment in distance courses (51-100% online) from this year's total estimated at 14,836, up from 10,293 in FY08. Unique headcount in students taking distance courses also rose from an average of 2,633 in FY08 to 4,908 on FY09.
- Implementation of a variety of delivery methods (e.g., CourseDen, videoconferencing, Wimba's Live Classroom, synchronous delivery, etc.) for distance education courses.
- Supported the migration of former WebCT 3.0 courses to CourseDen (WebCT) Vista 8 effective January 2009, which was housed on a centralized USG server, under the direction of the Board of Regent's GeorgiaVIEW Initiative.
- Implemented a new online course evaluation tool called Course Eval allowing easier access to course-specific data and more granular comparative analysis.

#### **Concluding Comments**

Each unit reported successful implementation of activities that supported the university mission and goals despite dwindling resources resulting from the global financial crisis. For this, TPC commends each unit's leadership team for its efforts and

resourcefulness in serving the needs of the university community – faculty, staff, and students.

An area that TPC would like to see developed is the increased collaboration between units and academic departments in documenting how the acquisition and use of these technologies impact student learning and enhanced faculty productivity in and out of the classroom. Also, now that the university has a permanent Chief Information Officer, it is time to explore the importance of developing different levels of communication and collaboration among unit staff by roles and/or functions.

Finally, the TPC recommends to the Faculty Senate to revisit the Standing Committee's charge of completing an annual report. The TPC membership believes that a reporting structure needs to be built into the departmental annual reports that can be harvested every three years by the Office of Institutional Research and Planning (IRP) to support strategic planning activities.

## **Resources**

### **2008-2009 Annual Report, Distance and Distributed Education Center**

<http://www.westga.edu/~distance/distanceeffectiveness/>

### **2008-2009 Annual Report, Information Technology Services**

[http://www.westga.edu/assetsDept/its/Final\\_ITS\\_AnnualReport\\_FY2009.pdf](http://www.westga.edu/assetsDept/its/Final_ITS_AnnualReport_FY2009.pdf)

### **2008-2009 Annual Report, Ingram Library**

[http://www.westga.edu/~library/depts/admin/AnnualReport\\_Library\\_FY2009.doc](http://www.westga.edu/~library/depts/admin/AnnualReport_Library_FY2009.doc)

### **UWG Faculty Senate Standing Committee on Technology Planning**

<http://www/westga.edu/~dbaylen/TPC/tpc.html>

# **Addendum VII**

**University of West Georgia**  
**Quality Enhancement and SACS Compliance Process**

---

In the spirit of continuous improvement, SACS requires institutions to operate in compliance with 78 principles. These principles are stated in the SACS document titled: "The Principles of Accreditation: Foundations for Quality Enhancement."

Under previous SACS requirements, each institution completed a "self-study" prior to a team visit by SACS evaluators. Under the new principles (adopted in 2001) SACS requires institutions to provide evidence that they operate within the principles on an ongoing cycle of assessment and improvement.

In SACS language: "Implicit in every Core Requirement (comprehensive standard or federal requirement) mandating a policy or procedure is the expectation that the policy or procedure is in writing and has been approved through appropriate institutional processes, published in appropriate institutional documents accessible to those affected by the policy or procedure, and implemented and enforced by the institution." With this mandate, the process of quality enhancement and SACS compliance must be integrated into the administrative systems of an institution.

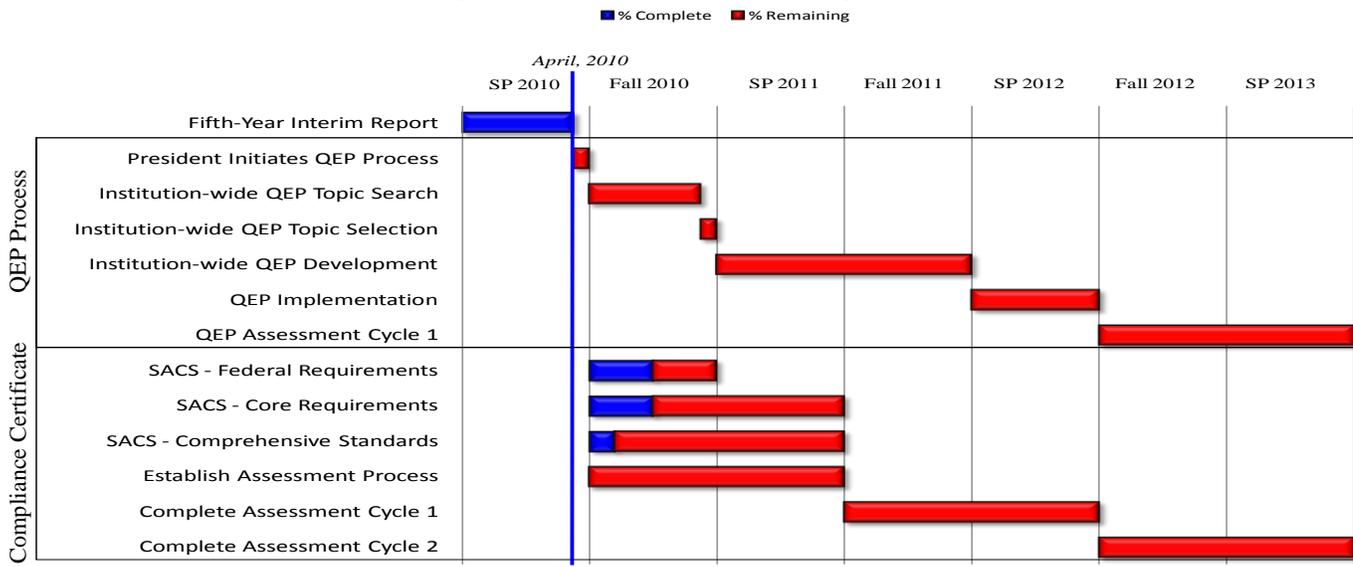
Additionally, SACS core requirement 3.12.1 requires that: "The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution." SACS Comprehensive standard 3.3.2 requires that this plan "(1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement."

In the 2009-2010 academic year, UWG completed and submitted its first document measuring institutional practices against the SACS principles of accreditation. The institution was required to provide evidence of compliance with 14 of the 78 standards. While many areas across the institution systematically plan, assess, and improve internal processes, the preparation of the Fifth-Year Interim Report revealed that many administrative processes do not provide the planning, assessment, and enhancement process required by SACS.

UWG is in the SACS class of 2014, as such, the institution will be required to submit a complete compliance certificate (due in September of 2013), and a completed quality enhancement plan (due in late fall semester 2013). These reports must provide evidence that policies and practices required by SACS have been "approved through appropriate institutional processes, published in appropriate institutional documents accessible to those affected by the policy or procedure, and implemented and enforced by the institution." Examples of the implementation and enforcement of policies must be documented and systematic.

In order to complete the requirements, the institution must engage in a systematic review of policies, practices, and administrative processes to assure their compliance with SACS standards and build evidence that appropriate policies and procedures are approved, implemented, and enforced. The following Gantt Chart outlines the institutional process to accomplish this review. Target completion dates are in the parentheses.

**University of West Georgia  
Quality Enhancement and SACS Compliance Process**



Bars represent the semester and length of time planned for completion  
Bar colors represent the % of the item that is complete. If a red bar section is behind the the blue month line, the item is behind schedule.

**Quality Enhancement Plan Development Process**

The following are key steps, including people and areas that will be involved, in the development of the institutions Quality Enhancement Plan:

- 1) President Initiates QEP Process (April, 2010)
  - a. SACS Liaison will address the Faculty Senate, April 23, 2010.
  - b. President, Provost, and SACS Liaison will address the faculty at large, April 29, 2010.
- 2) Institution-wide QEP Topic Search (Fall, 2010)
  - a. All senate committees, academic and administrative units will review assessment data to find possible QEP topics.
  - b. Students, alumni, and stakeholders will be invited to submit possible QEP topics.
  - c. Lists of possible topics will be managed by the SACS Liaison.
- 3) Institution-wide QEP Topic Selection (Fall, 2010)
  - a. From the large lists of possible QEP topics, stakeholders will be invited to narrow the selection list until a final topic is identified.
- 4) Institution-wide QEP Development (Spring, 2011)
  - a. All UWG entities will engage in identifying areas within their domain that can enhance the quality of the delivery of QEP outcomes.
  - b. The areas for enhancement will be refined by each unit and incorporated into an institution-wide QEP.
- 5) QEP Implementation (Spring, 2012)
  - a. Through the shared governance model, administration, the faculty senate, and the academic and administrative units will begin the process of implementing the QEP.
- 6) QEP Assessment Cycle 1 (Spring, 2013)
  - a. All UWG entities that have been identified to implement enhancements based on the QEP topic for Cycle 1 will assess the level at which implementation and outcomes have occurred.