

Memorandum

To: General Faculty

Date: April 22, 2015

Regarding: Agenda, Faculty Senate Meeting, April 24 at 3:00 p.m., TLC 1-203

The agenda for the April 24, 2015 Faculty Senate meeting will be as follows:

1. Call to order
2. Roll call
3. Approval of minutes of March 27 (see [Addendum I](#))
4. Committee reports

Committee I: Undergraduate Programs Committee (Julia Farmer, Chair)

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

A) College of Science and Mathematics

1) Department of Chemistry

- a) [Bachelor of Science with a Major in Chemistry \(Chemical/Bioengineering Option\)](#)
Request: Modify
- b) [Bachelor of Science with a Major in Chemistry \(ACS Certified Option\)](#)
Request: Modify
- c) [Bachelor of Science with a Major in Chemistry \(Biochemistry Option\)](#)
Request: Modify
- d) [Bachelor of Science with a Major in Chemistry \(Preprofessional Option\)](#)
Request: Modify
- e) [Bachelor of Science with a Major in Chemistry \(All options except Chemistry Option A and Biochemistry Option B\)](#)
Request: Modify
- f) [CHEM 1151K](#)
Request: Modify

2) Department of Geosciences

- a) [Bachelor of Science with a Major in Geology](#)
Request: Modify
- B) College of Social Sciences
- 1) Department of Political Science
 - a) [Bachelor of Science with a Major in Political Science](#)
Request: Modify
 - b) [Bachelor of Arts with a Major in Political Science](#)
Request: Modify
 - c) [EURO 3234 Introduction to the EU](#)
Request: Add
 - d) [EURO 4130 EU Law and Legal Systems](#)
Request: Add
 - e) [EURO 4160 Federalism and Multilevel Governance](#)
Request: Add
 - f) [EURO 4230 Doing Business in the EU](#)
Request: Add
 - a) [EURO 4260 European Monetary Union](#)
Request: Add
 - b) [EURO 4330 EU Science and Technology Policy](#)
Request: Add
 - c) [EURO 4430 European Environmental Policy](#)
Request: Add
 - d) [EURO 4530 European Social Policy](#)
Request: Add
 - e) [EURO 4630 Communications and Media](#)
Request: Add
 - f) [EURO 4730 EU Foreign Policy](#)
Request: Add
 - g) [EURO 4760 US-EU Relations](#)
Request: Add

- h) [EURO 4830 EU Studies Capstone](#)
Request: Add

Committee II: Graduate Programs Committee (Susan Welch, Chair)
Action Items (see [Addendum III](#)):

A) College of Social Sciences

1) Psychology Department

- a) [PSYC 7004 Historical Foundations of Psychology](#)
Request: Add

2) Criminology Department

- a) [CRIM 5001 Survey Research Methods](#)
Request: Add

3) Political Science Department

- a) [POLS 5515 Terrorism and Counterterrorism](#)
Request: Add
- b) [POLS 5516 American National Security Policy](#)
Request: Add
- c) [POLS 5518 Arab-Israeli Conflict](#)
Request: Add
- d) [POLS 6209 Management of Non-Profit Organizations](#)
Request: Delete

B) College of Arts and Humanities

1) English and Philosophy Department

- a) [ENGL 5188 Studies in Individual Authors](#)
Request: Modify

C) School of Nursing

- a) [EdD in Nursing Education](#)
Request: Modify

- b) [NURS 9006 Policy Analysis](#)
Request: Modify
- c) [NURS 9016 Distance Education in Nursing](#)
Request: Add
- d) [NURS 9018 Advanced Research Methods](#)
Request: Add

D) College of Education

- 1) Clinical and Professional Studies
 - a) [Master of Education with a Major in Professional Counseling \(College Student Affairs\)](#)
Request: Modify
- 2) Learning and Teaching
 - a) [Master of Education with a Major in Special Education and Teaching \(General Curriculum\) program](#)
Request: Modify
 - b) [Master of Education with a Major in Special Education and Teaching \(General Curriculum\) admission requirements](#)
Request: Modify
 - c) [Specialist in Education with a Major in Special Education](#)
Request: Modify
- 3) Leadership and Instruction
 - a) [SPED 6706 Special Education in the Regular Classroom](#)
Request: Modify
 - b) [SPED 6761 Classroom Behavior Management](#)
Request: Modify
 - a) [SEED 7266 Advanced Instructional Strategies for the 21st Century Classroom](#)
Request: Add

E) College of Science and Mathematics

- 1) Geosciences Department
 - a) [Post-Baccalaureate Certificate in Geographic Information Systems](#)
Request: Modify

F) Unfinished business from 2013-14 GPC

- 1) Graduate Student Summer Library Privileges language

For graduate student eligibility for library privileges, “currently enrolled students,” “current students,” and “active students” must meet the following criteria for continuous enrollment:

- 1) be enrolled in at least one credit hour during the semester in which library privileges are used, or
- 2) maintain enrollment totaling 3 hours (or more) over all consecutive three semester periods (including summers). In other words, the total enrollment of the current term plus the two terms preceding it must add to 3 hours or more at all times. For the purposes of library privileges eligibility, the combined summer sessions constitute the summer semester.

GPC approved 4/16/15

Information Item:

- A) Dawn McCord will chair the committee for 2015-16.

Committee IV: Academic Policies Committee (Susana Velez-Castrillon, Chair)

Action Items:

- A) Proposed changes to the *Faculty Handbook* in the following section:
Grade Appeal Policy -208.04
Section F. Procedures
 1. Procedural Summary
 - d. Grade Appeals Subcommittee

It has been brought to the attention of the AP committee that the Grade Appeal Policy lacks a procedure to follow if the Grade Appeals Subcommittee has a mixed vote on a student's appeal.

The Academic Policies Committee proposes to change the *Faculty Handbook* as follows:

Section 208.4

D.1.d. Add: “The Chair shall only vote to break a tie.”

d. Grade Appeals Subcommittee. At the conclusion of the hearing of the Grade Appeals Subcommittee, the chairperson of the subcommittee will submit in writing conclusions and recommendations to the Provost/designee for information, review, and additional action. (For example, change of grade or further judicial sanctions). The Chair shall only vote to break a tie. Ultimately, final authority for all student 96 appeals rests with the president of the institution. (See Section 4.7.1 Student Appeals, BOR Manual).

To view the *Faculty Handbook* current policy, see [Addendum IV](#).

B) Proposed changes to the *Faculty Handbook* in the following section:

Grade Appeal Policy -208.04

D. Membership of the Grade Appeals Subcommittee.

2. Faculty Members

The committee discussed the difficulty in reaching the quorum required for a vote of the Grade Appeals Subcommittee. In order to address this and the potential problem of having a mixed vote by the Grade Appeals Subcommittee, the Academic Policies Committee proposes the following changes to the *Faculty Handbook*:

Section 208.4

D.2: Strike last sentence: “One faculty member must be a member of the Academic Policies Committee.”

D.2.A. Length of Service: Change: “The length of service on this subcommittee shall be for one full year (12 calendar months) starting with summer semester.”

To: “The length of service on this subcommittee shall be for one full year (12 calendar months) starting with fall semester.”

D.3 Quorum. Change: “Any five members of the subcommittee, at least three of whom are faculty, shall constitute a quorum.”

To: “Any four members of the subcommittee, not including the chair, and at least three of whom are faculty, shall constitute a quorum.”

D. Membership of the Grade Appeals Subcommittee. The subcommittee shall consist of seven faculty members (one from each college, the School of Nursing, and the Library), one University official, and one student.

1. Chairperson. The University official shall serve as the chairperson of the Grade Appeals Subcommittee.

2. Faculty Members. Each Dean, in consultation with the chairperson of the Grade Appeals Subcommittee, will appoint a faculty member to the committee each year. ~~One faculty member must be a member of the Academic Policies Committee.~~

A. Length of Service. The length of service on this subcommittee shall be for one full year (12 calendar months) starting with fall ~~summer~~ semester.

B. Timing of Appointment. Deans shall make appointments in May to fill expired terms. An appointment to fill a vacancy shall be made when the vacancy occurs.

3. Quorum. Any four ~~five~~ members of the subcommittee, not including the chair, and at least three of whom are faculty, shall constitute a quorum. In the case where a quorum is not available and the appeal(s) hearing cannot be delayed, the chairperson may request that the Provost appoint substitutes to serve on a temporary basis.

The section would read:

D. Membership of the Grade Appeals Subcommittee. The subcommittee shall consist of seven faculty members (one from each college, the School of Nursing, and the Library), one University official, and one student.

1. Chairperson. The University official shall serve as the chairperson of the Grade Appeals Subcommittee.

2. Faculty Members. Each Dean, in consultation with the chairperson of the Grade Appeals Subcommittee, will appoint a faculty member to the committee each year.

A. Length of Service. The length of service on this subcommittee shall be for one full year (12 calendar months) starting with fall semester.

B. Timing of Appointment. Deans shall make appointments in May to fill expired terms. An appointment to fill a vacancy shall be made when the vacancy occurs.

3. Quorum. Any four members of the subcommittee, not including the chair, and at least three of whom are faculty, shall constitute a quorum. In the case where a quorum is not available and the appeal(s) hearing cannot be delayed, the chairperson may request that the Provost appoint substitutes to serve on a temporary basis.

To view the *Faculty Handbook* current policy, see [Addendum V](#).

C) Credit by Prior Learning (CPL)

Dr. Christopher Bounds, Assistant Professor of Criminology, and Adult Learning Coordinator at UWG, presented the proposed policy for Credit for Prior Learning to the Academic Policies Committee on April 10th, 2015.

- a. CPL will start in the COSS
- b. There are three ways to assess for CPL:

- i. CLEP Exams
 - ii. Department Challenge Exams
 - iii. Portfolios
- c. Portfolios are only available if the other two exams are not.
- d. A subcommittee was formed to create the Portfolio policy that is closely connected to the USG Consortium on CPL (see [Addendum VI](#))
 - i. AP Committee needs to vote on this policy so that it can be in place by the summer. The Committee voted to approve the proposed policy.
 - ii. The CPL will fully launch in the Fall and a Pilot Program will happen in the summer

The Academic Policies Committee recommends that the Faculty Senate supports the adoption of the proposed policy on Credit by Prior Learning.

Information Items:

A) New Academic Calendar

Myrna Gartner, co-chair of the Academic Calendar Subcommittee of the Barriers Committee, presented the proposed options for the new academic calendar starting in the fall of 2016 to the Academic Policies committee.

The Academic Policies committee suggested adding a third option (option 1c) to the two options put forward by the Academic Calendar Subcommittee. (See [Addendum VII](#))

B) Shelly Elman will be the committee chair for 2015-16.

Committee V: Faculty Development Committee (Michael Keim, Chair)

Action Items:

- A) Grievance policies and procedures:
 - 1) Current document, Section 107 (see [Addendum VIII](#))
 - 2) Section 107 with the revision responses to the Senate (see [Addendum IX](#))
 - 3) Section 107 with Ombuds and ADR (see [Addendum X](#))

Information Item:

A) David Boldt will be the committee chair for 2015-16.

Committee IX: Facilities and Services Committee (Ben Steere, Chair)

Action Item:

- A) UWG Parking Code revisions (see [Addenda XI](#) for revisions and [XII](#) for “clean” copy)

Information Item:

A) Molly McCullers will be the committee chair for 2015-16.

Committee X: University Relations Committee (Salvador Lopez, Chair)

Information Item:

A) Sal Lopez will continue to serve as the committee chair for 2015-16.

Committee XII: Budget Committee (Andrea Stanfield, Chair)

Information Item:

A) Andrea Stanfield will continue to serve as the committee chair for 2015-16.

B) Kyle Marrero and Micheal Crafton will provide an update on the budget.

Committee XIII: Rules Committee (Patrick Erben, Chair)

Action Item:

A) Revised Changes to Shared Governance Document (see [Addendum XIII](#))
At the March 27, 2015 Faculty Meeting, a revision to the UWG Shared Governance Document was presented. The Senate “*noted that there may be SACS requirements for Shared Governance and credit hours. The item was withdrawn by the committee chair to investigate that and possibly make revisions.*” According to the SACS 2012 edition of The Principles of Accreditation: Foundations for Quality Enhancement, section 3.7.5, (www.sacscoc.org/pdf/2012PrinciplesOfAccreditation.pdf):

“The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.”

B) Review of Senate Composition

The Senate Rules Committee proposes the following date for collecting the data to determine the new composition of the Senate: October 7, 2015 (to coincide with the fall 2015 midterm ADM Census date set by the BOR).

The Policies and Procedures of University of West Georgia, Section 2: Faculty Organization, G.5 (www.westga.edu/assetsDept/vpaa/PoliciesProcedures.pdf) states: “The composition of the Senate shall be reviewed at least every five (5) years by the Senate Rules Committee.” This review will have to happen in the 2015/16 AY.

Information Item:

A) Further Steps in Review of Senate Composition AY 2015/16

- 1) Senate discuss numbers (Senate meeting TBA)
- 2) Senate passes numbers (by February 1, 2016).
- 3) Election using new numbers in spring 2016
- 4) Senate meets using new numbers starting June 1, 2016

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

Addendum I

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

March 27, 2015

1. Call to order: the meeting convened in room 1-203 of the Technology-enhanced Learning Center and was called to order by Elizabeth Kramer, Chair, at 3:01 p.m.

2. Roll Call

Present

Nancy Penco (substituting for Banford), Blair, Boldt, Butler, Yvonne Fuentes (substituting for Connell), DeFoor, Neal Chesnut (substituting for DeSilva), Elman, Erben, Farmer, Farran, Faucette, Gerhardt, Griffith, L. Haynes, Insenga, C. Johnson, Keim, Lopez, Mbaye, McCord, McKendry-Smith, L. Miller, Mindrila, Neely, Remshagen, J. Roberts, L. Robinson, C. Schroer, Seay, Stanfield, Steere, Velez-Castrillon, Webb, Welch, Williams, Willox, Mike Johnson (substituting for Woodward), Xu, Gail Reid (substituting for Yates)

Absent

Basu-Dutt, DeFoor, Geisler, McCullers, McGuire, Ogletree, Skott-Myhre, Tekippe

3. Modification of agenda: a motion was made and seconded to add a Committee III item.

Item approved unanimously by voice vote.

4. Minutes: a motion was made and seconded to approve the minutes of February 27, 2015.

Item approved unanimously by voice vote.

5. Committee reports

Committee I: Undergraduate Programs Committee (Julia Farmer, Chair)

Action Items:

A) College of Science and Mathematics

1) Department of Physics

a) Program: Bachelor of Science with a Major in Physics

Request: Modify

Item approved unanimously by voice vote.

B) College of Social Sciences

1) Department of Criminology

a) Course: CRIM 3411 Criminal Investigations

Request: Add

- b) Course: CRIM 4001 Survey Research Methods
Request: Add

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

- C) Department of Anthropology
 - 1) Program: Bachelor of Science with a Major in Anthropology
Request: Modify

Item approved unanimously by voice vote.

Information Items:

- A) The Undergraduate Programs Committee is pleased to announce that Angela Insenga will serve as committee chair in 2015-16.
- B) Bachelor of Arts
The UPC requests brief discussion of the following questions regarding the Bachelor of Arts degree:
 - 1) What does the BA mean at the University of West Georgia?
 - 2) Do the requirements for the BA across programs/colleges need to be universal?
 - 3) In the event changes are made to BA requirements, what should the process be for making those changes?

Faculty Senate Chair Elizabeth Kramer allotted ten minutes for discussion of information item B. Some highlights:

- 1) Dr. Gerhardt opened discussion by asking why the B.A. is different than the B.S., and added that the B.S. fits the discipline. It was remarked that the B.A. is an inherently humanistic degree that requires foreign language. Dr. Elman noted that one can complete the degree without taking a core course (A-E) in the arts. Dr. Williams' main concern was considering what is the definition of the B.A. in peer institutions. Since our peer institutions generally require four semesters (or two years) of foreign language for the B.A., this is key in considering how to ensure that our B.A. degree remains reputable. Dr. Insenga spoke about foreign language requirements focusing on the sorts of learning opportunities the classes present to students, from the foundational--language--to the cultural--understanding the parts of the world in which that language is spoken. The methods by which we learn language enhance our critical thinking and problem-solving skills, both required by the QEP, as well.
- 2) Dr. Faucette noted that the core curriculum is the difference between a B.A. and a B.S. It was suggested that programs which do not want four semesters of foreign language could switch to a B.S. degree. Dr. Mbaye mentioned the possibility of having both B.A. and B.S. degrees, as is the case in Political Science.
- 3) Provost Crafton talked about the process for changes across campus, noting that it was the responsibility of Faculty Senate to make recommendations. It was noted that UWG

offers only Western foreign languages; does that make sense to require for someone studying Asian art? More non-Western options are needed. Dr. Mbaye commented on local control of area F. Dr. Gerhardt noted that Area F is more focused on humanities without a foreign language requirement. It was pointed out that all the language requirements are not in Area F.

Dr. Kramer asked the faculty to send additional comments to Julia Farmer and Angela Insenga.

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

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

A) School of Nursing

Note: as all the program modifications concern the two course proposals, the course proposals were discussed first, then the program proposals were considered.

1) Program Proposals:

- a) Master of Science in Nursing, Health System Leadership, Clinical Nurse Leader
Request: Modify
- b) Master of Science in Nursing, Health Systems Leadership, Leader/Manager Role
Request: Modify
- c) Master of Science in Nursing, Nurse Educator Role
Request: Modify
- d) Post-Master Certificate, Nursing Education
Request: Modify
- e) Post-Master Certificate, Clinical Nurse Leader Role
Request: Modify
- f) Post-Master Certificate Health System Leadership, Leader/Manager Role
Request: Modify
- g) RN-MSN Nurse Educator Track
Request: Modify
- h) RN-MSN Nurse Health System Leadership Track - Leader/Manager Option
Request: Modify
- i) RN-MSN Nurse Health System Leadership Track - Clinical Nurse Leader Option
Request: Modify

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

2) Course Proposals:

- a) NURS 6102 Role of Caring Healthcare Prof.

Request: Modify

Item approved unanimously by voice vote.

- b) NURS 6900 Scholarly Writing
Request: Add

Item approved unanimously by voice vote.

B) College of Education

Note: as all the course modifications concern the program proposals, the program proposals were discussed first, then the course proposals were considered.

- 1) Course Proposals:
 - a) Leadership and Instruction
 - i) EDLE 8306 Residency Course: Instructional Leadership for Improving Schools
Request: Add
 - ii) EDLE 8304 Residency Course: Leadership for Organizational Change
Request: Add

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

- iii) SEED 6261 Instructional Strategies for English Education in Secondary Schools
Request: Add
- iv) SEED 6111 Introduction to the Secondary School Field Experience
Request: Add
- v) SEED 6260 Instructional Strategies in Secondary Schools Laboratory
Request: Add
- vi) SEED 6262 Instructional Strategies for Social Studies Education in Secondary Schools
Request: Add
- vii) SEED 6263 Instructional Strategies for Science Education in Secondary Schools
Request: Add
- viii) SEED 7291 Classroom Instruction and Management
Request: Modify

In response to a question, it was confirmed that this item is a modification, not an addition, because it involves reducing an existing course from three to two credit hours.

- ix) SEED 6264 Instructional Strategies for Mathematics Education in Secondary Schools
Request: Add

These seven items (iii-ix) were taken together and approved unanimously by voice vote.

- 2) Program Proposals:
 - a) Dean's Office COE
 - i) Master of Art in Teaching (MATC)
Request: Terminate
 - ii) Master of Education with a Major in French Language Teacher Education (MED)
Request: Terminate
 - iii) Master of Education with a Major in Spanish Language Teacher Education (MED)
Request: Terminate
 - iv) Master of Education with a Major in Middle Grades Education
Request: Terminate

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

- b) Leadership and Instruction
 - i) Specialist in Education with a Major in Educational Leadership
Request: Modify
 - ii) Master of Arts in Teaching (MAT)
Request: Modify

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

- C) Additional business:
 - 1) Electronic Submission of Theses and Dissertations via ProQuest
 - a) Proposed ProQuest Student Introduction, ProQuest Guidelines, and changes to Thesis & Dissertation UWG General Guidelines for Formatting and Processing handbook
Request: Add

Item approved unanimously by voice vote.

Information Items:

- B) Graduate catalog: inclusion of an International admissions section in the graduate catalog.

Committee III: Honors Program Committee (Mark Faucette, Chair)

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

- A) CRIM 2000
Request: Add

It was moved and seconded to withdraw this item, then moved, seconded, and approved to add it as an information item. Dr. Mbaye moved to have the Executive Committee and Rules Committee examine the issue of Honors items. That motion was seconded and approved.

Information Item:

Mark Faucette will continue chairing the committee for 2015-16.

Committee V: Faculty Development Committee (Michael Keim, Chair)

Action Items:

- B) Promotion and tenure time limits: letter of recommendation to the provost.

This letter to the provost was approved after a friendly amendment. The entire letter, with the amendment in red, follows:

February 23, 2015

J. Micheal Crafton, Ph.D.
Provost and Vice President for Academic Affairs
University of West Georgia
1601 Maple Street
Carrollton, GA 30118

Provost Crafton:

At the beginning of the academic year, the Faculty Development Committee received a charge to review the time limits for promotion and tenure and present recommendations to the Provost for consideration. According to *Section 103.0301 Time Limits – Promotion* of the Faculty Handbook,

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

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

Additionally, *Section 103.0402 - Time Limitations* (for Tenure) states,

“1. Tenure may be awarded upon recommendation by the President and approval by the Board of Regents upon completion of a probationary period of at least five years of full-time service at the rank of Assistant Professor or higher.

2. The maximum time that may be served at the rank of assistant professor or above without the award of tenure shall be seven years...”

In reviewing the time limitations for promotion and tenure, variations among units in the determination as to when a faculty member should “normally” be permitted to submit a dossier became readily apparent. Some units defined “normal” to be at the end of the fourth year, and submission of the dossier would occur at the beginning of the fifth year in rank, with promotion and tenure possibly to be awarded at the beginning of the sixth year. This was found to be the case for the College of Social Sciences, ~~and~~ Richards College of Business, and Ingram Library.

Other units allowed faculty members to submit dossiers “early” (at the beginning of the fifth year) with the demonstration of an “extraordinary record” of teaching, service, and/or scholarship, but defined “normal” to be at the end of the fifth year in rank, and submission would occur at the beginning of the sixth year, with promotion and tenure possibly to occur at the beginning of the seventh year. The colleges/units that followed this pattern included the College of Arts and Humanities, the College of Education, the College of Science and Math, and the School of Nursing. Unfortunately, this places some faculty in an “all-or-none” situation in which they must prove their contributions worthy of the award of promotion and tenure in their final year of eligibility or seek other employment.

In order to make the promotion and tenure process more equitable to faculty members, regardless of the college or unit in which they are employed, it is our recommendation that the university support all eligible faculty members to seek promotion and tenure by submitting a dossier at the beginning of the fifth year in rank. If, after consultation with the appropriate chair or supervisor, the individual faculty member decides that it is in his or her own best interest to forgo submission for an additional year, this would remain the prerogative of the faculty member. The intention of the university should be to retain and promote qualified faculty and provide a more equitable evaluation process across the university community that would support that initiative.

Thank you for your time and consideration of these recommendations.

Michael A. Keim, Chair
Faculty Development Committee

Faculty Development Committee Members

David Boldt

Joan Carlisle
Lisa Connell
Ajith DeSilva
Myrna Gantner
Joe Hendricks
Louis Howe
Mary Kassis
Barbara Kawulich
Charlie Sicignano
Daniel Williams

Committee V: Faculty Development Committee (Michael Keim, Chair)

Action Items (continued):

- C) Grievance policies and procedures:
 - 4) Current policy, Section 107
 - 5) Proposed changes
 - 6) “Clean” copy

After discussion, the item was withdrawn by the committee chair for further revisions. Faculty: please send Dr. Keim any other observations, so your suggestions may be considered by the committee prior to its next presentation at Faculty Senate.

Committee VI: Strategic Planning Committee (Nadya Williams, Chair)

Information Item:

- A) Heather Mbaye has been elected to serve as the Chair of the Strategic Planning Committee for 2015-16.

Committee VII: Student Affairs Committee (Sharmistha Basu-Dutt, Chair)

Information Item:

- A) Judy Butler will be Chair of the Student Affairs Committee for 2015-16.

Committee XIII: Rules Committee (Patrick Erben, Chair)

Action Item:

- A) Changes to the Shared Governance document

In the discussion it was noted that there may be SACS requirements for Shared Governance and credit hours. The item was withdrawn by the committee chair to investigate that and possibly make revisions.

6. Old business

7. New business

- A) Jennifer Schuessler (Nursing) and Micheal Crafton (Provost) will present on the topic of Non-Tenure Track (Clinical) Faculty with Rank, which has been reinstated at UWG. It was approved by the Faculty Senate on March 16, 2007, was successfully implemented by the School of Nursing, then discontinued in 2013.

Some highlights of the discussion: Dr. Crafton spoke first, then Dr. Schuessler. The provost commented that he does not see a conflict/problem with this (reinstating the clinical assistant professor rank); it is common practice and not in conflict with the BOR. Dean Schuessler noted that the reassignment to lecturer was viewed as demoralizing; the teaching and contact hours in nursing were not adequately represented with this rank. Dr. Crafton said that he would like to see clinical faculty definitions incorporated in the Faculty Handbook. The year-by-year appointment without tenure with a promotional grid criteria is in the March 16, 2007 agenda of the Faculty Senate.

- B) Nominees for Chair-Elect of Faculty Senate

It was moved and seconded that Julia Farmer be nominated, then it was moved and approved to close nominations.

8. Announcements

- A) Report on USG-Faculty Council meeting on Sat., March 21 (Elizabeth Kramer)

As meeting end time was drawing near, Dr. Kramer briefly touched on several resolutions that the USG Faculty Council is considering regarding the support of faculty compensation, shared governance, and professional development. The USG FC is also talking about how to facilitate better communication—sharing at the institutional level. They are also concerned with how to give retirees a sustainable and affordable way to get health care. Faculty: Dr. Kramer will talk more in depth with any of you; just ask her. Also, please see the USG FC website at www.usg.edu/faculty_council.

9. Adjournment

The meeting adjourned at 4:50 p.m.

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

Addendum II

Program View Request (Read-Only)			
Originator			
College of Science and Mathematics <small>College</small>	Chemistry Department <small>Department</small>	Basu-Dutt, Sharmistha <small>Originator</small>	
Action			
<input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate		Modifications <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details <input type="checkbox"/> Senate Action Item (See Procedure)	
Program Selection			
College of Science and Mathematics <small>College</small>		Bachelor of Science with a major in Chemistry <small>Program</small>	
Bachelor of Science with a major in Chemistry <small>Program Name</small>		On Campus <small>Program Location</small>	Undergraduate <small>Degree Level</small>
Bachelor of Science <small>Degree Name</small>		Fall <small>Effective Semester/Year</small>	2015 <small>Effective Semester/Year</small>
Modification Details		Rationale	
<p>THESE CHANGES ARE FOR THE CHEMICAL/BIO-ENGINEERING OPTION ONLY!</p> <ol style="list-style-type: none"> 1) Edits in the description reflect changes in higher transfer criteria to engineering program. 2) Missing or mis-numbered courses have been corrected in red. 3) Added Core area E recommended Economics course. 4) CHEM 3830 is being replaced with CHEM 3550L to ensure that students can progress without barriers. 5) Change engineering courses transferred from 26 to 27. <p style="font-size: small;">(Max 4000 characters)</p>		<ol style="list-style-type: none"> 1) Engineering schools have raised standards for transfer and eligibility to participate in this program must also change. 2) These corrections align program sheets with catalog. 3) Economics is a required social science course in engineering programs. Therefore, this is the recommended course in Area E4. 4) CHEM 3830 is canceled often due to low enrolment. This course is available for students to take at engineering school. Therefore, this course is being replaced with CHEM 3550L which is a physical chemistry laboratory course and useful for the dual degree in chemistry. 5) CHEM 3550L is 2 credit hours and replaces CHEM 3830 which is 3 credit hours. So, 27 engineering hours need to be transferred (instead of 28 hours) for the student to complete 120 hours at UWG to get their Chemistry degree. <p style="font-size: small;">(Max 4000 characters)</p>	
Planning Info		Comments	
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO <input type="checkbox"/> (See Policy) Present or Projected Annual Enrollment: 10		<p style="font-size: small;">(Max 4000 characters)</p>	
College Approvals		Cross Listing Approvals	

<p><u>Spencer J. Slattery</u> [APPROVED 2018-03-08] Chair, Course Department</p> <p><u>Scott Gordon</u> [APPROVED 2016-03-10] Coordinator, COSM Curriculum Committee</p>	<p><u>N/A</u> Chair, Cross Listed Department</p> <p><u>N/A</u> Associate Dean, Cross Listed College</p>
<p><u>Other Approvals</u></p> <p><u>Julia Farmer</u> [APPROVED 2016-04-13] Chair, Undergraduate Academic Programs Committee</p>	<p><u>Final Approval</u></p> <p><u>Myrna Gantner</u> [REQUIRED] Final Approver</p>

Program View Request (Read-Only)

Originator

College of Science and Mathematics College Chemistry Department Besu-Dutt, Sharmietha Originator

Action Add Modify Deactivate Terminate Reactivate

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

Program Selection

College of Science and Mathematics Bachelor of Science with a major in Chemistry Bachelor of Science with a major in Chemistry Bachelor of Science On Campus Program Location Undergraduate Degree Level Fall 2015 Effective Semester/Year

Modification Details

THESE CHANGES FOR ACS CERTIFIED OPTION ONLY! 1) Add MATH 2654 to CS courses as a supporting course. 2) Add MATH 2853 to MATH 3303 as a supporting course. (Max 4000 characters)

Rationale

These additional options give students flexibility to choose supporting courses and helps to alleviate scheduling barriers due to time conflicts with upper division chemistry lectures and labs. (Max 4000 characters)

(Max 4000 characters)

(Max 4000 characters)

Planning Info

Library Resources are Adequate Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 50

Comments

(Max 4000 characters)

College Approvals

Cross Listing Approvals

<p><u>Spencer J. Slatery</u> [APPROVED 2015-03-08] Chair, Course Department</p> <p><u>Scott Gordon</u> [APPROVED 2015-03-10] Coordinator, COSM Curriculum Committee</p>	<p><u>N/A</u> Chair, Cross Listed Department</p> <p><u>N/A</u> Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <p><u>Julia Farmer</u> [APPROVED 2016-04-13] Chair, Undergraduate Academic Programs Committee</p>	<p>Final Approval</p> <p><u>Myrna Gantner</u> [REQUIRED] Final Approver</p>

UNIVERSITY OF WEST GEORGIA

2014

DEGREE: BS with Major in Chemistry (ACS Certified)

U.S. & GA HISTORY: ___ REGENTS TEST: ___

STUDENT: _____

GRE: ___ VERBAL: ___ QUANT: ___ DATE: ___

SS#: _____

MAJOR ADVISOR: _____

U.S. & GA CONSTITUTION: _____

REGISTRAR _____ DATE: _____

B.S. with a Major in Chemistry, Concentration in Applied Chemistry (ACS certified)

Semester Courses	Semester Hours	Completed
Area F	18 hours (includes 2 hrs of math from Area A & D)	
CHEM 1211K	4	
CHEM 1212K	4	
MATH 2644 or CHEM 2422/2422L	4	
CHEM 2411/2411L Organic Chemistry I/Lab	3/1	
Total Core	60 hours	
Concentration	46-51 hours	
CHEM 2130 Sophomore Seminar	1	
CHEM 2422/2422L Organic Chemistry II/Lab (if not in area F)	0-4	
CHEM 3310K Analytical Chemistry (DSW)	4	
CHEM 3521 Quantum Chemistry	3	
CHEM 3522 Chemical Thermodynamics	3	
CHEM 4083 Faculty Directed Research*	4	
CHEM 4084 Senior Seminar*	1	
CHEM 4330K Instrumental Analysis	4	
CHEM 4611 Structure and Bonding	3	
CHEM 4612 Advanced Inorganic Chemistry	3	
CHEM 47XX Biochemistry or Physical Biochemistry	3	
CHEM 3550L Physical Chemistry Laboratory (DSW)	2	
CHEM 4913L Advanced Synthesis Laboratory (DSW)	2	
CHEM Elective (any except CHEM 3130, 3140, and 4185)	3	
CHEM Elective (any except CHEM 3130, 3140, and 4185)	3	
Courses from Supporting Disciplines		
CS 1300 or CS 1301 or MATH 2654 (Calc III)	4	
MATH 3303 or MATH 2853	3	
Electives	9-14 hours	
Total	120 hours	

General Restrictions: Students are allowed only one D in the courses used to satisfy the major. A maximum of 6 hours of research is allowed in the degree program. There are 8 hours of DSW courses which exceeds the upper level courses writing requirement.

* A senior thesis paper and an oral presentation are required

Program View Request (Read-Only)			
Attachments Current File: BS-Biochemistry ACS certified (2015).doc			
Originator			
College of Science and Mathematics <small>College</small>	Chemistry Department <small>Department</small>	Basu-Dutt, Sharmistha <small>Originator</small>	
Action <input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate		Modifications <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details <input type="checkbox"/> Senate Action Item (See Procedure)	
Program Selection			
College of Science and Mathematics <small>College</small>	Bachelor of Science with a major in Chemistry <small>Program</small>		On Campus <small>Program Location</small>
Bachelor of Science with a major in Chemistry <small>Program Name</small>			Undergraduate <small>Degree Level</small>
Bachelor of Science <small>Degree Name</small>		Fall <small>Effective Semester</small>	2015 <small>Year</small>
Modification Details THIS CHANGE IS FOR BIOCHEMISTRY OPTION ONLY! Add CHEM 4611 so that students can choose one of the two courses to satisfy majors course.		Rationale Student has flexibility with schedule to help them progress through the degree.	
<small>(Max 4000 characters)</small>		<small>(Max 4000 characters)</small>	
Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 10		Comments	
		<small>(Max 4000 characters)</small>	
Attachments Current File: BS-Biochemistry ACS certified (2015).doc			

<p>College Approvals</p> <p>Spencer J. Slattery [APPROVED 2016-03-06] Chair, Course Department</p> <p>Scott Gordon [APPROVED 2016-03-10] Coordinator, COSM Curriculum Committee</p>	<p>Cross Listing Approvals</p> <p>N/A Chair, Cross Listed Department</p> <p>N/A Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <p>Julia Farmer [APPROVED 2016-04-13] Chair, Undergraduate Academic Programs Committee</p>	<p>Final Approval</p> <p>Myrna Gantner [REQUIRED] Final Approver</p>

PROGRAM EVALUATION
UNIVERSITY OF WEST GEORGIA

2014

DEGREE: BS MAJOR: Biochemistry Option

U.S. & GA HISTORY: _____ REGENTS TEST: _____

STUDENT: _____

GRE: _____ VERBAL: _____ QUANT: _____ DATE: _____

SS#: _____

MAJOR ADVISOR: _____

U.S. & GA CONSTITUTION: _____

REGISTRAR _____ DATE: _____

B.S. with a Major in Chemistry, Concentration in Biochemistry (ACS certified)

Semester Courses	Semester Hours	Completed
Area A – Essential Skills		
		9 hours
ENGL 1101 English Composition I	3	
ENGL 1102 English Composition II	3	
MATH 1113 or MATH 1111 and 1112 or MATH 1634	4	
Area B – Institutional Priorities		
		4 hours
Choose one:		
COMM 1110 Public Speaking	3	
PHIL 2110 Critical Thinking	3	
ENGL 2000 American Speech	3	
ENGL 2050 Self-Staging: Oral Communications in daily life	3	
XIDS 1004 Oral and Technological communication	4	
ART 2000 Oral communication and the visual arts	3	
Choose one: (if XIDS 1004 is not chosen above)		
CS 1000 Practical Computing	1	
XIDS 20001 What do you really know about...	1	
CS 1020 Computers and society	1	
LIBR 1101 Academic research and the library	2	
Area C – Humanities and Fine Arts		
		6 hours
Choose one:		
XIDS 2100 Arts and Ideas	3	
ART 1201 Introduction to Art	3	
ART 2201 History of World Art I	3	
ART 2202 History of World Art II	3	
MUSC 1100 Music Appreciation	3	
MUSC 1120 Survey of Jazz, Rock, and Popular Music	3	
THEA 1100 Theatre Appreciation	3	
Choose one:		
XIDS 2100 (listed in both categories, but may be counted only once)		
COMM 1154	3	
ENGL 2110, 2120, 2130, 2160, 2180, 2190	3	
FORL 1001, 1002, 2001, 2002	3	
FORL 2200, 2300	3	
PHIL 2100, 2120, 2160	3	
Area D – Mathematics, Sciences & Quantitative Technology		
		11 hours
PHYS 2211	4	
PHYS 2212	4	
MATH 1634 or 2644	4	
Area E - Social Sciences		
		12 hours
POLS 1101	3	
HIST 1111 or 1112	3	
HIST 2111 or 2112	3	
Choose one:		
ANTH 1102	3	
ECON 2100, 2105, 2106	3	
GEOG 1013, 2503	3	
POLS 2201	3	
PYSC 1101	3	
SOCI 1101, 1160	3	
XIDS 2300, 2301	3	

UNIVERSITY OF WEST GEORGIA

2013-2014

 DEGREE: BS MAJOR: ACS Certified Option

U.S. & GA HISTORY: _____ REGENTS TEST: _____

STUDENT: _____

GRE: _____ VERBAL: _____ QUANT: _____ DATE: _____

SS#: _____

MAJOR ADVISOR: _____

U.S. & GA CONSTITUTION: _____

REGISTRAR _____ DATE: _____

B.S. with a Major in Chemistry, Concentration in Biochemistry (ACS certified)

Semester Courses	Semester Hours	Completed
Area F	18 hours (includes 2 hrs of math from Area A & D)	
CHEM 1211K	4	
CHEM 1212K	4	
MATH 2644 or CHEM 2422/2422L	4	
CHEM 2411/2411L	3/1	
Total Core	60 hours	
Concentration	50-55 hours	
CHEM 2130 Sophomore Seminar	1	
CHEM 2422/2422L Organic Chemistry II/Lab	0-4	
CHEM 3310K Analytical Chemistry (DSW)	4	
CHEM 3521 Quantum Chemistry	3	
CHEM 3522 Chemical Thermodynamics	3	
CHEM 4083 Faculty Directed Research*	4	
CHEM 4084 Senior Seminar*	1	
CHEM 4330K Instrumental Analysis	4	
CHEM 4611 or 4612 Structure & Bonding or Advanced Inorganic Chemistry	3	
CHEM 4711 Biochemistry	3	
CHEM 4712 Physical Biochemistry	3	
CHEM 4720L Biochemistry Laboratory (DSW)	2	
CHEM 3550L Physical Chemistry Laboratory (DSW)	2	
CHEM 4913L Advanced Synthesis Laboratory (DSW)	2	
Courses from Supporting Disciplines		
BIOL 1107/1107L	4	
BIOL 1108/1108L	4	
MATH 3303 (ODE) or MATH 2654 (Calc III)	3-4	
BIOL 2134/2134L (Molecular Cell Biology)	4	
Electives	5-10 hours	
Total	120 hours	

General Restrictions: Students are allowed only one D in the courses used to satisfy the major. A maximum of 6 hours of research is allowed in the degree program. There are 8 hours of DSW courses which exceeds the upper level courses writing requirement.

* A senior thesis paper and an oral presentation are required

Program View Request (Read-Only)	
Attachments Current File: BS.Preprofessional (2015).doc	
Originator College of Science and Mathematics Chemistry Department Basu-Dutt, Sharmistha College Department Originator	
Action <input type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate	
Modifications <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details Senate Action Item (See Procedure)	
Program Selection College of Science and Mathematics Bachelor of Science with a major in Chemistry College Program Bachelor of Science with a major in Chemistry On Campus Undergraduate Program Name Program Location Degree Level Bachelor of Science Fall 2015 Degree Name Effective Semester/Year	
Modification Details THESE CHANGES ARE FOR THE PRE-PROFESSIONAL OPTION ONLY! 1) PSYC 1101 or SOCI 1101 or SOCI 1160 is recommended for Core Area E. 2) Flexibility of any Spanish course as a supporting course. <small>(Max 4000 characters)</small>	Rationale 1) Pre-health students need psychology or sociology for entrance into professional programs 2) Allows students with varying foreign languages background to choose from options. <small>(Max 4000 characters)</small>
Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 100	Comments <small>(Max 4000 characters)</small>
Attachments Current File: BS.Preprofessional (2015).doc	

<p>College Approvals</p> <hr/> <p>Spencer J. Slattery [APPROVED 2015-03-06] Chair, Course Department</p> <hr/> <p>Scott Gordon [APPROVED 2015-03-10] Coordinator, COSM Curriculum Committee</p>	<p>Cross Listing Approvals</p> <hr/> <p>N/A Chair, Cross Listed Department</p> <hr/> <p>N/A Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <hr/> <p>Julia Farmer [APPROVED 2015-04-13] Chair, Undergraduate Academic Programs Committee</p>	<p>Final Approval</p> <hr/> <p>Myrna Gantner [REQUIRED] Final Approver</p>

PROGRAM EVALUATION
UNIVERSITY OF WEST GEORGIA
Revised 1/2015

DEGREE: B.S. with Major in Chemistry: PreProfessional Track
STUDENT _____
Student ID _____
U.S. & GA CONSTITUTION _____

U.S. & GA HISTORY _____ REGENTS' TEST _____
GRE: _____ VERBAL _____ QUANT. _____ DATE _____
MAJOR ADVISOR _____
REGISTRAR _____ DATE _____

B.S. with a Major in Chemistry, Pre-Professional Track

Semester Courses	Semester Hours	Completed
Area A - Essential Skills 9 hours		
ENGL 1101 English Composition I	3	
ENGL 1102 English Composition II	3	
MATH 1113 Pre-Calculus (recommended course)	4	
Area B - Institutional Priorities 4 hours		
1. Oral Communication:		
Choose one:		
COMM 1110 Public Speaking	3	
PHIL 2110 Critical Thinking (recommended)	3	
ENGL 2000 American Speech	3	
ENGL/THEA 2050 Self-Staging: Oral Communication in Daily Life	3	
XIDS 1004 Oral and Technological Communication	4	
ART 2000 Oral Communication and the Visual Arts	3	
Any 3 credits of foreign language (1001, 1002 ...)	3	
*Choose one (if XIDS 1004 is not chosen above)		
ANTH 1100 Faces of Culture	2	
BUSA 1900 Surfing the Internet for Success	2	
CS 1020 Computers & Society	1	
CS 1000 Practical Computing	2	
LIBR 1101 Academic Research and the Library	2	
MUSC 1110 Survey of World Music	1	
XIDS (2001 What Do You Really Know About or 2002 What Do You Really Know About)...	1 or 2	
Area C - Humanities and Fine Arts 6 hours		
Choose one:		
XIDS 2100 Arts & Idea	3	
ART 1201 Intro to Art		
ART 2201 History of Western Art I		
ART 2202 History of Western Art II		
MUSC 1100 Music Appreciation		
MUSC 1120 Survey of Jazz, Rock, & Pop Music		
THEA 1100 Theatre Appreciation		
Choose one:		
XIDS 2100 Arts & Idea	3	
COMM 1154 Intro to Mass Comm		
ENGL 2110 World Lit.		
ENGL 2120 British Lit.		
ENGL 2130 American Lit.		
ENGL 2160 Philosophy & Lit.		
ENGL 2180 studies in African American Lit. ENGL 2190 Studies in Lit. by Women		
PHIL 2100 Intro to Philosophy		
PHIL 2120 Intro to Ethics		
Any 3 credits of a Foreign Language (1001, 1002, ...)		
Area D - Mathematics, Sciences & Quantitative Technology (Recommended Courses) 11 hours		
PHYS 2211 or 1111	4	
PHYS 2212 or 1112	4	
MATH 1634	4	
Area E - Social Sciences 12 hours		
POLS 1101	3	
HIST 1114 or 1112	3	
HIST 2111 or 2112	3	
Choose one:		
ANTH 1102 Intro to Anthropology	3	
ECON 2100 Economics for Everyone		
ECON 2105 Principles of Macroeconomics		
ECON 2106 Principles of Microeconomics		
GEOG 1013 World Geography		
GEOG 2503 Cultural Geography		
POLS 2201 State and Local Government		
PSYC 1101 Intro to General Psychology (recommended)		
SOCI 1101 Intro to Sociology (recommended)		
SOCI 1160 Intro to Social Problems		
XIDS (2300 Interdisciplinary Studies in the Social Sciences or 2301 In		

PROGRAM EVALUATION
UNIVERSITY OF WEST GEORGIA
Revised 1/2015

DEGREE: B.S. with Major in Chemistry: PreProfessional Track
STUDENT _____
Student ID _____
U.S. & GA CONSTITUTION _____

U.S. & GA HISTORY _____ REGENTS' TEST _____
GRE: _____ VERBAL _____ QUANT. _____ DATE _____
MAJOR ADVISOR _____
REGISTRAR _____ DATE _____

B.S. with a Major in Chemistry, Pre-Professional Track

Semester Courses	Semester Hours	Completed
Area F	18 hours (Includes 2 hrs of Math from Area A & D)	
CHEM 1211K	4	
CHEM 1212K	4	
MATH 2644	4	
CHEM 2411/2411L	3/1	
Total Core	60 hours	

Must have a minimum of 39 hrs of upper level courses to complete the degree

Major Courses	27 hours	
CHEM 2130 Sophomore Seminar	1	
CHEM 3422/3422L Organic Chemistry II/Lab	4	
CHEM 3310K Analytical Chemistry	4	
CHEM 3510 Survey of Physical Chemistry or CHEM 3521 Quantum Chemistry or CHEM 3522 Chemical Thermodynamics	3	
CHEM 4610 Inorganic Chemistry	3	
CHEM 4711 Biochemistry	3	
CHEM 4910 Tools and Applications in Chemistry	3	
CHEM Electives (3000 or above) _____	6	
Supporting Courses	3-4 hours	
CS 1300 or MATH 2063 or 2654, or 3303 or SPAN 1002	3-4	
Recommended Minor in one or more of the following: Biology, Psychology, or Spanish (see course catalog for required courses)	29-30 hours (Minimum of 13 hrs 3000 or above)	
Total	120 hours	

General Restrictions: No D's are permitted in a major or minor course. A maximum of 3 hours of research is allowed in the degree program. Must complete 6 hours of 3000/4000 level W- courses where at least one is a chemistry course and the other may be a course that is in the major program.

Program View Request (Read-Only)	
Attachments Current File: BS-Secondary Education (2015).doc	
Originator College: College of Science and Mathematics Department: Chemistry Department Originator: Basu-Dutt, Sharmistha	
Action Modifications <input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details Senate Action Item (See Procedure)	
Program Selection College: College of Science and Mathematics Program: Bachelor of Science with a major in Chemistry Program Name: Bachelor of Science with a major in Chemistry On Campus Program Location: On Campus Degree Name: Bachelor of Science Effective Semester/Year: Fall 2015 Undergraduate Degree Level: Undergraduate	
Modification Details THIS CHANGE IS FOR ALL OPTIONS EXCEPT APPLIED CHEMISTRY OPTION A AND BIOCHEMISTRY OPTION B! Students can choose MATH 2063 or MATH 2644 as Area F course.	Rationale Giving two options alleviates scheduling conflicts and improves RPG.
(Max 4000 characters)	(Max 4000 characters)
Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 75	Comments
	(Max 4000 characters)
Attachments Current File: BS-Secondary Education (2015).doc	

<p>College Approvals</p> <p>Sharmistha Basu-Dutt [APPROVED 2016-03-18] Chair, Course Department</p> <p>Scott Gordon [APPROVED 2016-03-27] Coordinator, COSM Curriculum Committee</p>	<p>Cross Listing Approvals</p> <p>N/A Chair, Cross Listed Department</p> <p>N/A Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <p>Julia Farmer [APPROVED 2016-04-13] Chair, Undergraduate Academic Programs Committee</p>	<p>Final Approval</p> <p>Myrna Gantner [REQUIRED] Final Approver</p>

PROGRAM EVALUATION
UNIVERSITY OF WEST GEORGIA
Revised 11/2015

DEGREE: B.S. MAJOR: CHEMISTRY EDUCATION OPTION
STUDENT _____
Student ID _____
U.S. & GA CONSTITUTION _____

U.S. & GA HISTORY _____ REGENTS' TEST _____
GRE: _____ VERBAL _____ QUANT. _____ DATE _____
MAJOR ADVISOR _____
REGISTRAR _____ DATE _____

B.S. Degree with a Major in Chemistry, Secondary Education Track

Semester Courses	Semester Hours	Completed
Area A - Essential Skills 9 hours		
ENGL 1101 English Composition I	3	
ENGL 1102 English Composition II	3	
MATH 1113 Pre-Calculus (recommended course)	4	
Area B - Institutional Priorities 4 hours		
1. Oral Communication: Choose one:		
COMM 1110 Public Speaking	3	
PHIL 2110 Critical Thinking	3	
ENGL 2000 American Speech	3	
ENGL/THEA 2050 Self-Staging: Oral Communication in Daily Life	3	
XIDS 1004 Oral and Technological Communication	4	
ART 2000 Oral Communication and the Visual Arts	3	
Any 3 credits of foreign language (1001, 1002 ...)	3	
*Choose one (if XIDS 1004 is not chosen above)		
ANTH 1100 Faces of Culture	2	
BUSA 1900 Surfing the Internet for Success	2	
CS 1020 Computers & Society	2	
CS 1000 Practical Computing	1	
LIBR 1101 Academic Research and the Library	2	
MUSC 1110 Survey of World Music	2	
XIDS 2001 What Do You Really Know About..	1	
XIDS 2002 What Do You Really Know About ...	2	
UTeach 2001 (recommended)	1	
UTeach 2002 (recommended)	1	
Area C - Humanities and Fine Arts 6 hours		
Choose one:		
XIDS 2100 Arts & Idea	3	
ART 1201 Intro to Art		
ART 2201 History of Western Art I		
ART 2202 History of Western Art II		
MUSC 1100 Music Appreciation		
MUSC 1120 Survey of Jazz, Rock, & Pop Music		
THEA 1100 Theatre Appreciation		
Choose one:		
XIDS 2100 Arts & Idea	3	
COMM 1154 Intro to Mass Comm		
ENGL 2110 World Lit.		
ENGL 2120 British Lit.		
ENGL 2130 American Lit.		
ENGL 2160 Philosophy & Lit.		
ENGL 2180 studies in African American Lit.		
ENGL 2190 Studies in Lit. by Women		
FORL 2200 Survey of National Lit.		
FORL 2300 Topics in National Lit.		
PHIL 2100 Intro to Philosophy		
PHIL 2120 Intro to Ethics		
FAny 3 credits of a Foreign Language (1001, 1002, ...)		
Area D - Mathematics, Sciences & Quantitative Technology (Recommended Courses) 11 hours		
PHYS 2211 or 1111	4	
PHYS 2212 or 1112	4	
MATH 1634	4	
Area E - Social Sciences 12 hours		
POLS 1101	3	
HIST 1111 or 1112	3	
HIST 2111 or 2112	3	

PROGRAM EVALUATION
UNIVERSITY OF WEST GEORGIA
Revised 11/2015

DEGREE: B.S. MAJOR: CHEMISTRY EDUCATION OPTION
STUDENT _____
Student ID _____
U.S. & GA CONSTITUTION _____

U.S. & GA HISTORY _____ REGENTS' TEST _____
GRE: _____ VERBAL _____ QUANT. _____ DATE _____
MAJOR ADVISOR _____
REGISTRAR _____ DATE _____

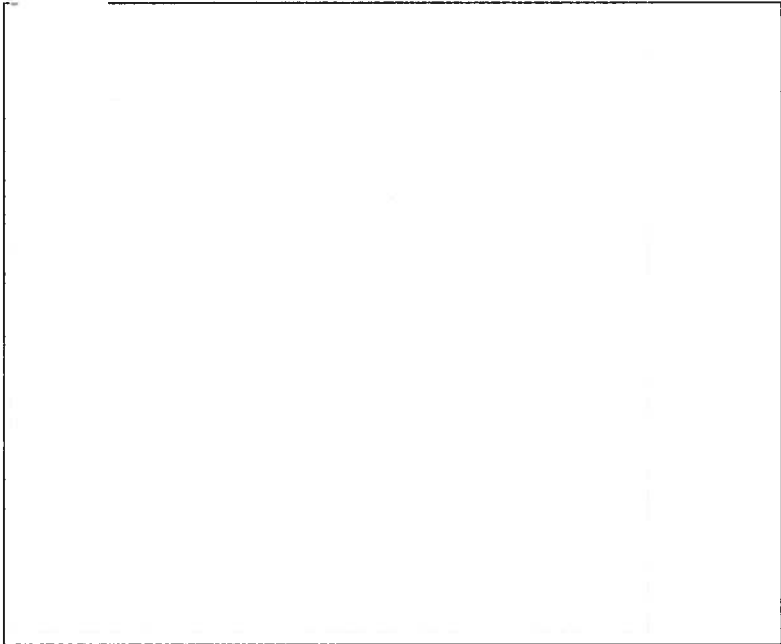
B.S. Degree with a Major in Chemistry, Secondary Education Track

Choose one: ANTH 1102 Intro to Anthropology ECON 2100 Economics for Everyone ECON 2105 Principles of Macroeconomics ECON 2106 Principles of Microeconomics GEOG 1013 World Geography GEOG 2503 Cultural Geography POLS 2201 State and Local Government PSYC 1101 Intro to General Psychology SOC1 1101 Intro to Sociology SOC1 1160 Intro to Social Problems XIDS 2300 Interdisciplinary Studies in the Social Sciences XIDS 2301 Intro to Global Studies	3	
Semester Courses	Semester Hours	Completed
Area F	18 hours (includes 2 hrs of Math from Area A & D)	
CHEM 1211K	4	
CHEM 1212K	4	
MATH 2644or MATH 2063	3-4	
CHEM 2411/2411L	3/1	
Total Core	59-60 hours	

Major Courses	27 hours	
CHEM 2130 Sophomore Seminar	1	
CHEM 3422/3422L Organic Chemistry II/Lab	4	
CHEM 3310K Analytical Chemistry	4	
CHEM 3510 Survey of Physical Chemistry or CHEM 3521 Quantum Chemistry or CHEM 3522 Chemical Thermodynamics	3	
CHEM 4610 Inorganic Chemistry	3	
CHEM 4711 Biochemistry	3	
CHEM 4910L Tools and Applications in Chemistry	3	
**CHEM Electives _____	6	
Courses from Supporting Disciplines	14 hours	
CHEM 3825 Research Methods	3	
STEM 3815 Perspective on Science and Math	3	
BIOL 1107 and BIOL 1107L	4	
BIOL 1108 and BIOL 1108L	4	
Professional Education Concentration (3000 – 4000 level courses)	21 hours	
UTCH 3001 Knowing and Learning	3	
UTCH 3002 Classroom Interactions	3	
UTCH 3003 Problem based Learning	3	
UTCH 4000 Apprentice Learning	9	
UTCH 3004 Inclusive Math & Sci Classroom	3	
Total	121-122 hours	

General Restrictions: No D's are permitted in a major course or professional education. A maximum of 3 hours of research is allowed in the degree program. Must complete 6 hours of 300/4000level W- courses where at least one is a chemistry course and the other may be a course that is in the major program.
* Chemistry Workshop Leader (It is required to be a chemistry workshop leader for one semester. To apply as a workshop leader one must have a minimum grade of B in both CHEM 1211K and CHEM 1212K, and have a minimum GPA of 2.9. Also, the student must take the course XIDS 2002 (What do you know about Leadership) which fulfills area B-2 core requirement.
** CHEM 3130 and 3140 cannot be used here.

Course Update Request (Add, Delete, Modify)					
Attachments					
Current File: 1151_Math.pdf					
Originator					
Chemistry Department		College of Science and Mathematics		Basu-Dutt, Sharmistha	
Department		College		Originator	
Action					
<input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Delete		Modifications <input checked="" type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="button" value="Senate Action Item"/> <input type="button" value="(See Procedure)"/>			
Course Details					
CHEM	1151K	Survey of Chemistry I			
Prefix	Number	Course Title			
First course in a two-semester sequence covering elementary principles of general, organic, and biochemistry for allied health professions and non-science majors. Topics to be covered include: elements and compounds, chemical equations, organic nomenclature, and molecular geometry. Laboratory exercises supplement the lecture material.					
Course Catalog Description					
3.00	3.00	4.00	Fall - 2015	Spring and Fall	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading
Prerequisites			Corequisites		
MATH 1111			MATH 1111		
Rationale					
Problem solving in this course involves substantial algebraic manipulations that are taught in MATH 1111. Student data over the past 2 years show that students who take MATH 1111 do better than students with no math. College of Nursing has been informed about the change.					
Planning Info			Comments		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement					
Is this a SACS substantive change? NO <input type="button" value="(See Policy)"/>					
Present or Projected Annual Enrollment: 200					



Attachments
Current File: 1151_Math.pdf

College Approvals

Scott Gordon [APPROVED 2015-03-27]
Coordinator, COSM Curriculum Committee

Sharmistha Basu-Dutt [APPROVED 2015-03-18]
Chair, Course Department

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2015-04-13]
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

Program View Request (Read-Only)

Originator

College of Science and Mathematics Geosciences Department Mayer, James R.

College Department Originator

Action **Modifications**

Add
 Modify
 Deactivate
 Terminate
 Reactivate
 Program Name
 Program Description
 Degree Name
 See Modification Details
 Senate Action Item (See Procedure)

Program Selection

College of Science and Mathematics Bachelor of Science with a Major in Geology

College Program

Bachelor of Science with a Major in Geology On Campus Undergraduate

Program Name Program Location Degree Level

Bachelor of Science Fall 2015

Degree Name Effective Semester/Year

Modification Details

Modify concentrations within Geology major.

(Max 4000 characters)

Rationale

The Earth Science/Secondary Ed major was deactivated by BOR. We are incorporating it into the Geology major as a separate concentration. The education portion of the program (UTeach) has been vetted by UTeach reps in COE and is standard for science/education programs in COSM.

The Environmental Geology concentration is being strengthened and broadened to fill the gap left by deactivation of the Environmental Science BS degree. It is also being streamlined to allow students easier course sequencing, which should eliminate course "bottlenecks" and help students graduate on time. The new Environmental Geology concentration now requires more upper level math and chemistry than the old Environmental Geology concentration and it explicitly allows for more upper level biology electives. The revised concentration also explicitly allows more flexibility in completing geology, chemistry and math requirements and offers a more coherent and inclusive set of elective options. This more rigorous curriculum will better prepare graduates for technically demanding roles in environmental applications.

The proposed Professional Geology concentration is very similar to the existing Pre-Professional concentration but will be easier for students to customize based on their own plans and interests. For example, students preparing for immediate employment in a variety of geological disciplines or for graduate school will be able to use this track to complete their degree.

(Max 4000 characters)

Geology Major Catalog Description.docx

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement
 Is this a SACS substantive change? NO (See Policy)
 Present or Projected Annual Enrollment: 75

Comments

(Max 4000 characters)

College Approvals

Cross Listing Approvals

<p>James R. Mayer [APPROVED 2015-01-29] Chair, Course Department</p> <p>Scott Gordon [APPROVED 2015-03-08] Coordinator, COSM Curriculum Committee</p>	<p>N/A Chair, Cross Listed Department</p> <p>N/A Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <p>Julia Farmer [APPROVED 2015-04-13] Chair, Undergraduate Academic Programs Committee</p>	<p>Final Approval</p> <p>Myrna Gantner [REQUIRED] Final Approver</p>

B. S. Degree with a Major in Geology, Professional Geology Concentration

Core Areas A, B, C, D, E 42

See University of West Georgia Core Curriculum requirements.

Core Area A: must include MATH 1113

Core Area D: Must choose Option II

Core Area F 18

GEOL 1121 + 1121L, GEOL 1122 + 1122L, CHEM 1211+1211L

Choose one from: BIOL 1107+1107L; CHEM 1212+1212L; MATH 1634, 2644; PHYS 1111+1111L, 1112+1112L, 2211+2211L, 2212+2212L

Math credit from Area A and D and/or 1000/2000 level academic elective

Required courses for the major 35

GEOL 3004 Field Geology and Geologic Mapping	4
GEOL 3014 Mineralogy and Crystallography	4
GEOL 3024 Igneous & Metamorphic Petrology	4
GEOL 3034 Structural Geology	4
GEOL 3042 Optical Mineralogy	2
GEOL 3053 Sedimentary Petrology	3
GEOL 4024 Paleontology	4
GEOL 4082 Independent Research	1
GEOL 4084 Hydrogeology	4
GEOL 4501 Geology Seminar	1
GEOL 4604 Economic Geology	4

Supporting courses 0-3

MATH 2063 Statistics (if not taken in Core)	3
---	---

Approved Electives 22-25

GEOL 2002

GEOL courses numbered 3000 or greater

GEOG 2553, 4103, 4400, 4553, 4564

CHEM 1212, 2411, 3310K

MATH 2654, 3303, 3353

Other courses approved by advisor

Note: A maximum of six hours of independent research is allowed in the major. Must complete minimum of 6 hours 3000/4000 level DSW courses. Must complete minimum of 39 hours courses numbered 3000 or greater.

B. S. Degree with a Major in Geology, Environmental Geology Concentration

Core Areas A, B, C, D, E 42

See University of West Georgia Core Curriculum requirements.

Core Area A: must include MATH 1113

Core Area D: Must choose Option II

Core Area F 18

GEOL 1121 + 1121L, GEOL 1122 + 1122L, CHEM 1211+1211L

Choose one from: BIOL 1107+1107L; CHEM 1212+1212L; MATH 1634, 2644; PHYS 1111+1111L, 1112+1112L, 2211+2211L, 2212+2212L

Math credit from Area A and D and/or 1000/2000 level academic elective

Required courses for the major 26-27

GEOL 3004 Field Geology and Geologic Mapping	4
GEOL 3014 Mineralogy and Crystallography	4
GEOL 3603 Environmental Geology	3
GEOL 4082 Independent Research	1
GEOL 4083 Env Geochem or GEOL 4014 Geochem	3-4
GEOL 4084 Hydrogeology	4
GEOL 4093 Risk Assessment	3
GEOL 4501 Seminar	1
GEOG 2202 or GEOG 2505	3

Supporting courses 11-23

BIOL 1107 (if not taken in Core)	0-4
BIOL 1108 (if not taken in Core)	0-4
CHEM 1212 (if not taken in Core)	0-4
CHEM 3310K or CHEM 2411	4
MATH 1634 (if not taken in Core)	0-4
MATH 2063 (if not taken in Core)	0-3

Approved electives 10-30

GEOL 2002
GEOL courses numbered 3000 or greater
GEOG 2202, 2505, 2553, 3405, 3563, 3800, 3900, 4103, 4400, 4553
CHEM 3310K, 2411 and 2411L, 2422 and 2422L, 3010
MATH 2654, 3303, 3353
BIOL 3135, 4424, 4440, 4450

Note: A maximum of six hours of independent research is allowed in the major. Must complete minimum of 6 hours 3000/4000 level DSW courses. Must complete minimum of 39 hours courses numbered 3000 or greater.

B. S. Degree with a Major in Geology, Earth Science Secondary Education Concentration

Core Areas A, B, C, D, E 42

See University of West Georgia Core Curriculum requirements.

Core Area A: must include MATH 1113

Core Area D: Must choose Option II

MATH 2063, GEOG 1112/1112L and

GEOG 1113/1113L recommended

Core Area F 18

GEOL 1121 + 1121L, GEOL 1122 + 1122L, CHEM 1211+1211L

Choose one from: BIOL 1107+1107L; CHEM 1212+1212L; MATH 1634, 2644; PHYS 1111+1111L, 1112+1112L, 2211+2211L, 2212+2212L

Required Courses, College of Education 23

UTCH 2001	1
UTCH 2002	1
UTCH 3001	3
UTCH 3002	3
UTCH 3003	3
UTCH 3004	3
UTCH 4000	9

Required Lower Division Courses 9-13

GEOL 2503	3
GEOL 2002 or GEOG 2553	2-3
ASTR 2313/2313L	4
MATH 2063 (if not in Core)	0-3

Required Upper Division Courses 19-20

GEOL 3004 or GEOL 3014	4
GEOL 4003 or GEOL 4083	3
GEOL 4024 or GEOL 4103	3-4
GEOL 4203 or GEOG 3603	3
GEOL 3825	3
STEM 3815	3

Electives chosen from the following 5-9

- any GEOL course 3000 or higher
- GEOG 2202
- GEOG 2505
- GEOG 3713
- GEOG 4103

Note: A maximum of six hours of independent research is allowed in the major. Must complete minimum of 6 hours 3000/4000 level DSW courses. Must complete minimum of 39 hours courses numbered 3000 or greater.

Program View Request (Read-Only)																			
Attachments Current File: BS Program Sheet 04062015.docx																			
Originator <table style="width:100%; border: none;"> <tr> <td style="width:33%; border: none;">College of Social Sciences</td> <td style="width:33%; border: none;">Political Science Department</td> <td style="width:33%; border: none;">Dixon, Greg</td> </tr> <tr> <td style="border: none;"><small>College</small></td> <td style="border: none;"><small>Department</small></td> <td style="border: none;"><small>Originator</small></td> </tr> </table>		College of Social Sciences	Political Science Department	Dixon, Greg	<small>College</small>	<small>Department</small>	<small>Originator</small>												
College of Social Sciences	Political Science Department	Dixon, Greg																	
<small>College</small>	<small>Department</small>	<small>Originator</small>																	
<table style="width:100%; border: none;"> <tr> <td style="width:33%; border: none;"> Action <input type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate </td> <td style="width:66%; border: none;"> Modifications <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details <input type="checkbox"/> Senate Action Item (See Procedure) </td> </tr> </table>		Action <input type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate	Modifications <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details <input type="checkbox"/> Senate Action Item (See Procedure)																
Action <input type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate	Modifications <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details <input type="checkbox"/> Senate Action Item (See Procedure)																		
Program Selection <table style="width:100%; border: none;"> <tr> <td style="width:33%; border: none;">College of Social Sciences</td> <td style="width:33%; border: none;">Bachelor of Science with a Major in Political Science</td> <td style="width:33%; border: none;"></td> </tr> <tr> <td style="border: none;"><small>College</small></td> <td style="border: none;"><small>Program</small></td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;">Bachelor of Science with a Major in Political Science</td> <td style="border: none;">On Campus</td> <td style="border: none;">Undergraduate</td> </tr> <tr> <td style="border: none;"><small>Program Name</small></td> <td style="border: none;"><small>Program Location</small></td> <td style="border: none;"><small>Degree Level</small></td> </tr> <tr> <td style="border: none;">Bachelor of Science</td> <td style="border: none;">Fall</td> <td style="border: none;">2015</td> </tr> <tr> <td style="border: none;"><small>Degree Name</small></td> <td style="border: none;"><small>Effective Semester/Year</small></td> <td style="border: none;"></td> </tr> </table>		College of Social Sciences	Bachelor of Science with a Major in Political Science		<small>College</small>	<small>Program</small>		Bachelor of Science with a Major in Political Science	On Campus	Undergraduate	<small>Program Name</small>	<small>Program Location</small>	<small>Degree Level</small>	Bachelor of Science	Fall	2015	<small>Degree Name</small>	<small>Effective Semester/Year</small>	
College of Social Sciences	Bachelor of Science with a Major in Political Science																		
<small>College</small>	<small>Program</small>																		
Bachelor of Science with a Major in Political Science	On Campus	Undergraduate																	
<small>Program Name</small>	<small>Program Location</small>	<small>Degree Level</small>																	
Bachelor of Science	Fall	2015																	
<small>Degree Name</small>	<small>Effective Semester/Year</small>																		
Modification Details <p>This course modification includes the creation of the EURO course prefix so that UMG may add the European Union Studies Program courses under their new USG, harmonized course listings. This modification includes the creation of the EURO prefix and the addition of EURO prefix courses to the POLS courses accepted for the graduation requirements of the major. This modification adds additional courses to the list of courses that count for the Political Science major and minor programs. The following courses will be accepted as meeting the requirement for upper division political science courses with the "Comparative Politics" sub-field attribute.</p> <p>EURO3234 EURO4130 EURO4160 EURO4230 EURO4260 EURO4330 EURO4430 EURO4530 EURO4630 EURO4730 EURO4760 EURO4830</p> <p style="font-size: small;">(Max 4000 characters)</p>	Rationale <p>This modification includes the new EU Studies Program courses and the EU Studies Program courses that were already taught under POLS prefixes to count for graduation for POLS majors. This is necessary to accommodate changes at the USG level for how the EU Studies Program courses are to be listed. This simply adjusts our graduation requirements to include the new USG EURO prefix courses.</p> <p style="font-size: small;">(Max 4000 characters)</p>																		
Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 45	Comments Updated POLS - BS program sheet attached.																		
Attachments Current File: BS Program Sheet 04062015.docx																			

<p>College Approvals</p> <p>Jesus Peralta [APPROVED 2015-03-24] Chair, Course Department</p> <p>Amber Smallwood [APPROVED 2015-03-27] Coordinator, COSS Executive Committee</p>	<p>Cross Listing Approvals</p> <p>N/A Chair, Cross Listed Department</p> <p>N/A Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <p>Julia Farmer [APPROVED 2015-04-13] Chair, Undergraduate Academic Programs Committee</p>	<p>Final Approval</p> <p>Myrna Gantner [REQUIRED] Final Approver</p>

Program View Request (Read-Only)

Originator

College of Social Sciences <small>College</small>	Political Science Department <small>Department</small>	Dixon, Greg <small>Originator</small>
--	---	--

Action <input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate	Modifications <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details <input type="button" value="Senate Action Item"/> (See Procedure)
--	--

Program Selection

College of Social Sciences <small>College</small>	Bachelor of Arts with a Major in Political Science <small>Program</small>	
Bachelor of Arts with a Major in Political Science <small>Program Name</small>	On Campus <small>Program Location</small>	Undergraduate <small>Degree Level</small>
Bachelor of Arts <small>Degree Name</small>	Fall <small>Effective Semester/Year</small>	2015 <small>Effective Semester/Year</small>

Modification Details

This modification adds additional courses to the list of courses that count for the Political Science major and minor programs. The following courses will be accepted as meeting the requirement for upper division political science courses with the "Comparative Politics" sub-field attribute.

EURO3234
EURO4130
EURO4160
EURO4230
EURO4260
EURO4330
EURO4430
EURO4530
EURO4630
EURO4730
EURO4760
EURO4830

(Max 4000 characters)

Rationale

This modification includes the new EU Studies Program courses and the EU Studies Program courses that were already taught under POLS prefixes to count for graduation for POLS majors. This is necessary to accommodate changes at the USG level for how the EU Studies Program courses are to be listed. This simply adjusts our graduation requirements to include the new USG EURO prefix courses.

(Max 4000 characters)

Attachments

Current File: BA Program Sheet 04062015.docx

Planning Info
 Library Resources are Adequate
 Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 45

Comments

Updated POLS - BA program sheet added.

(Max 4000 characters)

College Approvals

Cross Listing Approvals

<p>Jesus Peralta [APPROVED 2015-03-24] Chair, Course Department</p> <p>Amber Smallwood [APPROVED 2015-03-27] Coordinator, COSS Executive Committee</p>	<p>N/A Chair, Cross Listed Department</p> <p>N/A Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <p>Julia Farmer [APPROVED 2015-04-13] Chair, Undergraduate Academic Programs Committee</p>	<p>Final Approval</p> <p>Myrna Gantner [REQUIRED] Final Approver</p>

Degree: Bachelor of Arts in Political Science

Student Name: _____

Student ID: _____

Advisor Name: _____

Courses required to be successfully completed in the program name above before degree is to be awarded:

Courses specified in Core Areas A-E (see attached Core Curriculum or Catalog)	42 hours
Courses specified in Core Area F: I. Foundations of Social Science (9-15 hours) Three to five lower division courses from among the Social Electives listed in Core Area E4. No more than one course can be from the same department. II. Basic Skills (3-9 hours) a. Foreign Languages through 2002* (0-6 hours) b. Technology Skills (3 hours) 1 Lower division course from : ACCT 2101, CISM 2201, CS 1030, CS 1301, MATH 2063, POLS 2601 *6 of the 12 hours required in a foreign language can count in F2(A), 3 hours can count in core areas C2 and 3 as electives.	18 hours
Physical Education (not required) No P.E. courses will count towards the degree	0 hours
Foreign Language Required through 2002 To be taken as an elective if not part of the core classes	0 hours (Included in core or electives)
Major Courses 27 hours of upper division POLS or EURO courses, including: <ul style="list-style-type: none"> • 3 hours of Political Theory • 3 hours of American Politics • 3 hours of Comparative Politics • 3 hours of International Politics • POLS 4984 (Senior Seminar) 	27 hours
Minor Courses A minor is required for Bachelor of Arts students At least 9 hours must be upper division courses	15 hours
Electives At least 3 hours must be upper division courses POLS 4186 (Internship), if taken, may only count as one elective	18 hours
Total Hours for Bachelor of Arts in Political Science Degree	120 hours

Politics and stipulations applicable to this degree program:

1. No student may graduate in this program with fewer than 27 hours in the major.
2. No student may graduate with fewer than 39 hours or above at 3000 level.
3. Those seeking certification in secondary social science education must comply with the requirement of the School of Education as stated in the Catalog.
4. No hours of Internship credit may count as hours in the major.
5. A foreign language must be taken as an elective if not in Core Areas C and F.
6. No courses at a two-year institution (1000 or 2000 level) may transfer as a major (3000 or 4000 level) course.
7. Not more than 3 hours of directed readings or independent study may count toward the major and none can be used to satisfy the distribution requirements.
8. No POLS course in which the student receives a grade lower than a "C" may count toward the major.

I have read and understand the prescribed course requirements listed above leading to the Bachelor of Arts in Political Science degree, and I will accept without condition the policies and stipulations governing this degree program.

Signature of Student

Date

Course Update Request (Add, Delete, Modify)						
Originator						
Political Science Department <small>Department</small>		College of Social Sciences <small>College</small>		Dixon, Greg <small>Originator</small>		
Action		Modifications				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input checked="" type="checkbox"/> Description <input checked="" type="checkbox"/> Title <input checked="" type="checkbox"/> Credit <input checked="" type="checkbox"/> See Comments <input type="text" value="Generate Action Item"/> (See Procedure)				
Course Details						
EURO <small>Prefix</small>	3234 <small>Number</small>	Introduction to the EU <small>Course Title</small>				
An introduction to the history, institutions, and policies of the European Union. The course also examines the role of the EU as a global actor, including its relations with the United States.						
Course Catalog Description						
3 <small>Lec Hrs</small>	 <small>Lab Hrs</small>	3 <small>Credit Hrs</small>	Fall - 2015 <small>Effective Term</small>	Yearly <small>Frequency</small>	Letter Grade <small>Grading</small>	
Prerequisites			Corequisites			
Rationale						
This course is being added as part of the course changes and additions needed for the EU Studies Program at the system level. The EU program is moving to a new, uniform set of course prefix, number, name, and description so that all participating EU Studies Program universities match and can use the INGRESS system for USG wide programs. This change is a requirement for UWG's continued participation in this program. This addition includes the addition of the EURO prefix to the available list of prefixes at UWG. This prefix is the standard USG prefix for EU program courses at all EU program member institutions. This is the first of a series of course additions that will use the EURO prefix. The EURO prefix is already in use at some EU program institutions and is being added at all of the remainder. In order to offer EU courses, UWG must use the identical prefix, number, and description. This course modification and the other, related modifications are required to make the changes needed to offer these courses at UWG and to integrate these courses in to INGRESS. Related program modifications have been submitted in order to ensure that these courses are counted towards the Political Science major.						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO <small>(See Policy)</small>						
Present or Projected Annual Enrollment: 15						

Intro EU_Spring 2015A.pdf is updated syllabus with 2016 course number

College Approvals

Jesus Peralta [APPROVED 2016-03-24]
Chair, Course Department

Amber Smallwood [APPROVED 2016-03-27]
Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2016-04-13]
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

EURO3234 Syllabus: Introduction to the European Union Course – Spring 2015
Section Instructor: Richard Reiman E-mail rreiman@sgsc.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. GoView Georgia View: The course is taught entirely online via GoViewGeorgiaView (<http://go.view.usg.edu> . 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 PrintableVersion of the Syllabus which may be easier for you to reference is available on this D2L site, on the home page.

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 worth 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 to 100%.

5. 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, Grades for Module Discussions, Module Leader Essay

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 D2L will not allow you to complete it. Each quiz is "worth" 2.5% of your course grade. (20% total for all)

Midterm: The Midterm may be taken on the date listed 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 the date listed on the Calendar, but once it is opened it must be completed within 120 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 of the other seven module discussions. You will receive a numeric grade for your discussion leader role, worth 20% of your course grade.

For the discussion "leader" phase of the course, you will 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 one module discussion for which you are a leader). 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 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 one common "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 web 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 ONE COMMON leader essay (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 that follow: EU Observer: <http://www.euobserver.com>; Euractiv: 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 discussions on the private, discussion board and bases student grades on such discussion as well as the resulting essay.

Course requirements: How the Discussion Boards Work

Introduction Bulletin Board Discussions: Students should visit the "Discussions" section (under "Communication Tools") during the first day of class (January 12) and introduce themselves on the "Student Chit Chat" board, indicating why they are taking the course. Please note that two types of open discussion lists exist: 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 and grammatical 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. The instructor answers all emails within forty-eight hours and usually within twenty-four hours.

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%

Course Update Request (Add, Delete, Modify)						
Originator		Political Science Department		College of Social Sciences		Dixon, Greg
Department		College				Originator
Action		Modifications				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input checked="" type="checkbox"/> Description <input checked="" type="checkbox"/> Title <input checked="" type="checkbox"/> Credit <input checked="" type="checkbox"/> See Comments <input type="checkbox"/> Senate Action Item (See Procedure)				
Course Details						
EURO	4130	EU Law & Legal Systems				
Prefix	Number	Course Title				
<p>A study of EU legal institutions and processes in the context of international law and in comparison to those of the United States.</p>						
Course Catalog Description						
3		3	Fall - 2015	Other	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	
Prerequisites			Corequisites			
Rationale						
<p>This course is being added as part of the course changes and additions needed for the EU Studies Program at the system level. The EU program is moving to a new, uniform set of course prefix, number, name, and description so that all participating EU Studies Program universities match and can use the INGRESS system for USG wide programs. This change is a requirement for UWG's continued participation in this program. The request to add the EURO prefix is included in a separate course addition (EURO-3234). The EURO prefix is already in use at some EU program institutions and is being added at all of the remainder. In order to offer EU courses, UWG must use the identical prefix, number, and description. This course modification and the other, related modifications are required to make the changes needed to offer these courses at UWG and to integrate these courses in to INGRESS. Related program modifications have been submitted in order to ensure that these courses are counted towards the Political Science major.</p>						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO (See Policy)						
Present or Projected Annual Enrollment: 15						

Course taught in 2-year rotation

College Approvals

Jesus Peralta [APPROVED 2016-03-24]
Chair, Course Department

Amber Smallwood [APPROVED 2016-03-27]
Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2016-04-13]
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

EURO 4130

European Union Studies Program

Course: EU Law and Legal Systems

Instructors:

Bettina Reiter, LMU, Coordinator EUSC
Dr. Daniel Baracskey, Valdosta State University

Dates: Fall 2013 online (October 14 – December 1, 2013)

Course Description (from course catalog):

This course focuses on the legal institutions that constitute the European Union, and the legal processes of those institutions. The course also examines the body of European law, both static and dynamic, which is influential in the legal process. 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; 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.

Course Outcomes:

Upon successful completion of the course, students will demonstrate knowledge of:

- 1) The evolution and the institutional setup of the legal system of the EU
- 2) Legal instruments and policymaking in the EU
- 3) Doctrines of European Law
- 4) The area of freedom, security and justice
- 5) Case laws in the area of free movement
- 6) Case laws in the area of competition policies

Content Modules:

Students will primarily access course content through content modules provided in Desire2Learn (D2L). They should begin by thoroughly reviewing the information presented under "Getting Started" at the beginning of the content section, including important procedures and dates presented in this syllabus. Each week will cover a specific module with information relating to the course outcomes (shown above). These are linked to assignments such as quizzes, discussions, and assignments. A schedule for which module is being covered for a particular week is provided at the end of this syllabus, and is also shown on the course calendar, along with the "Getting Started" area under the "content" heading. There are primarily six modules with course content, along with ancillary modules that provide information on the course, instructions on the final projects, and a "ask your professor" section.

Contacting your Professors:

Bettina Reiter M.A.

Coordinator EUSC

+49 89 2180 9045

bettina.reiter@lrz.uni-muenchen.de (FOR EMERGENCIES!)

Dr. Daniel BaracsKay

Associate Professor

229-333-7155

dbaracsKay@valdosta.edu (FOR EMERGENCIES!)

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 us on a different matter, please contact us through the D2L email tab of the course website. We login daily.

In case you discover a technical problem in the course, please stay calm, we will fix it.

Late Policy:

Since module content is posted for an entire week, late assignments will not be accepted without a documented medical emergency. Students should not wait until the last day to complete assignments, but should start early in the week when the module is available. Not having a computer and/or computer difficulties are NOT acceptable excuses for not turning in work on time.

Plagiarism Policy:

Please note that plagiarism detection software is used in this course. Students should not copy and paste content from any source. Further, students should familiarize themselves with the protocol for providing references and citations – these are especially important for the discussions and essays. Any student who plagiarizes from a source will not receive credit for that assignment, and at the discretion of the instructors, will fail the course.

Required Textbooks:

All required reading for this course will be online. Please note that you will need to do some of your own research, and will need access to a library. Wikipedia and other online sources won't be sufficient.

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, we will follow that scale.

There are four class modules and two case law modules. For the class modules (1-4), you will, during the week assigned to each module:

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

For modules 1 and 3, there is an additional written assignment worth 100 points. Please find these in the “dropbox” area of D2L.

Each of the case law module assignments are worth 200 points each; while the assignment is explained in the module, you will need to access the “dropbox” icon to submit the case law assignments.

The final project is also worth 200 points.

Summary of Assignments:

Modules 1-4 Quizzes (@ 40 points each x 4)	160 points
Modules 1-4 Discussions (@10 points each x 4)	40 points
Modules 1&3 Written Assignments (@100 points each x 3)	200 points
Modules 5-6 Written Case Assignments (@200 points each x 2)	400 points
Final Project (@ 200 points)	<u>200 points</u>
	1000 points

The discussions, the quizzes, and the assignments must be turned in at or before the end time as posted on the course syllabus and schedule.

Posting once in a discussion isn't discussion – we can't see what you've read and how long you've spent contemplating your classmates' posts; please take the discussion seriously.

Written assignments have to be based on academic literature. You are required to find and use literature beyond the course readings. Be sure to cite all references.

Please note that this course operates on a different schedule than traditional classes, and you may have work due over your campus' Thanksgiving break or other fall holiday. It is possible to turn in work EARLY, but LATE WORK IS NOT ACCEPTED.

DO NOT EMAIL ASSIGNMENTS TO OUR EMAIL ADDRESSES ABOVE. PLEASE USE ONLY THE INTERNAL ASSIGNMENT TAB OR COURSE MAIL TOOL FOR ASSIGNMENTS.

Course modules and schedule:

All times are current time in Georgia, USA

Name	Start Date	End date	Assignments
1. EU Law: Evolution and Institutional Setup	10/14/2013, noon	10/21/2013, noon	Discussion Quiz Assignment 1
2. Legal Instruments, Competence, Policymaking, and the Court	10/21/2013, noon	10/28/2013, noon	Discussion Quiz
3. Doctrines of International Law	10/28/2013, noon	11/4/2013, noon	Discussion Quiz Assignment 2
4. AFSJ and External Affairs	11/4/2013, noon	11/11/2013, noon	Discussion Quiz
5. Free Movement: Case Laws	11/11/2013, noon	11/18/2013, noon	Assignment 3
6. Competition: Case Laws	11/18/2011, noon	11/25/2013, noon	Assignment 4
7. Final Project	11/25/2011, noon	12/2/2013, noon	Final Projects

Course Update Request (Add, Delete, Modify)						
Originator						
Political Science Department <small>Department</small>		College of Social Sciences <small>College</small>		Dixon, Greg <small>Originator</small>		
Action		Modifications				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input checked="" type="checkbox"/> Description <input checked="" type="checkbox"/> Title <input type="checkbox"/> Credit <input checked="" type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> (See Procedure)				
Course Details						
EURO	4160	Federalism and Multilevel Governance in the EU				
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>				
<p>A comparison of multilevel governance and policymaking in the European Union with that of the United States and other federal systems.</p>						
<small>Course Catalog Description</small>						
3.00		3.00	Fall - 2015	Other	Letter Grade	
<small>Lec Hrs</small>	<small>Lab Hrs</small>	<small>Credit Hrs</small>	<small>Effective Term</small>	<small>Frequency</small>	<small>Grading</small>	
Prerequisites			Corequisites			
Rationale						
<p>This course is being added as part of the course changes and additions needed for the EU Studies Program at the system level. The EU program is moving to a new, uniform set of course prefix, number, name, and description so that all participating EU Studies Program universities match and can use the INGRESS system for USG wide programs. This change is a requirement for UWG's continued participation in this program. The request to add the EURO prefix is included in a separate course addition (EURO-3234). The EURO prefix is already in use at some EU program institutions and is being added at all of the remainder. In order to offer EU courses, UWG must use the identical prefix, number, and description. This course modification and the other, related modifications are required to make the changes needed to offer these courses at UWG and to integrate these courses in to INGRESS. Related program modifications have been submitted in order to ensure that these courses are counted towards the Political Science major.</p>						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO <input type="text" value=""/> (See Policy)						
Present or Projected Annual Enrollment: <input type="text" value="15"/>						

Course will be taught once every two years

College Approvals

Jesus Peralta [APPROVED 2015-03-24]
Chair, Course Department

Amber Smallwood [APPROVED 2015-03-27]
Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2015-04-13]
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

EURO 4160 Federalism and Multilevel Governance

Course Overview

This course begins on October 14th and ends on December 1st. The aim of this course is to expose students to the rapid political developments in the European Union. Students who have at least taken the introduction to the EU course or its substitute are eligible to enroll in this course. The course will address in depth elements and principles that constitute federal political systems. The course is specifically designed for the European Union Studies Certificate and hence it emphasizes the steady and continuous European integration in the context of a possible European federal political system similar to the United States. For the course to achieve its objectives, a comparative approach will be applied. This comparison will be made between the U.S. federal system (taken as a basis) and the developing European Union federal system.

Comparisons will be made at all possible levels. First, there will be a basic analysis and a historical review of federal systems. This will include theories of federalism, confederalism, and theories of integration. Second, there will be a comparison between the U.S. and the EU. The comparison will include institutions, policy approaches/policy practices, party system differentiation, interest groups, public opinion, mass media, and citizen identity. Third, there will be a comparison of the U.S. and EU future federal changes. Finally, a general question will be asked. Is the EU a federal system, and if it is, how similar is it to the United States federal system? Furthermore, if it is not, what are the suggestions for becoming one.

The course is divided in three major sections, which include seven modules. Below are outlined the basic themes of the course. (Note that the course will not follow the normal sixteen week semester length. This is done to accommodate students in both Georgia and Germany scholastic calendars). After the completion of the first four modules, students will take a midterm exam that will cover all the readings of the course up to that point. At the end of the course, a final exam will be given. The final exam will be comprehensive.

Course Objectives

At the end of this course, students should be able to fairly understand and explain the following:

- What is the necessity for federal systems and their advantages and disadvantages?
- What types of societies have been successful in forming federations, for example homogeneous or heterogeneous, small or large territories? Language, religion, history, and distribution of wealth.
- What are the necessary ingredients for a federal system to work? Examples that students can apply would be, dominant central system with weaker periphery states such as large versus small states in the U.S. and in the EU.
- What are the experiences of peoples with institutions, which will include levels of

political development, such as voting, and forming associations/interest groups?

Course Requirements

Exams

There will be two major exams: midterm and final. The midterm will weigh 20 percent of the total grade and the final 30 percent. Total=50.

Quizzes

There will be five quizzes: Each quiz will account for 6 percent of the final grade. Total=30.

The final component of the final grade is on-line participation; it comprises 20 percent of your grade. Your instructors, Dr. Bourdouvalis and Dr. Colschen will have weekly online office hours for students to ask questions on the module that is to be covered that particular week. Questions will be posted for both professors, but the weekly office hours will be different for German students from those from the U.S. due to the six hour time zone difference. Students are required to read the material for the week (module), consider the questions that will be posted by the professor and be ready to clarify the question in on-line office hours. Dr. Bourdouvalis and Professor Baumann will be in communication with students very often.

Course Grade

Summary of the final grade

- Midterm exam 20%
- Final exam 30%
- Quizzes 30%
- Cyber participation 20%

General Policies

Online Environment

The online environment will be new and challenging for many of you but it is vital that you complete all of the readings and assignments on time. You should check for instructor announcements weekly and check email and discussion boards daily.

Incomplete Policy

An incomplete grade (grade I) will only be assigned in cases where the student had a lengthy illness or an unexpected obligation, such as extended military service or jury duty. The grade of I will not be assigned because the student is not satisfied with a low grade. It will only be assigned in cases where the student could not complete a substantial part of the course work due to factors beyond the student's control.

Academic Misconduct

All material taken from any source-books, articles, newspapers, other student papers, class lectures and so on must be properly cited, and all sources identified. Plagiarism is prohibited. All assignments must be the original work of the student. If any items are submitted that are not the original work of the student, a failing grade for the assignment and the course will be given. The university's honor policy is strictly enforced.

Americans with Disabilities Act (ADA) Statement:

The University System of Georgia complies fully with the requirements of the Americans with Disabilities Act. If you believe that you are covered under this act, and if you have a need for special arrangements to allow you to meet the requirements of this course, please contact your special services representative on campus.

Readings and Assignments

Week 1: I. Basics and Framework

Explaining Federalism □ Introduction: Defining in general terms what is a unitary system, and a con federal system.

- History (since Kant, Federalist Papers,...)
- Definitions and major terminology
- Different connotations meanings (decentralization/multilevel government e.g. in Germany versus centralization in Anglo-Saxon countries)
- Continuum of Federalism
- History of federal states / federal systems
- Examples of ancient federalism (e.g. Greek or Roman)
 - Development of U.S. federalism -e.g. Carl J. Friedrich 1968:Trends of Federalism Mercantilism (1790-1860)
 - Dual Federalism (1860-1933) (U.S.)
 - Co-operative federalism / New Deal (1933-1960) (U.S.)
 - Centralized federalism (1964-1980s) (U.S.)
 - New federalism (1980-1985) (U.S.)
 - Representative federalism (1985-1995) (U.S.)
- Quiz 1

Week 2: History of Federal States and Systems

- European examples
 - Germany
 - Switzerland
 - Belgium
 - Spain or Italy (very brief) history of European integration/development of EU federalism since 1945.
 - Founding of European Communities in the 50s ECSC
 - Crisis of the 60s
 - "creeping" integration in the 70s
 - Acceleration of integration process since 1985 (SEA, Maastricht, Amsterdam, Nice) - link to most important documents and treaties
 - Consequences: continuous widening, deepening and strengthening of federal elements in the EU world
- Quiz 2

Week 3: Theories of European Integration

- Federalism as an (EU-) integration theory (Friedrich, Pinder)
- Intergovernmentalism (Hoffmann, Moravcsik)
- Neo-Functionalism (Mitrany, Haas, Lindberg)
- Multi-level Governance (Hooghe and Marks)
- Flexibility approaches (core-Europe, two-tier, concentric circles, geometry variable, Europe a la carte)
- Table with different integration theories and their main messages
- Quiz 3

Week 4: Polity - Political System and Institutions

- Polity - Political System / Institutions
- U.S.: description and functions (plus tables and figures) of
 - legislative
 - executive
 - judiciary
- EU: description and functions (plus tables and figures) of
 - legislative
 - executive
 - judiciary
 - the state governments
- Comparison: differences and similarities with the help of case studies
 - e.g. representation of people and member states
 - summarizing table
- Midterm Exam

Week 5: Policy - Division of competencies

U.S.: who/which political level is responsible for what policies

EU: who/which political level is responsible for what policies.

- The Subsidiarity principle.
- Comparison: differences and similarities / case studies

- Community Policies
 - Agriculture
 - Health policy
 - Environmental policy
- Foreign and Security Policy
- An area of Freedom, Security and Justice
 - justice and home affairs, e.g. police
 - immigration policy
- Summarizing table
- Case Study: Foreign Policy

Quiz 4

Week 6: Politics

Politics -The role of parties, interest groups, public opinion, and mass media, in the federal systems of both U.S. and EU

- U.S.
- EU
- Comparison: differences and similarities
- Quiz 5

Week 7: Perspectives of U.S. and EU developments

- U.S.
 - International role
 - Development of U.S. federalism / case study: presidential elections 2000
- EU and world politics (future role of the EU)
- Constitutional debate: inter governmentalism vs. federalism (future role of the member states)
- Centralization vs. devolution (future role of the regions)
- Conclusion
- Final Exam

PLEASE NOTE: THE EXACT DATES FOR THE QUIZZES AND THE EXAMS WILL BE IN CALENDER

Course Update Request (Add, Delete, Modify)						
Originator		College of Social Sciences		Dixon, Greg		
Political Science Department <small>Department</small>		College <small>College</small>		Originator <small>Originator</small>		
Action		Modifications				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input checked="" type="checkbox"/> Description <input checked="" type="checkbox"/> Title <input checked="" type="checkbox"/> Credit <input checked="" type="checkbox"/> See Comments <input type="button" value="Senate Action Item"/> (See Procedure)				
Course Details						
EURO	4230	Doing Business in the EU				
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>				
<p>A study of business protocol in the EU compared to the United States. The course focuses on institutions and rules which impact the business environment for domestic and international firms, and on how political decisions affect the business environment.</p>						
Course Catalog Description						
3		3	Fall - 2015	Other	Letter Grade	
<small>Lec Hrs</small>	<small>Lab Hrs</small>	<small>Credit Hrs</small>	<small>Effective Term</small>	<small>Frequency</small>	<small>Grading</small>	
Prerequisites			Corequisites			
Rationale						
<p>This course is being added as part of the course changes and additions needed for the EU Studies Program at the system level. The EU program is moving to a new, uniform set of course prefix, number, name, and description so that all participating EU Studies Program universities match and can use the INGRESS system for USG wide programs. This change is a requirement for UWG's continued participation in this program. The request to add the EURO prefix is included in a separate course addition (EURO-3234). The EURO prefix is already in use at some EU program institutions and is being added at all of the remainder. In order to offer EU courses, UWG must use the identical prefix, number, and description. This course modification and the other, related modifications are required to make the changes needed to offer these courses at UWG and to integrate these courses in to INGRESS. Related program modifications have been submitted in order to ensure that these courses are counted towards the Political Science major.</p>						
Attachments						
Current File: Doing Business EU Summer 2014.pdf						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO <input type="button" value="v"/> (See Policy)						
Present or Projected Annual Enrollment: 15						

Course will be taught once every two years

College Approvals

Jesus Peralta [APPROVED 2015-03-24]
Chair, Course Department

Amber Smallwood [APPROVED 2015-03-27]
Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2015-04-13]
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

EURO4230

Course: Doing Business in the European Union (EU)

Instructors:

Bettina Reiter, Ludwig-Maximilians-University Munich
Dr. Daniel Baracska, Valdosta State University, U.S.A.

Email:

please email through the D2L email tool only; no emails will be accepted from outside personal accounts.

Dates: Summer 2014 (June 2 – July 31, 2014)

Course Description:

This class focuses on doing business in the European Union and in the US. Since it is intended for business and non-business majors alike, an introduction to economics is included. It is, of course, not possible to provide a blueprint of how to do business in the European Union and in the United States in a single course. It is an expansive topic and one that researchers have been examining for many years. Rather, this course is intended to provide a brief overview of the multiple factors that one would take into account when conducting business, either in the EU or the United States. While some aspects of the business environment are similar, others are quite different. Some of the differences are born of economic factors relating to the functioning of the single market. Others are associated with the cultural heterogeneity. In sum, the successful entrepreneur must obtain a working knowledge not only of the political and regulatory environment, but also of the prevailing business culture. This course is designed to provide an introduction into each of these elements.

Course Outcomes:

At the end of the course, students will be able to demonstrate knowledge of:

- The size, scope and diversity in the economies in both the EU and the US.
- Similarities and differences in cultural dimensions of the business environment in the EU and the US.
- The role and significance of the European Central Bank and the US Federal Reserve System in shaping macroeconomic conditions.
- The core elements of competition policy and how competition policy rules shape business conduct.
- Various labor market and workplace issues that impact business activity in the EU and the US.

Content Modules:

Students will primarily access course content through content modules provided in Desire2Learn (D2L). They should begin by thoroughly reviewing the information presented under Getting Started at the beginning of the content section, including important procedures and dates presented in this syllabus. Each week will cover a specific module with information relating to the course outcomes (shown above). These are linked to assignments such as discussions and quiz/exam questions. A schedule for which module is being covered for a particular week is provided at the end of this syllabus, and is also shown on the course calendar. There are primarily six modules with course content.

Required Readings:

In this class, you will be required to read excerpts from various books, journals, and carefully selected websites. Each of the required readings will be available online in either webbrowser compatible (.html) or Acrobat-readable (.pdf) format. Readings will be posted in their respective modules. Students should be aware that it might be necessary to obtain additional resources in order to complete assignments. These can be accessed through your public/school library or Inter-Library-Loan. [Note: For USG students, Galileo - <http://www.galileo.usg.edu> – will prove to be an invaluable resource in this regard.]

Communications:

Important information relating to assignments and due dates will be posted weekly in the “news items” on D2L. Students may also communicate with the instructors using the email tool within D2L. Note that all communications should be addressed to both instructors. Emails sent outside of D2L through personal addresses will not be accepted.

Plagiarism Policy:

Please note that plagiarism detection software is used in this course. Students should not copy and paste content from any source. Further, students should familiarize them self with the protocol for providing references and citations – these are especially important for the discussions. Any student who plagiarizes from a source will not receive credit for that assignment, and at the discretion of the instructor, will fail the course.

Module Assignments: for each module, students should complete:

- All reading assignments
- Discussion(s)
- Lesson quizzes
- A final exam

Online-Participation

- You are required to participate at least once per module session in the online-discussion.
- The instructor will guide the flow of the discussion; your contributions should demonstrate the depth of your knowledge and the incisiveness of your analysis.
- Try to engage in a conversation with other participants, i.e. reply to and comment on contributions by others. If you decide to raise a new issue, make sure you create a new thread.
- Online-discussions are not about exchanging personal opinions about the state of the world in general or doing business in the EU and the US in particular. While there is nothing wrong with normative statements per se, they need to make explicit the normative theory upon which they are based.
- Note that your grade will depend on the analytical quality of your posts and not on quantity.

Late Policy:

Module content and assignments are posted for one week. Late assignments (i.e. discussions and quizzes / exams) **will not be accepted** without a documented medical emergency. Students should not wait until the last day to complete assignments, but should start early in the week when the module is available. Not having a computer and/or computer difficulties are NOT acceptable excuses for not turning in work on time. Remember that online courses move at an accelerated rate, and students should plan accordingly.

Course Grades: student assessment will be based upon points earned from assignments in the course. The distribution of scores will be:

Module Quizzes (7 quizzes x 30 point each)	210 POINTS
Module Discussions (7 discussions x 25 points each)	175 POINTS
Final exam	115 POINTS
	<hr/>
	500 TOTAL POINTS

Module quizzes are accessed by clicking on the *assessments* and then *quizzes* icons on D2L. Each module quiz will have a mixture of approximately 10 multiple choice or true/false questions. Students will have 60 minutes to complete the quiz, and it must be taken during the respective time period for that module shown in the course schedule. The same policy holds true for the final exam (covering all course content), except it has a mixture of 60 multiple choice or true/false questions, and students have two hours for the exam. Quiz/exam questions will primarily test on the PDF chapter readings found at the end of each module.

Grading decisions are generally made in country. That is, the US instructor handles US grading issues and the German instructor handles Munich students' grades.

Grade Distribution: grades will be assigned based upon the following point values:

- A 450-500 points
- B 400-449 points
- C 350-399 points
- D 300-349 points
- F 299 points or lower

Note: incomplete grades are only assigned for students with documented medical reasons, who have completed most of the course content with passing grades, and are expected to complete the remaining requirements within a specified period of time. All requests for an incomplete must be approved by the course instructors.

Course Access:

Students who require classroom accommodations or modifications for a documented disability should contact the course instructors within the first three days of the course for assistance.

Course Schedule

Module 1: Economic profile <ul style="list-style-type: none"> • Discussion 1 • Module 1 Quiz 	June 2 – June 8 Due date for all assignments: June 8 (close of day)
Module 2: Cultural differences <ul style="list-style-type: none"> • Discussion 2 • Module 2 Quiz 	June 9 – June 15 Due date for all assignments: June 15 (close of day)
Module 3: Primer on Macroeconomics <ul style="list-style-type: none"> • Discussion 3 • Module 3 Quiz 	June 16 – June 22 Due date for all assignments: June 22 (close of day)
Module 4: Banking systems <ul style="list-style-type: none"> • Discussion 4 • Module 4 Quiz 	June 23 – June 29 Due date for all assignments: June 29 (close of day)
Module 5: Competition policy <ul style="list-style-type: none"> • Discussion 5 • Module 5 Quiz 	June 30 – July 6 Due date for all assignments: July 6 (close of day)
Module 6: Consumer protection <ul style="list-style-type: none"> • Discussion 6 • Module 6 Quiz 	July 7 – July 13 Due date for all assignments: July 13 (close of day)

Module 7: Labor Markets and the workplace <ul style="list-style-type: none">• Discussion 7• Module 7 Quiz	July 14 – July 20 Due date for all assignments: July 20 (close of day)
Final exam	Final exam period July 21-July 26 (end of day)
Course wrap-up	July 28 – July 31

Course Update Request (Add, Delete, Modify)					
Attachments Current File: EMU_Summer_2011a.pdf					
Originator					
Political Science Department Department		College of Social Sciences College		Dixon, Greg Originator	
Action <input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Delete		Modifications <input type="checkbox"/> Prerequisites <input checked="" type="checkbox"/> Description <input checked="" type="checkbox"/> Title <input type="checkbox"/> Credit <input checked="" type="checkbox"/> See Comments <input type="text" value="Sense Action Item"/> (See Procedure)			
Course Details					
EURO	4260	European Monetary Union			
Prefix	Number	Course Title			
An examination of the history and evolution of the European Economic and Monetary Union and its impact on the United States and the global economy.					
Course Catalog Description					
3.00		3.00	Fall - 2015	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading
Prerequisites			Corequisites		
Rationale This course is being added as part of the course changes and additions needed for the EU Studies Program at the system level. The EU program is moving to a new, uniform set of course prefix, number, name, and description so that all participating EU Studies Program universities match and can use the INGRESS system for USG wide programs. This change is a requirement for UWG's continued participation in this program. The request to add the EURO prefix is included in a separate course addition (EURO-3234). The EURO prefix is already in use at some EU program institutions and is being added at all of the remainder. In order to offer EU courses, UWG must use the identical prefix, number, and description. This course modification and the other, related modifications are required to make the changes needed to offer these courses at UWG and to integrate these courses in to INGRESS. Related program modifications have been submitted in order to ensure that these courses are counted towards the Political Science major.					
Planning Info			Comments		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? <input type="text" value="NO"/> (See Policy) Present or Projected Annual Enrollment: <input type="text" value="16"/>					

Course will be taught once every two years
updated syllabus (with course number) added 4/2

Attachments
Current File: [EMU Summer 2011a.pdf](#)

College Approvals

Jesus Peralta [APPROVED 2015-03-24]
Chair, Course Department

Amber Smallwood [APPROVED 2015-03-27]
Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2015-04-13]
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

EURO 4260 European Monetary Union

Contact information for Dr. H. Mbaye and J. Siegmund, M.A.:

Generally, please contact me via the course mail tool or post on "ASK YOUR PROFESSOR" on the discussion boards. For emergencies, email hmbaye@westga.edu or siegmund@lmu.de.

Originally formed in 1957 by six nations, the EU is currently composed of twenty-seven countries. 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. In 1999, eleven of the then fifteen member countries launched the European Monetary Union (EMU). Circulation of a common currency (euro) started in 2002. Since Slovakia Estonia joined the Eurozone in 2011, the euro is now the single currency in seventeen states.

Course Description

This course focuses on the EMU. It explores the evolution of monetary integration of Western European countries from its post-World War II origins to the present day, analyzing the changes in roles and objectives of Member States. It also examines the political and economic impact and challenges facing the EMU as it completes the final stages of the Single Market. Comparisons will be made with the US and other countries in the world. Lastly, it examines the prospective enlargement of the EMU and the subsequent political and economic tasks and challenges facing the Union in light of enlargement and the global financial crisis.

Course Objectives

At the end of the course, students will be able to demonstrate knowledge of the following:

- The historical origins and development of EMU
- The rationale behind EMU (Political Union vs. Currency Union)
- The basic economic principles and economic impact of EMU
- The political impact of EMU
- The institutional framework of the EU with respect to EMU
- The future of EMU in economic and political perspective

Class Requirements/Assessments

A total of 1100 points is possible. In each module, students will be required to do readings of PDF files, review lecture material, participate in discussion, and complete a quiz.

Discussions: You are required to participate at least one time per module or discussion session. Since most discussions are in asynchronous mode, you may participate at any time during that week. You will be graded on the quality of your participation. Each discussion is worth 25 points (total 150 points).

Quizzes. Each module is associated with a quiz worth 25 points. You will be required to complete these on time.

Essays. Three 700-1000 word essays will be required. One will be due with Module 2, Module 3,

Module 4, and Module 6. Assignments will not be accepted when submitted after the due date. Each paper is worth 200 points. Be sure to cite all references.

Exam. The final exam will be a multiple-choice question exam. It will cover information presented in the modules and will include 50 multiple-choice questions. Completion of the quizzes included in each module should help you prepare for this part of the exam. The final exam is worth 200 points.

Remember that all work must be submitted on GeorgiaView. Students occasionally send us back up copies for their online work by email, and this not necessary or desirable. GeorgiaView shows your submitted files, and you can even view them. This is all the proof you need of a successful file submission. Learn the features of the assignment drop box.

Course Layout and Student Responsibilities

Because this is an online class, it is imperative that you adhere to the course schedule available in this syllabus. Every week you will be assigned a module on which to work. You should access that module online and read all related objectives, lecture notes, and required readings. After completion of your readings, you should also select one of the assignments (if applicable that week) and complete it before beginning the next module. In addition, you should make it a point to participate weekly in online discussion sessions and complete any quizzes. (For more information, read Class Assessments above.)

Lastly, be sure you refer to your syllabus's calendar below, read your instructor's announcements, and refer to instructor emails.

Course Schedule of Modules and Assignments

For all modules, read objectives, lecture notes, and required readings. If you open the learning module, and go right down the left-hand column of links, you will complete every item in the module. There is no need to go outside the module to find a quiz or assignment via the assignment tab or assessment tab.

Start	End	Module number	Name
June 6	June 13, 1:00pm EDT	Module 1	Why monetary union?
June 13	June 20, 1:00pm EDT	Module 2	History of EMU
June 20	June 27, 1:00pm EDT	Module 3	Strategies to Attain EMU
June 27	July 4**, 1:00pm EDT	Module 4	Economics of EMU: Basics
July 4	July 11, 1:00pm EDT	Module 5	Economics of EMU: Currencies
July 11	July 18, 1:00pm EDT	Module 6	Challenges facing EMU
July 18	July 25, 1:00pm EDT	Final Exam	Final Exam

**American Independence Day. American Students will be given a 24 hour extension on their assignments if needed.

Course Update Request (Add, Delete, Modify)						
Attachments Current File: EU Science & Tech Fall 2014.pdf						
Originator						
Political Science Department		College of Social Sciences		Dixon, Greg		
Department		College		Originator		
Action		Modifications				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input checked="" type="checkbox"/> Description <input checked="" type="checkbox"/> Title <input type="checkbox"/> Credit <input checked="" type="checkbox"/> See Comments <input type="checkbox"/> Senate Action Item (See Procedure)				
Course Details						
EURO	4330	EU Science & Technology Policy				
Prefix	Number	Course Title				
An examination of EU science and technology policy compared to that of the United States. The course examines how governments can encourage scientific and technological innovation and whether government can (or should) try to limit or control technological innovation.						
Course Catalog Description						
3.00		3.00	Fall - 2015	Other	Letter Grade	
Leo Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	
Prerequisites			Corequisites			
Rationale						
This course is being added as part of the course changes and additions needed for the EU Studies Program at the system level. The EU program is moving to a new, uniform set of course prefix, number, name, and description so that all participating EU Studies Program universities match and can use the INGRESS system for USG wide programs. This change is a requirement for UWG's continued participation in this program. The request to add the EURO prefix is included in a separate course addition (EURO-3234). The EURO prefix is already in use at some EU program institutions and is being added at all of the remainder. In order to offer EU courses, UWG must use the identical prefix, number, and description. This course modification and the other, related modifications are required to make the changes needed to offer these courses at UWG and to integrate these courses in to INGRESS. Related program modifications have been submitted in order to ensure that these courses are counted towards the Political Science major.						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO <input type="checkbox"/> (See Policy)						
Present or Projected Annual Enrollment: 15						

Syllabus updated to include zero course number.

Attachments

Current File: EU Science & Tech Fall 2014.pdf

College Approvals

Jesus Peralta [APPROVED 2016-03-24]

Chair, Course Department

Amber Smallwood [APPROVED 2016-03-27]

Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2016-04-13]

Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

European Union Studies Program

EURO4330

Course: European Union Science and Technology Policy

Instructor:

Dr. Daniel Baracska
Professor of Political Science
Valdosta State University
1500 N. Patterson St., WH 239
Valdosta, GA 31698-0056

Email:

please email through the D2L email tool only; no emails will be accepted from outside personal accounts.

Dates: Fall Semester (September 2 – December 2, 2014)

Course Description:

This class will examine Science and Technology Policy, with particular attention to the European Union. Since this is an online course, students will be expected to both work on weekly online modules associated with the reading assignments, and to participate in the discussion board just as they would participate in a seminar discussion. Students will be evaluated based on both the quality and quantity of their discussion board activity. Assignments will consist of written papers, which will require that students both apply the modules, class readings and discussions, and use sources beyond the required readings in the course.

Required Readings:

There is not a required textbook for this course, but students will access and read online readings in PDF format.

Course Outcomes:

At the end of the course, students will be able to demonstrate knowledge of:

- The basic history and composition of the EU.
- Historical, political, and legal trends in science and technology policy, and how this is coordinated across member states.
- Future challenges and trends in EU science and technology.

Content Modules:

Students will access course materials through content modules provided in Desire2Learn (D2L). They should begin by thoroughly reviewing the information

presented under *Getting Started* at the beginning of the content section, including important procedures and dates presented in this syllabus. Each week will cover a specific module with information relating to the course outcomes (shown above). These are linked to assessments such as discussions and writing assignments. A schedule for which module is being covered for a particular week is provided at the end of this syllabus, and is also shown on the course calendar. There are primarily eight modules with course content. **Note that all module content will be available at the beginning of the course, including the three required writing assignments, for students to begin working on. Only the discussions will open at later points in the course during the module they are being covered in, so as to keep all students on the same discussion schedule. Students are encouraged to begin working on their writing assignments early so they have enough time to complete them by the due dates.**

Required Readings:

In this class, you will be required to read excerpts from various books, journals, and other selected websites. Each of the required readings will be available online in either web browser compatible (.html) or Acrobat-readable (.pdf) format. Readings will be posted in their respective modules. Students should be aware that it is necessary to obtain additional resources in order to complete assignments. These can be accessed through your public/school library or Inter-Library-Loan. [Note: For USG students, Galileo - <http://www.galileo.usg.edu> – will prove to be an invaluable resource in this regard.]

Communications:

Important information relating to assignments and due dates will be posted weekly in the “news items” area on the D2L homepage. Students may also communicate with the instructor by using the email tool within D2L. Note that emails sent outside of D2L through personal addresses will not be accepted.

Plagiarism Policy:

Please note that plagiarism detection software is used in this course. Students should not copy and paste content from any source. Further, students should familiarize themselves with the protocol for providing references and citations – these are especially important for the discussions. Any student who plagiarizes from a source will not receive credit for that assignment, and at the discretion of the instructor, will fail the course.

Module Assignments: for each module, students should complete:

- All reading assignments
- Discussion(s)
- Writing assignments for selected weeks (see schedule at the end of the syllabus)

Online-Participation

- You are required to participate at least once per module session in the online-discussion.

- The instructor will guide the flow of the discussion; your contributions should demonstrate the depth of your knowledge and the accuracy of your analysis.
- Try to engage in a conversation with other participants, i.e. reply to and comment on contributions by others. If you decide to raise a new issue, make sure you create a new thread.
- Online-discussions are not about exchanging personal opinions about the state of the world in general or trends in the EU. While there is nothing wrong with normative statements per se, they need to make explicit the normative theory upon which they are based.
- Note that your grade will depend on the analytical quality of your posts and not on quantity.

Late Policy:

Module content and assignments are posted for the entire course (except discussions which open in the weeks they are assigned). Therefore, late assignments **will not be accepted** without a documented medical emergency. Students should not wait until the last day to complete assignments, but should start early in the course when the content is available. Not having a computer and/or computer difficulties are NOT acceptable excuses for not turning in work on time. Remember that online courses move at an accelerated rate, and students should plan accordingly.

Course Grades: student assessments will be based upon points earned from assignments in the course. The distribution of scores will be:

Module Discussions (5 discussions x 25 points each)	125 POINTS
Assignment #1	25 POINTS
Assignment #2	25 POINTS
Assignment #3	25 POINTS
	<hr style="width: 20%; margin: auto;"/>
	200 TOTAL POINTS

Grade Distribution: grades will be assigned on the following point count percentages:

- A = 180-200
- B = 160-179
- C = 140-159
- D = 120-139
- F = 119 and below

Module assignments are accessed by clicking on the *assessments* and then *dropbox* icons on D2L. Remember that each assignment will be available at the start of the term for students to work on, so **no late submissions will be accepted**. Students may submit their assignments at any point up to the due date.

Note: incomplete grades are only assigned for students with documented medical reasons, who have completed most of the course content with passing grades, and are

expected to complete the remaining requirements within a specified period of time. All requests for an incomplete must be approved by the course instructor.

Course Access:

Students who require classroom accommodations or modifications for a documented disability should contact the course instructors within the first three days of the course for assistance.

Course Schedule

<p>Module: Getting Started – Orientation to the course</p> <p>Module 1: Introduction to the EU</p> <ul style="list-style-type: none"> • Introductory discussion • Discussion 1 (due by noon on 9/14) 	<p><u>Weeks 1 & 2:</u> September 2 – September 14</p> <ul style="list-style-type: none"> • Complete module readings
<p>Module 2: Assignment #1</p>	<p><u>Week 3</u> September 15 – September 21</p> <p>Due date for assignment #1: September 21 (close of day)</p>
<p>Module 3: Historical Background</p> <ul style="list-style-type: none"> • Discussion 2 (due by noon on 10/5) 	<p><u>Weeks 4 & 5</u> September 22 – October 5</p> <ul style="list-style-type: none"> • Complete module readings
<p>Module 4: Assignment #2</p>	<p><u>Week 6</u> October 6 – October 12</p> <p>Due date for assignment #2: October 12 (close of day)</p>
<p>Module 5: Legal and Political Framework</p> <ul style="list-style-type: none"> • Discussion 3 (due by noon on 10/26) 	<p><u>Weeks 7 & 8</u> October 13 – October 26</p> <ul style="list-style-type: none"> • Complete module readings
<p>Module 6: RTD for the 21st Century</p> <ul style="list-style-type: none"> • Discussion 4 (due by noon on 11/9) 	<p><u>Weeks 9 & 10</u> October 27 – November 9</p> <ul style="list-style-type: none"> • Complete module readings
<p>Module 7: Future Trends</p> <ul style="list-style-type: none"> • Discussion 5 (due by noon on 11/23) 	<p><u>Week 11</u> November 10 – November 16</p> <ul style="list-style-type: none"> • Complete module readings
<p>Module 8: Assignment #3</p>	<p><u>Week 12</u> November 17 – November 23</p> <p>Due date for assignment #3: November 23 (close of day)</p>
<p>Thanksgiving holiday</p>	<p><u>Week 13</u> November 24 – November 30 (no class)</p>
<p>Course wrap-up (catch up on readings)</p>	<p><u>Week 14</u> December 1 – December 7</p> <ul style="list-style-type: none"> • Complete module readings

Course Update Request (Add, Delete, Modify)

Attachments

Current File: EU Env Pol_Summer_2014.docx

Originator

Political Science Department
Department

College of Social Sciences
College

Dixon, Greg
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments (See Procedure)

Course Details

EURO 4430 European Environmental Policy
Prefix Number Course Title

A survey of critical issues in EU environmental policy, including key environmental problems, the challenges of making and implementing environmental policy in the EU's multilevel governance system, and future prospects for EU environmental regulation.

Course Catalog Description

3.00		3.00	Fall - 2015	Other	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

This course is being added as part of the course changes and additions needed for the EU Studies Program at the system level. The EU program is moving to a new, uniform set of course prefix, number, name, and description so that all participating EU Studies Program universities match and can use the INGRESS system for USG wide programs. This change is a requirement for UWG's continued participation in this program. The request to add the EURO prefix is included in a separate course addition (EURO-3234). The EURO prefix is already in use at some EU program institutions and is being added at all of the remainder. In order to offer EU courses, UWG must use the identical prefix, number, and description. This course modification and the other, related modifications are required to make the changes needed to offer these courses at UWG and to integrate these courses in to INGRESS. Related program modifications have been submitted in order to ensure that these courses are counted towards the Political Science major.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 15

Comments

Courses will be taught once every two years

Attachments
Current File: EU Env Pol Summer 2014.docx

College Approvals

Jesus Peralta [APPROVED 2015-03-24]
Chair, Course Department

Amber Smallwood [APPROVED 2015-03-27]
Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2015-04-13]
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

Dr. Lars Colschen and Dr. Frederick Gordon
EU - Online Class
Summer 2014
EURO 4430
European Environmental Policy

Contacting your professors:

Dr. Lars Colschen

Please contact via the course mail tool or in other ways communicated directly to LMU students by
Dr. Colschen.

Dr. Frederick Gordon

Gordon_frederick@columbusstate.edu

Course Description

This course provides an overview of European Environmental Policy (EEP). It explores the historical development of the EEP, analyzes the principle actors involved and inquires into the modes of governance applied. Implementation problems and the EU's role in international environmental policy-making are also discussed. As it includes concrete empirical cases of environmental policy-making in the EU, the course allows students to study EEP in practice. Throughout the modules, emphasis is put on thoroughly analyzing the EEP rather than only describing it. Therefore we draw on theories of European integration, e.g. **the neo-functionalist and the multi-level-governance** approach. Moreover, we take issue with the legitimacy of the EEP and evaluate its effectiveness.

Course Objectives

At the end of the course, students should be able to:

- describe and understand the historical origins and development of the EEP
- identify the actors and processes of environmental governance in the EU
- have in-depth understanding of at least one concrete case of environmental policy-making in the EU
- understand the external dimension of the EU's environmental policy
- explain and evaluate the "new modes of governance" applied in the EEP
- assess the overall effectiveness of the EEP

Course Outline Module 1: Introduction and Historical Overview: The Establishment of Environmental Policy on the European Level Module 2: Environmental Governance: Actors, Institutions, and Processes Module 3: Making EU Environmental Policy in Practice: Three Case Studies Module 4: The External Dimension: The EU's Environmental Foreign Policy Module 5: The Implementation Challenge Module 6: European-Level Environmental Governance: Assessing the Results

Readings

This class will complete readings that are available online.

Grading

Grading decisions are generally made in-country. That is, the US instructor handles US grading issues and the German instructor handles Munich students' grades.

Online-Participation (25 % of your final grade)

- You are required to participate at least once per module session in the online discussion.
- The instructors will guide the flow of the discussion; your contributions should demonstrate the depth of your knowledge and the incisiveness of your analysis.
- Try to engage in a conversation with other participants, i.e. reply to and comment on contributions by others. If you decide to raise a new issue, make sure you create a new thread.
- **Online-discussions are not about exchanging personal opinions** about the state of the world in general and the European environmental policy in particular. While there is nothing wrong with normative statements per se, they need to make explicit the normative theory upon which they are based.
- **Note that your grade will depend on the analytical quality of your posts and not on quantity.**
- In modules 2 and 4 we will have discussions in smaller groups with specific tasks. Instructors will assign you to one of the groups.

Written Essays (75% of your final grade)

- **You will have to write a total of *three* essays (25% of final grade each).** We provide two essay questions per module. You will have to respond to one of these questions in three modules of your preference.
- **The papers will be 1500-1800 words.**
- Papers have to be based on academic literature. Try to find and use literature beyond the course readings. Be sure to cite all references and submit your .
- Include all relevant information (author, topic, date) in the header.
- Only online-submission via GeorgiaView is accepted. Do not directly email the instructors. GeorgiaView shows your submitted files, and you can even view them. This is all the proof you need of a successful file submission.
- Save and upload your essays as PDF files.
- **Essays will not be accepted when submitted after the due date.**

Course Schedule

Every week you will be assigned a module on which to work. You should access that module online and read the required literature as well as the material provided online. For each module, make sure you participate in the online-discussion. For three modules, write and submit an essay.

While all modules will be accessible from the very start of the course, you can only post your online-contributions for a particular module before the end of the period below. The same holds true for the submission of essays. Therefore it is essential for you to meet all deadlines. **Do not post late discussions or late essays.** The discussions will be closed when the date and time below is reached.

Note that the course is on USA **Date**

Eastern Time and all assignments are due at noon EDT. A June 11, noon deadline, for example, allows Munich students to submit their papers/online-contributions until June 11, 6pm Munich time.

Module

Module 1	Online discussion: June 4 - June 11, noon EDT Deadline essay submission: June 11, noon EDT
Module 2	Online discussion: June 11 - June 15, noon EDT Deadline essay submission: June 15, noon EDT
Module 3	Online discussion: June 15 - June 21, noon EDT Deadline essay submission: June 21, noon EDT
Module 4	Online discussion: June 21 - June 28, noon EDT Deadline essay submission: June 28, noon EDT
Module 5	Online discussion: June 28 - July 5, noon EDT Deadline essay submission: July 5, noon EDT
Module 6	Online discussion: July 5 - July 12, noon EDT Deadline essay submission: July 12, noon EDT

Course Update Request (Add, Delete, Modify)

Attachments
Current File: [European Social Policy_Spring 2014.pdf](#)

Originator

Political Science Department <small>Department</small>	College of Social Sciences <small>College</small>	Dixon, Greg <small>Originator</small>
---	--	--

Action	Modifications
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete	<input type="checkbox"/> Prerequisites <input checked="" type="checkbox"/> Description <input checked="" type="checkbox"/> Title <input type="checkbox"/> Credit <input checked="" type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> (See Procedure)

Course Details

EURO	4530	European Social Policy
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>

This course examines the history of social policy in the European Union, and the course focuses on the current social policy arrangements in Europe and 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.

Course Catalog Description

3.00		3.00	Fall - 2015	Other	Letter Grade
<small>Lec Hrs</small>	<small>Lab Hrs</small>	<small>Credit Hrs</small>	<small>Effective Term</small>	<small>Frequency</small>	<small>Grading</small>

Prerequisites	Corequisites
----------------------	---------------------

Rationale

This course is being added as part of the course changes and additions needed for the EU Studies Program at the system level. The EU program is moving to a new, uniform set of course prefix, number, name, and description so that all participating EU Studies Program universities match and can use the INGRESS system for USG wide programs. This change is a requirement for UWG's continued participation in this program. The request to add the EURO prefix is included in a separate course addition (EURO-3234). The EURO prefix is already in use at some EU program institutions and is being added at all of the remainder. In order to offer EU courses, UWG must use the identical prefix, number, and description. This course modification and the other, related modifications are required to make the changes needed to offer these courses at UWG and to integrate these courses in to INGRESS. Related program modifications have been submitted in order to ensure that these courses are counted towards the Political Science major.

Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? <input type="text" value="NO"/> (See Policy) Present or Projected Annual Enrollment: <input type="text" value="15"/>	Comments
---	-----------------

Course will be taught once every two years

Attachments
Current File: European Social Policy_Spring 2014.pdf

College Approvals

Jesus Peralta [APPROVED 2016-03-24]
Chair, Course Department

Amber Smallwood [APPROVED 2016-03-27]
Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2016-04-13]
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

EURO4530

European Social Policy (Spring 2014)

Syllabus

Dr. Christos Bourdouvalis

Georgia Regents University

Office phone number: 706-667-4422

European Social Policy is designed to as a capstone experience in the European Union certificate program. It is taught from a primarily political science perspective. The course describes the context of policy making, EU social welfare model(s), and policies from education and training to family leave and elder care. The course contains six modules, and the due dates of the modules roughly correspond to the Spring calendar at the University System of Georgia.

Outcomes and Goals

On quizzes, in the written assignments, in graded class discussions, students will demonstrate:

- The ability to map out the major components of EU policy
- Advanced analysis of the topic to be chosen with the professor
- Mastery of reading material through the written summaries and class discussion

Course Grade

At total of 1000 points will be available.

- For each of the six modules, students are expected to complete a timed quiz on reading materials. (6x25=450).
- Each module will be associated with a discussion board. Participation is mandatory and will be graded, Each discussion is worth 25 points.(6x25=150)

- Two written assignments will be due, the first with module 3 and the second with module 6. Each of these will be worth of 200 points. They are critical assignments and not be taken lightly. (2x200=400).

LATE ASSIGNMENTS ARE NOT ACCEPTED

Required texts:

All required readings can be found in the modules.

Module List:

For each module you should:

- Complete the readings
- Review the lecture material in the module
- Complete the quiz
- Participate in the week's discussion

These should be completed in the order.

Modules must completed in order. Each has a due date; you may begin at any time but your modules must be completed on the end of the date. That means the quiz, discussion, and paper must all be in on that date and that time.

<u>Begin Date</u>	<u>Due Date</u>	<u>Module</u>
February 2	February 15	Module 1: Developing Social Policy
February 15	March 2	Module 2: Toward a European Social module: One Model or Many?
March 2	March 16	Module 3: Education, Training and Jobs (paper)
March 16	March 30	Module 4: Working Conditions
March 30	April 14	Module 5: Social Policy and Gender
April 14	April 29	Module 6: Assessing EU Social Policy

Online Environment

The online environment will be new and challenging for many of you but it is vital that you complete all of the readings and assignments on time. You should check for instructor announcements weekly and check email and discussion boards daily.

Incomplete Policy

An incomplete grade (grade I) will only be assigned in cases where the student had a lengthy illness or an unexpected obligation, such as extended military service or jury duty. The grade of I will not be assigned because the student is not satisfied with a low grade. It will only be assigned in cases where the student could not complete a substantial part of the course work due to factors beyond the student's control.

Academic Misconduct

All material taken from any source-books, articles, newspapers, other student papers, class lectures and so on must be properly cited, and all sources identified. Plagiarism is prohibited. All assignments must be the original work of the student. If any items are submitted that are not the original work of the student, a failing grade for the assignment and the course will be given. The university's honor policy is strictly enforced.

Americans with Disabilities Act (ADA) Statement:

The University System of Georgia complies fully with the requirements of the Americans with Disabilities Act. If you believe that you are covered under this act, and if you have a need for special arrangements to allow you to meet the requirements of this course, please contact your special services representative on campus.

Course Update Request (Add, Delete, Modify)						
Attachments						
Current File: EU Media & Comm Summer 2013.docx						
Originator						
Political Science Department		College of Social Sciences		Dixon, Greg		
Department		College		Originator		
Action		Modifications				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input checked="" type="checkbox"/> Description <input checked="" type="checkbox"/> Title <input checked="" type="checkbox"/> Credit <input checked="" type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> (See Procedure)				
Course Details						
EURO	4630	Communications and Media				
Prefix	Number	Course Title				
A comparison of communications and media in the EU with the United States. The course examines media law, policies, and practices in voice telephony, the Internet, and social media.						
Course Catalog Description						
3		3	Fall - 2015	Other	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	
Prerequisites			Corequisites			
Rationale						
This course is being added as part of the course changes and additions needed for the EU Studies Program at the system level. The EU program is moving to a new, uniform set of course prefix, number, name, and description so that all participating EU Studies Program universities match and can use the INGRESS system for USG wide programs. This change is a requirement for UWG's continued participation in this program. The request to add the EURO prefix is included in a separate course addition (EURO-3234). The EURO prefix is already in use at some EU program institutions and is being added at all of the remainder. In order to offer EU courses, UWG must use the identical prefix, number, and description. This course modification and the other, related modifications are required to make the changes needed to offer these courses at UWG and to integrate these courses in to INGRESS. Related program modifications have been submitted in order to ensure that these courses are counted towards the Political Science major.						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? <input type="text" value="NO"/> (See Policy)						
Present or Projected Annual Enrollment: <input type="text" value="15"/>						

Course will be taught once every two years

Attachments
 Current File: EU Media & Comm_Summer 2012.docx

College Approvals

Jesus Peralta [APPROVED 2015-03-24]
 Chair, Course Department

Amber Smallwood [APPROVED 2015-03-27]
 Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
 Chair, Cross Listed Department

N/A
 Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2015-04-13]
 Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
 Final Approver

e EURO4630

Course: EU Communications and Media

Instructors:

Bettina Reiter

Daniel Baracskey

Dates: Summer 2013 online (June 10 – July 20, 2013)

Course Description (from course catalog):

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.

Course Outcomes: upon successful completion of the course, students will demonstrate knowledge of:

- 1) The general history and events that have shaped the progression of the EU over time
- 2) The primary concepts and ideas pertaining to the EU communications system
- 2) The various forms of communication which are used by the media to disseminate information
- 3) The significance that Internet technology plays in the EU system of communication
- 4) The effects of EU enlargement on the region and specific member nations
- 5) The regulatory and legal structure that governs EU communications and media outlets

Content Modules:

Students will primarily access course content through content modules provided in Desire2Learn (D2L). They should begin by thoroughly reviewing the information presented under Course Information at the beginning of the content section, including important procedures and dates presented in this syllabus. Each week will cover a specific module(s) with information relating to the course outcomes (shown above). These are linked to assignments such as essays, discussions, and exam questions. A schedule for which module is being covered for a particular week is provided at the end of this syllabus, and is also shown on the course calendar. There are primarily six modules with course content, along with three ancillary modules that provide

information on getting started in the course, a glossary, and guidelines for writing course essays.

Communications:

Important information relating to assignments and due dates will be posted weekly in the “news items” on D2L. Students may also communicate with the instructors using the email tool within D2L. Note that all communications should be addressed to both instructors. Emails sent outside of D2L through personal addresses will not be accepted.

Plagiarism Policy:

Please note that plagiarism detection software is used in this course. Students should not copy and paste content from any source. Further, students should familiarize them self with the protocol for providing references and citations – these are especially important for the discussions and essays. Any student who plagiarizes from a source will not receive credit for that assignment, and at the discretion of the instructors, will fail the course.

Module Assignments: for each module, students should complete:

- All reading assignments
- Discussion(s)
- Essays (#1 due in week 2; #2 due in week 4)
- Final exam (during week 7)

Online-Participation

- You are required to participate at least once per module session in the online-discussion.
- The instructors will guide the flow of the discussion; your contributions should demonstrate the depth of your knowledge and the incisiveness of your analysis.
- Try to engage in a conversation with other participants, i.e. reply to and comment on contributions by others. If you decide to raise a new issue, make sure you create a new thread.
- Online-discussions are not about exchanging personal opinions about the state of the world in general or Doing Business in the EU and the US in particular. While there is nothing wrong with normative statements per se, they need to make explicit the normative theory upon which they are based.
- Note that your grade will depend on the analytical quality of your posts and not on quantity.

Written Essays

- You will have to write a total of two essays.
- The papers will be four to five pages in length, double-spaced and in size 12 font. This does not include a title page or references.
- Papers have to be based on academic literature. Try to find and use literature beyond the course readings. Be sure to cite all references.
- Include all relevant information (author, topic, date) in the header.

- Only online-submission via D2L is accepted, no direct emails to the instructors.
- Upload your essays as PDF-files.

Late Policy:

Since module content is posted for an entire week, late assignments will not be accepted without a documented medical emergency. Students should not wait until the last day to complete assignments, but should start early in the week when the module is available. Not having a computer and/or computer difficulties are NOT acceptable excuses for not turning in work on time. Remember that summer courses move at an accelerated rate, and students should plan accordingly.

Course Grades: student assessment will be based upon points earned from assignments in the course. The distribution of scores will be:

Essay 1 (due week 2)	25 POINTS
Essay 2 (due week 4)	25 POINTS
Discussions (each week with every module)	125 POINTS
Final exam (week 7)	75 POINTS
	250 TOTAL POINTS

Grading decisions are generally made in country. That is, the US instructor handles US grading issues and the German instructor handles Munich students' grades. Grades will be determined based on student performance on weekly discussion boards, and on two 1400-2000 word papers. The discussion boards will work like university seminar classes, but will not require that students be online at any particular point during the week. The instructors and students will raise and respond to issues that come out of the weeks' readings. Satisfactory participation will require that students post at least five comments per week, drawing on the information in the modules and the texts. The paper assignments will give students the opportunity to research and develop arguments that come up on the discussion board. Specific topics will need to be cleared by an instructor, and students are encouraged to find evidence supporting positions that they have taken in the class discussion.

Grade Distribution (for U.S. students): grades will be assigned based upon the following point values:

A	225-250 points
B	200-224 points
C	175-199 points
D	150-174 points
F	149 points or lower

Note: incomplete grades are only assigned for students with documented medical reasons, who have completed most of the course content with passing grades, and are expected to complete the remaining requirements within a specified period of time. All requests for an incomplete must be approved by the course instructors.

Course Access:

Students who require classroom accommodations or modifications for a documented disability should contact the course instructors within the first three days of the course for assistance.

Course Schedule

- Week 1:** Module 1: Basic Concepts and Practices in the EU Law
6/10-6/16 Module 2: The European Broadcasting Policies
 Essay 1 posted
 Discussion 1 due by end of day on 6/16
- Week 2:** Module 3: Voice Telephone in the EU
6/17-6/23 Essay 1 due by end of day on 6/23
 Discussion 2 due by end of day on 6/23
- Week 3:** Module 4: European Internet Policies
6/24-6/30 Essay 2 posted
 Discussion 3 due by end of day on 6/30
- Week 4:** Module 5: Consequences of EU Enlargement
7/1-7/7 Essay 2 due by end of day on 7/7
 Discussion 4 due by end of day on 7/7
- Week 5:** Module 6: EU Media and Telecommunications & the WTO
7/8-7/14 Discussion 5 due by end of day on 7/14
- Week 6:** Final Exam period and course wrap up. Final exam period begins 7/14
7/15-7/21 and concludes by end of day on 7/17 (all content for modules 1-6)

Course Update Request (Add, Delete, Modify)						
Attachments Current File: su_lp_syl_sp2014.pdf						
Originator						
Political Science Department Department		College of Social Sciences College		Dixon, Greg Originator		
Action		Modifications				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input checked="" type="checkbox"/> Description <input checked="" type="checkbox"/> Title <input type="checkbox"/> Credit <input checked="" type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> (See Procedure)				
Course Details						
EURO	4730	EU Foreign Policy				
Prefix	Number	Course Title				
An examination of the foreign policy of the EU. Examines how EU foreign policy is made, the intersection of national and EU foreign policies, and EU policies regarding key issues in countries and areas of the world.						
Course Catalog Description						
3.00		3.00	Fall - 2015	Other	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	
Prerequisites			Corequisites			
Rationale						
This course is being added as part of the course changes and additions needed for the EU Studies Program at the system level. The EU program is moving to a new, uniform set of course prefix, number, name, and description so that all participating EU Studies Program universities match and can use the INGRESS system for USG wide programs. This change is a requirement for UWG's continued participation in this program. The request to add the EURO prefix is included in a separate course addition (EURO-3234). The EURO prefix is already in use at some EU program institutions and is being added at all of the remainder. In order to offer EU courses, UWG must use the identical prefix, number, and description. This course modification and the other, related modifications are required to make the changes needed to offer these courses at UWG and to integrate these courses in to INGRESS. Related program modifications have been submitted in order to ensure that these courses are counted towards the Political Science major.						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? <input type="text" value="NO"/> (See Policy)						
Present or Projected Annual Enrollment: <input type="text" value="15"/>						

Course will be taught once every two years

Attachments
 Current File: [su_fr.pdf_2014.pdf](#)

College Approvals

Jesus Peralta [APPROVED 2015-03-24]
 Chair, Course Department

Amber Smallwood [APPROVED 2015-03-27]
 Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
 Chair, Cross Listed Department

N/A
 Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2015-04-13]
 Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
 Final Approver

EURO4730 EUROPEAN UNION FOREIGN POLICY

Instructor:
Email:

Gregory C. Dixon
gdixon@westga.edu

Office: UWG, Pafford Building 125
Office Hours: no physical office hours
Office Phone: (678) 839-4992

COURSE DESCRIPTION:

This is an upper division reading course on the foreign policy of the European Union. This course explores the challenges to crafting foreign policy in the context of a regional organization. The course explores the institutional and practical challenges facing the European Union as it attempts to pursue a more integrated and coherent common foreign policy in the context of a constantly shifting process of regionalization. This course will explore the institutional framework of the EU foreign policy apparatus as well as the interactions between the EU and its member states' foreign policy institutions. We will explore this in the context of several key issue areas in which the EU exercises (or attempts to exercise) a common foreign policy.

REQUIRED TEXTS:

- Keukeleire, Stephan and Jennifer MacNaughtan *The Foreign Policy of the European Union* (ISBN: 978-1403947222)
- Smith, Karen *European Union Foreign Policy in a Changing World* (ISBN: 978-0745640181)
- Bindi, Federiga (ed) *The Foreign Policy of the European Union: Assessing Europe's Role in the World* (ISBN: 978-0815701408)

LEARNING OUTCOMES:

- Survey the institutional design of the EU as regional governance
- Survey the history of the EU with special attention to the layering of national and supranational foreign policy decision-making
- Discuss how the national and supranational institutions affect policy outcomes
- Examine the evolution of EU foreign policy as institutions have changed
- Examine the role of the EU in contemporary foreign policy
- Compare and contrast EU foreign policy in three key areas: Global economic governance, security policy, and environmental policy

GRADING:

		Letter Grades
Commentary Papers (3)	250 points each	900 and up A
Bulletin Board Participation		800 - 899 B
Initial Posts (5)	25 points each	700 - 799 C
Responses (5)	25 points each	600 - 699 D
		599 and under F
Total points possible:	1000	

NATURE OF THE COMMENTARY PAPERS:

Students are required to submit three commentary papers for this course. For each of the five modules there are a series of five commentary questions. Student must answer TWO of these questions (two questions from the same module) in each commentary paper. The answer to EACH question should be 900 – 1200 words in length (about 3 – 4 pages). Answers are required to demonstrate a thorough understanding of the subject matter in each module as well as critical thinking related to the application of these concepts. Students are required to use the assigned materials of the course in these answers as appropriate in order to demonstrate their knowledge of the concepts. All commentary papers must be properly cited as academic essays. Further detail, including the grading rubric, is provided in the "Course Supplement" found in the online classroom.

BULLETIN BOARD PARTICIPATION:

This class is delivered on-line, but student participation and interaction is required. A series of bulletin boards for the course has been created in the online classroom. There are five bulletin boards, one for each module of the course. Each discussion board has a prompt to spur discussion of the related materials for the week. The Course Supplement posted on WebCT contains a list of these prompts as well. These discussion questions are to serve as the basis for weekly posts by the students in the course regarding the course readings. All students are required to participate in bulletin board discussions. All students are expected to post comments at least twice per week on the bulletin boards in order to get full credit for this section of the

grade. Students are required to post an initial post for the week that directly answers the question posed in the prompt. Students must also respond to the posts of other students in the course. For each module there is one "initial post" grade (out of 25 points) and one "response" grade (out of 25 points.) Students should have one initial post and three responses per module. The initial post will be due by the Thursday of the first week of each module. The first response is due by the Sunday of the first week. The remaining two posts must be submitted by the end of the module. Bulletin board participation will be graded on the quality of the posts as well as the quantity, so students are strongly advised to think clearly about what they are posting and to keep the posts focused on the prompt for the week. Discussion posts are considered submitted work and are subject to all of the standards of academic integrity regarding original work, proper citation, and appropriate conduct. Failure to adhere to these standards will be sanctioned by the professor as he sees fit, up to and including an F in the course and reporting inappropriate conduct to the relevant authorities within the EU Studies Program and at the student's home university.

MISSED COMMENTARY PAPERS:

The commentary papers are spread throughout the course. These are take-home assignments and the due dates are posted at the start of the course. The assignments are due at 11:59pm on the Sunday of the second week of the module. Late assignments will be accepted until the Tuesday following the due date at 11:59pm with a penalty of one letter grade (25 points) per day late. For example, a paper submitted late on Tuesday will have 50 points deducted. No late submissions will be accepted after the Tuesday deadline.

ACCOMMODATION FOR STUDENTS WITH SPECIAL ACADEMIC NEEDS:

Students with special needs as identified by the University System of Georgia will be accommodated in accordance with the policy of their home university and the EU Studies program. Please inform the instructor AS SOON AS POSSIBLE of any special needs that will require accommodation. Students must inform the professor, in writing and with supporting documentation, *no later than the Sunday of the third week of the course.*

CLASS PARTICIPATION:

Class participation is required of all students as per the assignments discussed above.

MAKE-UP EXAMS:

Make-up exams and discussion posts will be given only for truly extraordinary circumstances. Documentation of all such circumstances will be required. The professor reserves the right to refuse to accept a make-up exam or discussion post for any reason.

ATTENDANCE:

Most universities participating in the EU Studies Program now requires the taking of attendance in order to comply with Department of Education rules. Attendance will be reported as the last date in which a student completed an assignment (discussion post or commentary paper.)

INCOMPLETE GRADES:

Incomplete grades will be assigned only in cases of demonstrated medical or family circumstances. All such circumstances will require documentation. Students are forewarned that incomplete grades will not be assigned lightly.

ADD, DROP, WITHDRAWAL, AND PAPERWORK:

Students are advised that the professor will not remind them of add, drop, or any other university deadline. The specific deadlines for the universities vary and students are responsible for knowing the dates for their respective university. The professor does not administratively drop students from the course except for serious violations of the student conduct code. All such deadlines are the responsibility of the student. Failure to complete appropriate add, drop, or other paperwork may result in a range of consequences including failing the course or being dropped from the course and denied reinstatement. All issues related to these deadlines must be resolved through the appropriate university offices.

ASSUMPTION OF ADULTHOOD:

This is a college course. All students are assumed to be adults and will be held to adult standards of accountability and decorum. You are expected to familiarize yourself with the requirements of the course. You

are expected to meet the requirements of the course without having to be reminded of such clearly posted things as exam dates. It is expected that you will do the required reading for the course prior to attending class. It is expected that you will complete all required assignments on time. If you have questions, you are expected to ask the professor to seek clarification.

ACTS OF THE GODS, AND OTHER VERY BAD THINGS:

On very rare occasions truly terrible things happen to students that severely interfere with the ability to function in the class. If such an event happens to you, don't wait until the last day of the semester to bring it to the professor's attention. While the professor is strict, he's not inhuman and accommodations for students who experience truly exceptional life events may be made if the circumstances warrant.

PRIVACY RIGHTS AND EMAIL CONTACT

Federal law (FERPA) protects the privacy rights of students. This law was written before the age of email and the interpretation of student privacy over email remains unclear. As a result, the professor is very limited as to what can be discussed over email and also very limited in which email accounts he can correspond with regarding the course. Nothing related to grades, exams, or any other course information specific to a student will be discussed via email other than through their university accounts. Exam grades, course grades, or any other grade related information will only be discussed via the official university email or via the online classroom email system. General questions about the course material, lectures, etc. may be asked via email, but only through the student's official university accounts. Gmail, hotmail, Yahoo, etc. accounts cannot be used for the purposes of this class. It is NOT recommended that the students use the D2L email system if the matter is urgent. Such emails may not be seen by the professor for extended periods following the sending of the email.

EXTRA CREDIT:

Extra credit assignments may be added to the course at the discretion of the professor. No more than 2.5% of the final grade total will be offered as extra credit.

CLASSROOM DECORUM, CELL PHONES, LAPTOPS, AND OTHER CURSES OF MODERN TECHNOLOGY:

Please arrive on time. Please turn off any device that makes noise. Cell phones should be turned off during class. Laptops should be muted if they are to be used during class. Please do not read the newspaper, sleep, send text messages (your phone should be off), or work on material for other courses during the class time. At various times during the course we will be discussing highly controversial topics. Students may have strong feelings that conflict with the feelings of others on these issues. Mutual respect and politeness is required in the classroom at all times.

Violations of appropriate classroom decorum will result in penalties including, but not limited to reduction in the students grade in the course, administratively dropping the student from the course, and reporting the student's behavior to the University for further action under the Conduct Code.

ACADEMIC HONESTY:

All students should be aware of the rules regarding academic honesty for their home university and for the EU Studies program. Cheating, fabrication, and/or plagiarism of any kind will not be tolerated. Any student caught committing any violation of the Honor Code on any assignment will receive an F in the course (regardless of the relative value of the assignment in question) and will be reported to the University for further action as per University policy. **The professor reserves the right to seek the harshest possible penalty (expulsion from the university) for any and all violations of the University of West Georgia Honor Code regardless of the value of the individual assignment.** If you are unsure as to what constitutes academic dishonesty, please consult your respective university handbooks for details on your honor code. Ignorance of the code will not be accepted as an excuse for violations of it.

INCLEMENT WEATHER AND CAMPUS EMERGENCIES:

The University System of Georgia requires that instructors state an inclement weather policy. This is an online class, so weather is unlikely to have a major impact. In extreme cases, the professor reserves the right to make decisions relate to the impact of weather as needed.

STUDENT ENGAGEMENT:

Some member institutions require that instructors evaluate student "engagement" in the early weeks of a course. The University System does not provide a definition of "engagement" and leaves the task of

determining "engagement" up to the individual professor. Students who fail to "engage" in the course must be reported as "not engaged" by the instructor. This results in the name of the student being reported to Student Services for further action. These further actions are separate from, and unrelated to, the instructor for the course and are beyond the control of the instructor. By remaining enrolled in the course beyond the seventh day of the class, students accept that they may be reported as not engaged at the instructor's discretion.

FEDERAL "LAST ATTENDED DATE" REQUIREMENT:

The federal government requires that schools that accept federal financial aid report the last date of attendance for students under some conditions. Professors must report such information to the University. The last attended date will be reported as the last date an assignment was completed in the course. Please note that this reporting may be used by the federal government (and in some cases the state government) to seek recovery of financial aid monies.

MODIFICATIONS TO THIS SYLLABUS:

The professor reserves the right to make changes to any and all elements of this syllabus as necessary for the success of the course as defined by the professor. Such changes will be announced verbally in class. Such changes may only be announced once. Such changes may include modifications to any and all aspects of this syllabus.

STUDENT ACCEPTANCE OF THE TERMS OF THE SYLLABUS:

By remaining enrolled in the course after the first week of the course, students acknowledge that they know and understand the terms and conditions described in this syllabus and agree to abide by these terms.

Course Update Request (Add, Delete, Modify)						
Attachments Current File: in_eu.pdf						
Originator						
Political Science Department Department		College of Social Sciences College		Dixon, Greg Originator		
Action <input type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		Modifications <input type="checkbox"/> Prerequisites <input checked="" type="checkbox"/> Description <input checked="" type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> (See Procedure)				
Course Details						
EURO	4760	US-EU Relations				
Prefix	Number	Course Title				
An examination of relations between the United States and the European Union, including US-EU cooperation on global issues and the future of Transatlantic relations in a changing world.						
Course Catalog Description						
3.00		3.00	Fall - 2015	Other	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	
Prerequisites			Corequisites			
Rationale						
This course is being added as part of the course changes and additions needed for the EU Studies Program at the system level. The EU program is moving to a new, uniform set of course prefix, number, name, and description so that all participating EU Studies Program universities match and can use the INGRESS system for USG wide programs. This change is a requirement for UWG's continued participation in this program. The request to add the EURO prefix is included in a separate course addition (EURO-3234). The EURO prefix is already in use at some EU program institutions and is being added at all of the remainder. In order to offer EU courses, UWG must use the identical prefix, number, and description. This course modification and the other, related modifications are required to make the changes needed to offer these courses at UWG and to integrate these courses in to INGRESS. Related program modifications have been submitted in order to ensure that these courses are counted towards the Political Science major.						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? <input type="text" value="NO"/> (See Policy) Present or Projected Annual Enrollment: <input type="text" value="15"/>						

Course will be taught once every two years

Attachments

Current File: [jss_001.pdf](#)

College Approvals

Jesus Peralta [APPROVED 2015-03-24]

Chair, Course Department

Amber Smallwood [APPROVED 2015-03-27]

Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2015-04-13]

Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

EURO4760 US-EU RELATIONS

Instructor:
Email:

Gregory C. Dixon
gdixon@westga.edu

Office: UWG, Pafford Building 125
Office Hours: T 10am - 6pm
Office Phone: (678) 839-4992

COURSE DESCRIPTION:

This is an upper division reading course on the relationship between the EU and the United States. The relationship between these two large and powerful entities is among the most important relationships in international relations. This course will explore the history of this relationship in the post-WWII period with a focus on the changes in the relationship over time. We will examine how the relative power of the two partners has impacted the relationship. The course will explore economic, political, and security issue areas in the course and how each of these has impacted the others.

REQUIRED TEXTS:

- Hanhimaki, Jussi M., et al. (2012) *Transatlantic Relations Since 1945: An introduction*, Routledge, London. (ISBN 978-0415486972)
- Dorman, Andrew M. and Kaufman, Joyce P. (2011) *The Future of Transatlantic Relations: Perceptions, Policy, and Practice*, Stanford University Press, Palo Alto. (ISBN 978-0804771979)
- some modules will include links to electronic readings in addition to these texts

LEARNING OUTCOMES:

- Survey the institutional design of the EU as regional governance
- Survey the history of the EU with special attention to the layering of national and supranational foreign policy decision-making
- Discuss how the national and supranational institutions affect policy outcomes
- Examine the evolution of EU foreign policy as institutions have changed
- Examine the role of the EU in contemporary foreign policy
- Compare and contrast EU foreign policy in three key areas: Global economic governance, security policy, and environmental policy

GRADING:

		Letter Grades
Commentary Papers (3)	125 points each	900 and up A
Bulletin Board Participation		800 - 899 B
Initial Posts (7)	25 points each	700 - 799 C
Responses (7)	25 points each	600 - 699 D
Research Paper		599 and under F
Paper Proposal	25 points	
Annotated Bibliography	50 points	
Final Paper Draft	200 points	

Total points possible: 1000 points

NATURE OF THE COMMENTARY PAPERS:

Students are required to submit **three** commentary papers for this course. For the first six modules there are a series of three commentary questions. Student must answer ONE of these questions. The answer to EACH question should be 900 – 1200 words in length (about 3 – 4 pages). Answers are required to demonstrate a thorough understanding of the subject matter in each module as well as critical thinking related to the application of these concepts. Students are required to use the assigned materials of the course in these answers as appropriate in order to demonstrate their knowledge of the concepts. All commentary papers must be properly cited as academic essays. Further detail, including the grading rubric, is provided in the "Course Guide" found in the online classroom.

BULLETIN BOARD PARTICIPATION:

This class is delivered on-line, but student participation and interaction is required. A series of bulletin boards for the course has been created in the online classroom. There are six bulletin boards, one for each module of the course until the final module. Each discussion board has a prompt to spur discussion of the related materials for the week. The Course Guide posted on D2L contains a list of these prompts for each module as

well. These discussion questions are to serve as the basis for **weekly** posts by the students in the course regarding the course readings. All students are required to participate in bulletin board discussions. All students are expected to post comments at least **twice per week** on the bulletin boards in order to get full credit for this section of the grade. Students are required to post an *initial post* for the module that directly answers the question posed in the prompt. Students must also *respond* to the posts of other students in the course.

For each module there is one "initial post" grade (out of 25 points) and one "response" grade (out of 25 points.) Students should have **one initial post** and **three responses per module**.

The initial post will be due by the Thursday of the first week of each module. The first response is due by the Sunday of the first week. The remaining two posts must be submitted by the end of the module.

Bulletin board participation will be graded on the quality of the posts as well as the quantity, so students are strongly advised to think clearly about what they are posting and to keep the posts focused on the prompt for the week. Discussion posts are considered submitted work and are subject to all of the standards of academic integrity regarding original work, proper citation, and appropriate conduct. Discussion boards are considered formal parts of the classroom so all standards of appropriate behavior and student conduct hold in the discussion boards. Students who violate their campus standards are subject to sanctions for conduct code violations.

Failure to adhere to these standards will be sanctioned by the professor as he sees fit, up to and including an F in the course and reporting inappropriate conduct to the relevant authorities within the EU Studies Program and at the student's home university.

NATURE OF PAPER:

Students are required to complete a research paper for this course. Students are required to select a topic of interest that is relevant to US-EU Foreign Policy. This topic will be framed in the form of a research question that the student will seek to answer with their research.

The assignment has three parts:

- The Research Proposal (25 points)
- A Literature Review (50 points)
- The Final Paper (200 points)

Details of the paper assignment are in the Course Guide.

MISSED COMMENTARY PAPERS:

The commentary papers are spread throughout the course. You may choose which three modules you will write commentary papers for. These are take-home assignments and the due dates are posted at the start of the course. The assignments are due at 11:59pm on the Sunday of the second week of the module. Late assignments will be accepted until the Tuesday following the due date at 11:59pm with a penalty of one letter grade (12.5 points) per day late. For example, a paper submitted late on Tuesday will have 25 points deducted. No late submissions will be accepted after the Tuesday deadline.

ACCOMMODATION FOR STUDENTS WITH SPECIAL ACADEMIC NEEDS:

Students with special needs as identified by the University System of Georgia will be accommodated in accordance with the policy of their home university and the EU Studies program. Please inform the instructor AS SOON AS POSSIBLE of any special needs that will require accommodation. Students must inform the professor, in writing and with supporting documentation, *no later than the Sunday of the third week of the course*.

CLASS PARTICIPATION:

Class participation is required of all students as per the assignments discussed above.

MAKE-UP EXAMS:

Make-up assignments and discussion posts will be given only for truly extraordinary circumstances. Documentation of all such circumstances will be required. The professor reserves the right to refuse to accept a make-up exam or discussion post for any reason.

ATTENDANCE:

Most universities participating in the EU Studies Program now requires the taking of attendance in order to comply with Department of Education rules. Attendance will be reported as the last date in which a student completed an assignment (discussion post or commentary paper.)

INCOMPLETE GRADES:

Incomplete grades will be assigned only in cases of demonstrated medical or family circumstances. All such circumstances will require documentation. Students are forewarned that incomplete grades will not be assigned lightly.

ADD, DROP, WITHDRAWAL, AND PAPERWORK:

Students are advised that the professor will not remind them of add, drop, or any other university deadline. The specific deadlines for the universities vary and students are responsible for knowing the dates for their respective university. The professor does not administratively drop students from the course except for serious violations of the student conduct code. All such deadlines are the responsibility of the student. Failure to complete appropriate add, drop, or other paperwork may result in a range of consequences including failing the course or being dropped from the course and denied reinstatement. All issues related to these deadlines must be resolved through the appropriate university offices.

ASSUMPTION OF ADULTHOOD:

This is a college course. All students are assumed to be adults and will be held to adult standards of accountability and decorum. You are expected to familiarize yourself with the requirements of the course. You are expected to meet the requirements of the course without having to be reminded of such clearly posted things as exam dates. It is expected that you will do the required reading for the course prior to attending class. It is expected that you will complete all required assignments on time. If you have questions, you are expected to ask the professor to seek clarification.

ACTS OF THE GODS, AND OTHER VERY BAD THINGS:

On very rare occasions truly terrible things happen to students that severely interfere with the ability to function in the class. If such an event happens to you, don't wait until the last day of the semester to bring it to the professor's attention. While the professor is strict, he's not inhuman and accommodations for students who experience truly exceptional life events may be made if the circumstances warrant.

PRIVACY RIGHTS AND EMAIL CONTACT

Federal law (FERPA) protects the privacy rights of students. This law was written before the age of email and the interpretation of student privacy over email remains unclear. As a result, the professor is very limited as to what can be discussed over email and also very limited in which email accounts he can correspond with regarding the course. Nothing related to grades, exams, or any other course information specific to a student will be discussed via email other than through their university accounts. Exam grades, course grades, or any other grade related information will only be discussed via the official university email or via the online classroom email system. General questions about the course material, lectures, etc. may be asked via email, but only through the student's official university accounts. Gmail, hotmail, Yahoo, etc. accounts cannot be used for the purposes of this class. It is NOT recommended that the students use the D2L email system if the matter is urgent. Such emails may not be seen by the professor for extended periods following the sending of the email.

EXTRA CREDIT:

There will be no extra credit in the course.

CLASSROOM DECORUM, CELL PHONES, LAPTOPS, AND OTHER CURSES OF MODERN TECHNOLOGY:

Some universities require this section in the syllabus. So here it is.

Please arrive on time. Please turn off any device that makes noise. Cell phones should be turned off during class. Laptops should be muted if they are to be used during class. Please do not read the newspaper, sleep, send text messages (your phone should be off), or work on material for other courses during the class time. At various times during the course we will be discussing highly controversial topics. Students may have strong feelings that conflict with the feelings of others on these issues. Mutual respect and politeness is required in the classroom at all times.

Violations of appropriate classroom decorum will result in penalties including, but not limited to reduction in the students grade in the course, administratively dropping the student from the course, and reporting the student's behavior to the University for further action under the Conduct Code.

ACADEMIC HONESTY:

All students should be aware of the rules regarding academic honesty for their home university and for the EU Studies program. Cheating, fabrication, and/or plagiarism of any kind will not be tolerated. Any student caught committing any violation of the Honor Code on any assignment will receive an F **in the course** (regardless of the relative value of the assignment in question) and will be reported to the University for further action as per University policy. **The professor reserves the right to seek the harshest possible penalty (expulsion from the university) for any and all violations of the University of West Georgia Honor Code regardless of the value of the individual assignment.** If you are unsure as to what constitutes academic dishonesty, please consult your respective university handbooks for details on your honor code. Ignorance of the code will not be accepted as an excuse for violations of it. All written work for this course will be evaluated using the TurnItIn plagiarism checking software.

INCLEMENT WEATHER AND CAMPUS EMERGENCIES:

The University System of Georgia requires that instructors state an inclement weather policy. This is an online class, so weather is unlikely to have a major impact. In extreme cases, the professor reserves the right to make decisions relate to the impact of weather as needed.

STUDENT ENGAGEMENT:

Some member institutions require that instructors evaluate student "engagement" in the early weeks of a course. The University System does not provide a definition of "engagement" and leaves the task of determining "engagement" up to the individual professor. Students who fail to "engage" in the course must be reported as "not engaged" by the instructor. This results in the name of the student being reported to Student Services for further action. These further actions are separate from, and unrelated to, the instructor for the course and are beyond the control of the instructor. By remaining enrolled in the course beyond the seventh day of the class, students accept that they may be reported as not engaged at the instructor's discretion.

FEDERAL "LAST ATTENDED DATE" REQUIREMENT:

The federal government requires that schools that accept federal financial aid report the last date of attendance for students under some conditions. Professors must report such information to the University. The last attended date will be reported as the last date an assignment was completed in the course. Please note that this reporting may be used by the federal government (and in some cases the state government) to seek recovery of financial aid monies.

MODIFICATIONS TO THIS SYLLABUS:

The professor reserves the right to make changes to any and all elements of this syllabus as necessary for the success of the course as defined by the professor. Such changes will be announced verbally in class. Such changes may only be announced once. Such changes may include modifications to any and all aspects of this syllabus.

STUDENT ACCEPTANCE OF THE TERMS OF THE SYLLABUS:

By remaining enrolled in the course after the first week of the course, students acknowledge that they know and understand the terms and conditions described in this syllabus and agree to abide by these terms.

Course Update Request (Add, Delete, Modify)						
Attachments Current File: eu_in_comp_syl_a.docx						
Originator						
Political Science Department Department		College of Social Sciences College		Dixon, Greg Originator		
Action		Modifications				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input checked="" type="checkbox"/> Description <input checked="" type="checkbox"/> Title <input checked="" type="checkbox"/> Credit <input checked="" type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> (See Procedure)				
Course Details						
EURO	4830	EU Studies Capstone				
Prefix	Number	Course Title				
A capstone course for students in the EU Studies certificate program. The course explores selected topics in a way that allows students to synthesize their knowledge of the EU.						
Course Catalog Description						
3		3	Fall - 2015	Yearly	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	
Prerequisites			Corequisites			
Rationale						
This course is being added as part of the course changes and additions needed for the EU Studies Program at the system level. The EU program is moving to a new, uniform set of course prefix, number, name, and description so that all participating EU Studies Program universities match and can use the INGRESS system for USG wide programs. This change is a requirement for UWG's continued participation in this program. The request to add the EURO prefix is included in a separate course addition (EURO-3234). The EURO prefix is already in use at some EU program institutions and is being added at all of the remainder. In order to offer EU courses, UWG must use the identical prefix, number, and description. This course modification and the other, related modifications are required to make the changes needed to offer these courses at UWG and to integrate these courses in to INGRESS. Related program modifications have been submitted in order to ensure that these courses are counted towards the Political Science major.						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? <input type="text" value="NO"/> (See Policy)						
Present or Projected Annual Enrollment: <input type="text" value="15"/>						

Course syllabus is a sample. Subject matter may vary based on capstone topic.
 The eu_in_comp_syl_a is the correct syllabus example.

Attachments
 Current File: eu_in_comp_syl_a.docx

College Approvals

Jesus Peralta [APPROVED 2015-03-24]
 Chair, Course Department

Amber Smallwood [APPROVED 2015-04-02]
 Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
 Chair, Cross Listed Department

N/A
 Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2015-04-13]
 Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
 Final Approver

EURO4830: EU STUDIES CAPSTONE

THE EU IN COMPARATIVE PERSPECTIVE

Instructor: Gregory C. Dixon Office: Pafford 125
Email: gdixon@westga.edu Office Hours: TBA
Course Web Page: www.westga.edu/~gdixon Office Phone: (678) 839-4992

COURSE DESCRIPTION:

Capstone Description:

A capstone course for students in the EU Studies certificate program. The course explores selected topics in a way that allows students to synthesize their knowledge of the EU.

This course detail:

This is an upper division reading course on comparative regional governance. 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 examine a range of regional institutions with special attention to the role of the EU as an exemplar of regional integration and its influence in the evolution and design of other organizations.

REQUIRED TEXTS:

- Francis, David *Uniting Africa* (ISBN: 978-0754646891)
- Cameron, Maxwell A. and Brian W. Tomlin *The Making of NAFTA: How the deal was done* (ISBN: 978-0801487811)
- Laursen, Finn *Comparative Regional Integration: Theoretical Perspectives* (ISBN: 978-0754640868)
- Schiff, Maurice and Alan Winters *Regional Integration and Development* (ISBN: 978-0821350782)*
- Mansfield, Bruce and Helen Milner *The Political Economy of Regionalism* (ISBN: 978-0231106634)
- Jordan, Andrew and Adriaan Schout *The Coordination of the European Union: Exploring the Capacities of Networked Governance* (ISBN: 978-0199548484)

RECOMMENDED TEXTS:

- Gordon, April A. and Donald L. Gordon *Understanding Contemporary Africa* (ISBN: 978-1588264664)
- Judt, Tony *Postwar: A History of Europe since 1945* (ISBN: 978-0143037750)
- Barrass, Robert *Students Must Write* (ISBN: 0415358264)

* This text is available in a free .pdf file from the publisher's site

LEARNING OUTCOMES:

- Survey the theories of regional integration in contemporary political science
- Survey the historical context of regional integration in the three regions, with special attention to the European context
- Discuss how regional integration reflects a response to broader global challenges as well as local idiosyncrasies
- Examine the goals of each of the three organizations studied
- Compare and contrast the ways in which all three organizations respond to global pressures
- Compare and contrast the influence of local political, cultural, and social factors in regional governance

GRADING:

	Weight	Letter Grades
Exams (3) lowest grade dropped	30% each	90 and up% A

Paper			80 - 89%	B
	Project Proposal	2%	70 - 79%	C
	Annotated Bibliography	3%	60 - 69%	D
	Final Draft	25%	59 and under	F
Bulletin Board Participation		10%		

NATURE OF THE EXAMS:

There are three exams in this course. The lowest exam score will be dropped when calculating the student's grade. The exams ask the student to answer a series of essay questions based on the course readings and the discussion questions contained in the course packet. The exams are roughly the equivalent to writing a seven to ten page paper, so students are strongly encouraged to start the exams early. The exams will be posted on WebCT two weeks prior to the due dates. Due dates for each of the exams are (TBA). These exams will be submitted via WebCT by no later than 5pm Eastern Standard Time on the due date. Exams not submitted by this time will be penalized one letter grade for each business day late.

PAPER:

All students must complete a research paper for the course. This paper shall be on a topic of the student's choosing. Each student will formulate a research question related to comparative regional governance. This question shall serve as the basis of a research paper for the course. The paper has three components that shall be graded separately: a project proposal, an annotated bibliography, and the final paper draft. Details for the paper assignment including specific instructions for the three components are provided in a separate document on WebCT. The final draft of the paper is to be 10-15 pages in length (double spaced with standard fonts).

BULLETIN BOARD PARTICIPATION:

This class is delivered on line, but student participation and interaction is required. A bulletin board for the course has been created on WebCT. The course packet posted on WebCT contains discussion questions for the course. These discussion questions are to serve as the basis for weekly posts by the students in the course regarding the course readings and the relevant topics we will be discussing on the bulletin boards. All students are required to participate in bulletin board discussions. All students are expected to post comments at least twice per week on the bulletin boards in order to get full credit for this section of the grade. Bulletin board participation will be graded on the quality of the posts as well as the quantity, so students are strongly advised to think clearly about what they are posting and to keep the posts focused on the discussion questions that are the foundation of the forum for the week.

MISSED EXAMS:

The exams are in a take-home format, delivered on line, and ample time is given for their completion. Students are required to complete their exams on time. Late exams will be penalized one letter grade (10 points on a 100 point scale) for each business day late. Exceptions will be made for University business in accordance with University policies. Extensions will be given only in case of dire emergency or "acts of the gods". All such extensions may or may not be granted solely at the discretion of the professor.

ACCOMMODATION FOR STUDENTS WITH SPECIAL ACADEMIC NEEDS:

Students with special needs as identified by the University of Arizona will be accommodated in accordance with University policy. Please inform the instructor AS SOON AS POSSIBLE of any special needs that will require accommodation. Students must inform the professor, in writing, *no later than the end of the third week of the course*.

ACTS OF THE GODS, AND OTHER VERY BAD THINGS:

On very rare occasions truly terrible things happen to students that severely interfere with the ability to function in the class. If such an event happens to you, don't wait until the last day of the semester to bring it to the professor's attention. While the professor is strict, he's not inhuman and accommodations for students who experience truly exceptional life events may be made if the circumstances warrant.

EXTRA CREDIT:

There will be NO extra credit assigned in this course.

ACADEMIC HONESTY:

All students should be aware of the rules regarding academic honesty. Cheating, fabrication, and/or plagiarism of any kind will not be tolerated. Any student caught committing any violation of the Honor Code on any assignment will receive an F in the course (regardless of the relative value of the assignment in question) and will be reported to the University for further action as per University policy. **The professor reserves the right to seek the harshest possible penalty (expulsion from the university) for any and all violations of the Honor Code regardless of the value of the individual assignment.** If you are unsure as to what constitutes academic dishonesty, please consult the Student Handbook. Ignorance of the Code will not be accepted as an excuse for violations of it.

MODIFICATIONS TO THIS SYLLABUS:

The professor reserves the right to make changes to any and all elements of this syllabus as necessary for the success of the course as defined by the professor. Students will be notified of any such changes by postings on the main course page in WebCT. Such changes may include modifications to any and all aspects of this syllabus.

STUDENT ACCEPTANCE OF THE TERMS OF THE SYLLABUS:

By remaining enrolled in the course, students acknowledge that they know and understand the terms and conditions described in this syllabus and agree to abide by these terms and that the final say in any and all interpretations of the terms and conditions lies with the professor.

Addendum III

Course Update Request (Add, Delete, Modify)

Attachments

Current File: [Syllabus historical foundations 4 14 \(1\).docx](#)

Originator

Psychology Department
Department

College of Social Sciences
College

Osbeck, Lisa
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments Senate Action Item [\(See Procedure\)](#)

Course Details

PSYC 7004 Historical Foundations of Psychology
Prefix Number Course Title

The course is intended to provide historical overview of the field of psychology, including its conceptual situation in broad traditions of thought and as it has developed in its "mainstream" trajectories as a distinct discipline. The main purpose of the course is to reflect on and critically assess standard accounts of psychology's history, which will afford assessment of its future.

Course Catalog Description

Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Letter Grade Grading
4		4	Fall - 2014	Yearly	Letter Grade

Prerequisites

Corequisites

Rationale

Replaces PSYC 8003. Opens course to MA students.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

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

Present or Projected Annual Enrollment:

Comments

Admin note: Already noted above but this course is tied directly to the "Delete" request for PSYC-8003. 8003 is changing in nature and that will be reflected by a course number change to 7004

Attachments

Current File: Syllabus historical foundations 4 14 (1).docx

College Approvals

Donadrian Rice [APPROVED 2014-04-23]

Chair, Course Department

Amber Smallwood [APPROVED 2014-10-28]

Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2016-04-16]

Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

PSYC 7004: Historical Foundations of Psychology

Four Credit Hours

Instructor Information:

Lisa M. Osbeck, PhD

113 Melson Hall

losbeck@westga.edu

678-839-0606

Course Overview:

The course provides exploration of the historical background of psychology, including its conceptual relation to broad traditions of thought and research. The main purpose of the course is to reflect on and critically assess standard accounts of psychology's history, which will enable evaluation on the discipline's accomplishment and reflection on its possible futures.

Learning Objectives:

1. Evaluate historical developments sustaining the conception of psychological inquiry as distinct from metaphysical speculation (philosophical reflection), and implications of this separation.
2. Evaluate the assumptions, methods, and principal findings of psychological science, organized thematically and historically.
3. Evaluate the assumptions, methods, and principal findings of *applied* psychology as it follows from a knowledge base generated through empiricist methodologies (psychological science).
4. Evaluate the conception, assessment, and treatment (if applicable) of a *particular* problem or topic of interest.

Format:

The course is envisioned as a rigorous exploration in an interactive, scholarly, reflective, and experiential learning culture. Careful reading and focused discussion of TEXTS are central to our work together, as are regular updates on research conducted outside of the classroom on the student's problem of interest.

A note on texts: A good deal of original source material is assigned in addition to required textbooks. Note that these supplemental materials are selected not for their inspirational qualities but because they represent the kind of work published during the period under discussion. In some cases they are particularly important or influential in shaping the period/movement discussed. You are expected to read this

1

material with the eye of a critical historian, looking for terms/concepts/themes that seem useful in characterizing the goals and framework of the author and/or movement represented.

Course Requirements:

1. Active seminar participation and regular presentations
2. Midterm and Final examinations
3. Research paper

Grading:

Grading for the course will be based on:

1. Quality of participation in the seminar. This includes thoughtful reading of assigned text as evidenced by the ability to present summaries, pose and answer questions, and relate assigned text to other text and broader issues. Informal writing assignments, updates on research progress, and presentation of final paper in class are included in the participation requirement. Participation also includes engaged listening to others and respectful handling of disagreements.

+ You will receive a midterm evaluation of your participation (Graded)

++ *Obviously*, no texting or surfing or gaming during class, please.

2. Midterm and final examinations:

Essay questions will require evaluation of the historical development of psychology, with attention to epistemological, ontological, and ethical implications of psychological science as evident in specific historical developments (**Learning objectives 1-3**).

2. Paper: You will develop a "biography" of a psychological concept/category of choice (**Learning objective 4**).

The first task is to identify a psychological category or problem of particular interest to you - one that engages you both emotionally and intellectually. Previous student projects have identified the following: Trauma, Autism, Community Psychology, Values in Psychotherapy, Tolerance, Power, "the Pervert", and Curiosity. The historical construction of these categories in the discourse of the discipline has been the focus of the assignment.

In the form of a scholarly paper, you will then offer a critical conceptual analysis of the category/construct or chosen problem as gleaned from psychological and other relevant literature. In other words, you will outline developments in the conception of your chosen problem/construct and how it has emerged theoretically in

psychological literature, noting any changes in its conception and application over time. If the category/construct is or has been a diagnostic category (e.g. schizophrenia, depression), you are to include analysis of assessment and intervention and comment on ways in which changes in these activities might reflect changes in the conception of the category itself.

At a minimum, your evaluative analysis should include a set of 3-5 scholarly or research articles to serve as case studies, in that they represent the leading conceptualization of the construct at a given point in time (e.g. the construct of "behavior" as discussed in the following articles: Watson, 1913, Skinner, 1938, and Hull, 1951). You will then provide a detailed analysis of the meaning of the construct (e.g., behavior) within the context of each of the scholarly/research sources chosen for the case studies. The analysis should include 1) evaluating how the construct relates to similar constructs (comparison), analyzing the assumed contrast of the construct (contrast), and the function of the construct, i.e., analysis of the purpose it served in contrast, what it was intended to accomplish (functional analysis). Each of these should be supported with relevant textual evidence, and given careful explication. After your analysis of the meaning of the construct in three to five separate (and hopefully, somewhat divergent) contexts, you are to analyze similarities and differences across the different contexts to see if important generalities can be extracted, or to provide a taxonomy of different meanings if appropriate.

Suggested length (paper) = 20 pages.

*You will be required to talk about your progress on the paper regularly in class and turn in a draft of your work- in- progress at mid-semester.

**All references must follow the latest version of the APA Style Guide

Required Readings:

Books:

1. (Required). Danziger, K. (1997). *Naming the mind: How psychology found its categories*. London: Sage.
2. Robinson, D.N. (1995). *An intellectual history of psychology*. University of Wisconsin Press.
3. Shiraev, E. (2011). *A History of Psychology: A Global Perspective*.

Web Sources:

Assigned readings are available at York Classics [<http://psychclassics.yorku.ca>]

or other web based resources as indicated in the assignment schedule (below). Some papers are accessible through Ingram Library by searching the PsychInfo database. In both cases, articles can be downloaded from the site free of charge. You will need the current library password and your ID barcode if you are searching off campus.

Topic and Assignment Schedule:

August

24 Approaches to Psychology's History and Questions of Origin

Danziger, chapter 1; Robinson, chapter 1; Shiraev, Chapter 1

Martin, J. (2004). What can theoretical psychology do? *Journal of Theoretical and Philosophical Psychology*, v. 24(1), 1-13.

Sugarman, J. (2009). Historical ontology and psychological description. *Journal of Theoretical and Philosophical Psychology*, v. 29 (1), pp. 5-15

Assignment:

1. Skim one history of psychology textbook other than those assigned and prepare a one page summary of its approach to psychology's history - i.e. where does it begin, how is it organized, where does it end? What do you think of its approach?

31 Early Psychological Knowledge

- Shiraev, Chapter 2 Greenwood, chapter 2, 3; (Robinson, chapters 2-6)
- Aristotle, *DeAnima (On the Soul), Book III* (<http://psychclassics.yorku.ca/Aristotle/De-anima/de-anima2.htm>)
- Aristotle, *On Memory and Reminiscence* (<http://psychclassics.yorku.ca/Aristotle/memory.htm>)
- Katona, Gabor. (2002). The evolution of the concept of psyche from Homer to Aristotle. *Journal of Theoretical and Philosophical Psychology*, Volume 22, Issue 1, pages 28-44

September

7 Psychology in Mid-Millennium

- Shiraev, Chapter 3
- Danziger, chapter 3; (Robinson, chapters 7-8)
- Descartes, *Discourse on Method, Pts. 1-5*

(<http://www.marxists.org/reference/subject/philosophy/works/fr/descarte.html>)

14 The Nineteenth Century; Positivism

Greenwood, chapter 6-7; Danziger, chapter 4; (Robinson, chapter 9, 10)

- Baldwin, J.M. (1913). *History of Psychology, Vol. II, Chapter IV* (<http://psychclassics.yorku.ca/Baldwin/History/chap2-4.htm>)

21 German Experimental Psychology: The Psychological Laboratory

- Shiraev, Chapter 4, Robinson, chapter 11
- Wundt: *Outlines of Psychology, Introduction (sections 1-4)* <http://psychclassics.yorku.ca/Wundt/Outlines/>
- Cattell, James McKeen. (1888). *The psychological laboratory at Leipsic. Mind, 13, 37-51.* (<http://psychclassics.yorku.ca/Cattell/leipsic.htm>)

28 Structuralism (Early Scientific Psychology in USA)

Titchener, Edward B. (1912). *The schema of introspection. American Journal of Psychology, 23, 485-508.*

(<http://psychclassics.yorku.ca/Titchener/introspection.htm>)

October

5 **Midterm**

12 Functionalism

- Shiraev, Chapter 5
- Dewey, John. (1884). *The New Psychology.* <http://psychclassics.yorku.ca/Dewey/newpsych.htm>
- James, William. (1892). *The stream of consciousness. From Psychology (chapter XI).* (<http://psychclassics.yorku.ca/James/jimmy11.htm>)
- Angell, J.A. (1907). *The province of functional psychology.* (<http://psychclassics.yorku.ca/Angell/functional.htm>)

19 Origins of Applied Psychology

- Shiraev, Chapter 6
- Witmer, Lightner. (1907). *Clinical psychology. Psychological Clinic, 1, 1-9.*

(<http://psychclassics.yorku.ca/Witmer/clinical.htm>)

- Hugo Münsterberg (1913), *Psychology and Industrial Efficiency*, sections 1-4; 11-12;24 <http://psychclassics.yorku.ca/Munster/Industrial/>

26 Psychoanalysis

- Shiraev, Chapter 8; Chapter 11, 402-413
- Janet, Pierre. (1930). Autobiography of Pierre Janet. In C. Murchison (Ed.), *History of psychology in autobiography* (Vol. 1, pp. 123-133). (York Classics)
- Freud, Sigmund. (1914/1917). *The history of the psychoanalytic movement* (A. A. Brill, Trans.)
- Freud, Sigmund (1901). *Psychopathology of everyday life, Chapter 1* (York Classics).
- Jung, C. (1910). *The association method. Lecture 1.* (<http://psychclassics.yorku.ca/Jung/Association/>)

November

2 Behaviorism & Neobehaviorism

- Shiraev, Chapter 7; Chapter 11, pp. 388-401
- Watson, John B. (1913). *Psychology as the behaviorist views it.* *Psychological Review*, 20, 158-177
(<http://psychclassics.yorku.ca/Watson/views.htm>)
- Watson and Raynor: *Conditioned Emotional Reactions* (<http://psychclassics.yorku.ca/Watson/emotion.htm>)
- Skinner, B.F. (1948) 'Superstition' in the pigeon.
(<http://psychclassics.yorku.ca/Skinner/Pigeon>)
- Hull (<http://psychclassics.yorku.ca/Hull/Hierarchy/part1.htm>)

9 Gestalt Psychology

- Max Wertheimer (1923). *Laws of Organization in Perceptual Forms.* (<http://psychclassics.yorku.ca/Wertheimer/Forms/forms.htm>)
- Christopher Green: *Introduction to Koffka* (York Classics)
- Wertheimer: *Laws of Organization in Perceptual Forms* (York Classics)
- Köhler: *Gestalt Psychology Today* (York Classics)

16 The Cognitive Revolution

- Shiraev, Chapter 12
- Tolman, Edward, C. (1948). *Cognitive maps in rats and men.* *Psychological Review*, 55(4), 189-208.
(<http://psychclassics.yorku.ca/Tolman/Maps/maps.htm>)

- Newell, Allen; Shaw, J. C.; Simon, Herbert A. (1958). Elements of a theory of human problem solving. *Psychological Review*, Vol 65(3), May, 1958. pp. 151-166. (Full text available online through West GA: PsycInfo)
- Bruner, Jerome, S. (1964). The course of cognitive growth. *American Psychologist*, Vol 19(1), Jan, 1964. pp. 1-15. (Full text available online through West GA: PsycInfo)
- Bruner, Jerome S. (1994). Another look at New Look 1. *American Psychologist*, Vol 47(6), Jun, 1992. pp. 780-783(Full text available online through West GA: PsycInfo)

23 Thanksgiving break

30 Humanistic Psychology

- Shiraev, Chapter 12
- Gordon Allport (1940). The psychologist's frame of reference. (<http://psychclassics.yorku.ca/Allport/frame.htm>)
- Rogers, Carl R.. (1946). Significant aspects of client-centered therapy. *American Psychologist*, 1, 415-422(<http://psychclassics.yorku.ca/Rogers/personality.htm>)

December

7 The Contemporary Scene

Shiraev, Chapter 13

*Assignment: Bring in one research or review article you believe to be representative of what is currently happening in psychology.

***Papers Due in class**

Final Exam TBA

Course Update Request (Add, Delete, Modify)

Attachments

Current File: [Grid_Survey_Methods_Example_Syllabus.docx](#)

Originator

Criminology Department

College of Social Sciences

Johnson, Mike

Department

College

Originator

Action

 Add Modify Delete

Modifications

 Prerequisites Description Title Credit See Comments [\(See Procedure\)](#)

Course Details

CRIM 5001 Survey Research Methods

Prefix Number Course Title

This course will introduce one of the most common research methods used in the field of criminology: the survey. Topics covered will include sampling, modes of conducting surveys, question wording, and dealing with non-response. In the later part of the semester, students will gain practical knowledge of the topic by conducting and supervising live telephone interviews.

Course Catalog Description

3.00		3.00	Fall - 2015	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

The Department of Criminology is in a unique position to offer a course on survey research because it houses the UWG Survey Research Center. This allows students to not only learn the academic side of survey research but also to gain practical hands-on experience in the field. Thus, CRIM 5001 would directly support the UWG Strategic Plan, specifically Strategic Imperative #1, Goal D, Objective 2, and Strategic Imperative #2, Goal A, Objective 3. This course has been taught as CRIM 5280 (Special Topics) seven times.

Planning Info

- Library Resources are Adequate
 Library Resources Need Enhancement

Comments

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

Present or Projected Annual Enrollment: 8

Please see attached new example syllabus
Note: this course would cross-list with proposed 4001

Attachments
Current File: [Grad Survey Methods Example Syllabus.docx](#)

College Approvals

David Jenks [APPROVED 2015-02-23]
Chair, Course Department

Amber Smallwood [APPROVED 2015-02-27]
Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2015-04-16]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

CRIM 5001 – Survey Research Methods
Fall

R 5:30 - 8:00 pm

Professor: Elizabeth Stupi

Office: Pafford 230

Office Hours: MW 11:30 am - 1:30 pm and 3:30 - 4:30 pm; R 1:00 - 5:00 pm; and by appointment

Pafford 211

Email: estupi@westga.edu

Phone: (678) 839-6334

Course Description

This course will introduce you to one of the most common research methods used in the field of criminology: the survey. Topics covered will include sampling, modes of conducting surveys, question wording, and dealing with non-response. In the later part of the semester, you will gain practical knowledge of the topic when you supervise and conduct live telephone interviews.

Required Textbook

Fowler, Floyd J. (2009). *Survey Research Methods*. (4th edition). Washington, DC: Sage.

Course Requirements

- Assigned readings are listed on the course calendar, and it is highly recommended that you complete the reading before class.
- Readings outside of the textbook will be posted to Course Den. Since this course is combined with an undergraduate one, these additional readings will serve as one of the primary means of challenging graduate students to think beyond the undergraduate material.
- Attendance is important for this class, but is not required *except on interviewing days*. If you miss a class, you are responsible for getting the notes from a classmate. I will answer specific questions relating to lecture, but will not provide my class notes. On interviewing days, attendance is required.
- While in class, you are expected to participate in the lecture by taking notes, asking questions, and following along on the computer when necessary. Computer use during other periods and the use of the computer to access programs unnecessary for the course are not allowed.
- No cell phones are allowed in the Survey Research Center. When you enter the room, you must turn your phone completely off (not just on silent or vibrate).

Exams – 100 points

There will be two required essay exams over the course of the semester. Each exam will be worth 50 points toward the total grade. Make-up exams will be given only under extreme circumstances (ex: a medical emergency, death in the family). In order to take a make-up exam, you must notify me before the exam and provide documentation explaining the absence. If a make-up is not taken, you will receive zero points for the exam.

Interviewing Attendance (15 points) and Response Paper (10 points) – 25 total points

Students will be expected to attend class on the days in which phone interviewing is being conducted. Failure to attend will only be excused in extreme circumstances. Students who miss their scheduled interviewing days will receive zero points for their interviewing. Additionally, students will be required to write a two page response paper about their interviewing experience. Specific, detailed instructions and requirements for the paper will be given in class. The response paper must be submitted at the beginning of class on the day due. Late assignments will not be accepted.

Final Paper – 50 points

Students will write a research proposal as their final paper in this class. The paper will be 15-20 pages in length and include a review of relevant literature, a proposed research project (including a questionnaire), and an appropriately formatted reference page. In order to encourage students to work on their papers early and often, there are interim deadlines for the paper topic and questionnaire draft. Students will also be required to set up a paper conference outside of class to discuss the paper's progress. Specific, detailed instructions and requirements for the paper will be covered in class.

Grading

157-175 A 140-156 B 122-139 C 105-121 D 0-104 F

UWG Policies

Be sure to you are familiar with all of the policies listed at: <http://tinyurl.com/UWGSyllabusPolicies>

Learning Outcomes

By the end of the course, you will be able to:

- Design a survey research project, including a questionnaire
- Conduct a professional telephone interview
- Supervise students who are conducting telephone interviews

Course Calendar*

Date	Topic	Reading
8/29	Introduction to Research	
9/05	Sampling	Ch. 3
9/12	Types of Data Collection	Camp et al. (2002)
9/19	Introduction to Survey Research	Ch. 1, 5
9/26	Question Wording and Questionnaire Design	Ch. 6-7
10/03	Exam #1 (Chapters 1, 3, 5-7) Final Paper Topic due	
10/10	Maximizing Response	Ch. 4
10/17	CATI and Interviewer Training	Ch. 8; AAPOR (2011)
10/24	Interviewing	Hindelang (1974)
10/31	Class Discussion of Interviews Interviewing Response Paper due	

- 11/07 Interviewing Schuck (2013)
Questionnaire Draft due
- 11/14 Interviewing Chiricos, Eschholz, & Gertz
(1997)
- 11/21 Library Research
Paper Conferences M-W by appointment
- 11/28 *Thanksgiving Break - No Class*
- 12/05 Ethics Ch. 11; ACJS Code of Ethics;
AAPOR Code of Ethics
- 12/12 **Exam #2 (Chapters 4, 8, 11) 5:00-7:30 pm**
Final Paper due

* This course calendar is tentative and subject to change at the discretion of the instructor.
Any changes will be announced in class.

Course Update Request (Add, Delete, Modify)						
Attachments Current File: pols5515_syl.docx						
Originator						
Political Science Department Department		College of Social Sciences College		Dixon, Greg Originator		
Action <input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		Modifications <input type="checkbox"/> Prerequisites <input checked="" type="checkbox"/> Description <input checked="" type="checkbox"/> Title <input checked="" type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> (See Procedure)				
Course Details						
POLS	5515	Terrorism and Counterterrorism				
Prefix	Number	Course Title				
<p>This course is a graduate reading course in terrorism and counter-terrorism. This course will discuss what terrorism is and where it fits in the contemporary conflict spectrum in international relations. We will examine the role of terrorism across time with an emphasis on the 20th and 21st centuries and particular focus on the contemporary context. We will explore the issues raised by contemporary terrorism and seek to explore how this has changed since the end of the Cold War. The course will also deal with efforts to control terrorism in various parts of the world. Primary focus will be on counter-terrorism efforts since 9/11.</p>						
Course Catalog Description						
3		3	Fall - 2015	Other	Letter Grade	
Lec Hr#	Lab Hr#	Credit Hr#	Effective Term	Frequency	Grading	
Prerequisites			Corequisites			
Rationale						
This course is being added as part of a curriculum update for the department. This course has been taught a number of times as a special topics course and is being added to the standard curriculum. This course is standard for Public Administration programs						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO (See Policy)						
Present or Projected Annual Enrollment: 5						

pol5515 updated syllabus attached - GCD 4/7

Attachments

Current File: pol5515_syl.docx

College Approvals

Jesus Peralta [APPROVED 2016-03-17]

Chair, Course Department

Amber Smallwood [APPROVED 2016-03-27]

Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2016-04-16]

Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

POLITICAL SCIENCE 5515

TERRORISM AND COUNTER-TERRORISM

University of West Georgia

Instructor:	Gregory C. Dixon	Office:	Pafford 125
Email:	gdixon@westga.edu	Office Hours:	4:30 - 5:30pm & by appointment
Public Course Web Page:	www.westga.edu/~gdixon		

Online material is also available via CourseDen

COURSE DESCRIPTION:

This course is an upper division reading course in terrorism and counter-terrorism. This course will discuss what terrorism is and where it fits in the contemporary conflict spectrum in international relations. We will examine the role of terrorism across time with an emphasis on the 20th and 21st centuries and particular focus on the contemporary context. We will explore the issues raised by contemporary terrorism and seek to explore how this has changed since the end of the Cold War. The course will also deal with efforts to control terrorism in various parts of the world. Primary focus will be on counter-terrorism efforts since 9/11. The course covers a wider range of information at a rapid pace.

REQUIRED TEXTS:

Author	Title	ISBN	Publisher
Lansford, Watson, Covarrubias	<i>America's War On Terror, 2nd Edition</i>	9780754677871	Ashgate
Gottlieb	<i>Debating Terrorism and Counterterrorism</i>	9780872899612	CQ Press
Combs	<i>Terrorism in the 21st Century, 6th Edition</i>	9780205779710	Pearson

Additional readings have been placed in CourseDen

LEARNING OUTCOMES:

- Analyze the role of terrorism in contemporary international relations
- Assess the methods, goals, and backgrounds of terrorist organizations and the agencies that are used to fight them
- Assess the historical evolution of terrorist tactics and efforts used to counter them
- Assess the effectiveness of terrorist tactics at achieving the ends of the organizations
- Assess the effectiveness of various counter-terrorism efforts internationally

"PARTIALLY ONLINE" HYBRID COURSE:

This course is a hybrid course and will contain significant online content. All course lectures are stored on the course web site as mp3 files. A PowerPoint presentation serves as an outline of the lectures that appear online, but is not necessary in order to listen to the recordings. Class meetings will be used for discussion of the material in the lectures and the readings. A complete schedule of the online and in person days appears in the Course Pack, available on the course web site.

GRADING:

<u>Assignments:</u>		<u>Letter Grade Totals:</u>
Take-home exams (3)	33.33% each	90 and up% A
		80 - 89% B
		70 - 79% C
		60 - 69% D
		59 and under F

NATURE OF THE TAKE-HOME EXAMS:

The grade in the course comes from a series of take-home exams that students must complete based on the questions asked in the Gottlieb text. Each exam is worth 50% of the final course grade with the lowest exam score dropped. Students are required to answer two (2) of these questions on EACH take-home exam. The answer to **EACH QUESTION** should be between 600 and 900 words in length. Take-home exams are due according to the schedule in the Course Pack.

SUBMISSION OF ASSIGNMENTS:

Take-home essays are to be submitted via CourseDen according to the calendar in the Course Pack. If students cannot submit the exam via CourseDen, hardcopy submission will be accepted until 5pm Friday.

CLASS PARTICIPATION:

It is expected that students will participate in the discussion. Education is not simply a one-way process. The discussions will be based on the cases in the Snow textbook. Students are expected to participate on a regular basis.

MISSED ASSIGNMENTS:

The assignments will be docked one letter grade for each business day late with the exception of the final exam. The final exam will not be accepted after the submission deadline.

ACCOMMODATION FOR STUDENTS WITH SPECIAL ACADEMIC NEEDS:

Students with special needs as identified by the University of West Georgia will be accommodated in accordance with University policy. Please inform the instructor AS SOON AS POSSIBLE of any special needs that will require accommodation. Please note that accommodation in the group project may be problematic without informing group members of the nature of the special need. If the special need includes issues of privacy that cannot be accommodated within the group framework, students must inform the professor, in writing as soon as possible. In such cases, an alternative assignment will be used for the relevant portion of the student's grade.

ATTENDANCE:

Attendance will not be taken and is not required as part of the course grade. However, this course is based on discussion and students who do not attend the class generally do poorly.

EXTRA CREDIT:

There will be NO extra credit assigned in this course.

INCOMPLETE GRADES:

Incomplete grades will be assigned only in cases of demonstrated medical or family circumstances. All such circumstances will require documentation. Students are forewarned that incomplete grades will not be assigned lightly.

ADD, DROP, WITHDRAWAL, AND OTHER DEADLINES:

Students are advised that the professor will not remind them of add, drop, or any other university deadline. All such deadlines are the responsibility of the student. Failure to complete appropriate add, drop, or other paperwork may result in a range of consequences including failing the course or being dropped from the course and denied reinstatement. All issues related to these deadlines must be resolved through the appropriate university offices.

TECHNOLOGY REQUIREMENTS:

This course is partially on-line. By remaining enrolled in the course past the seventh day of the semester, students agree that they have access to appropriate computing technology to complete the course as outlined on the UWG Online web site.

CELL PHONES AND OTHER CURSES OF MODERN TECHNOLOGY:

When a cell phone or pager goes off in class it is highly disruptive. Please either turn off all such infernal devices or set them to vibrate while you are in class.

ACTS OF THE GODS, AND OTHER VERY BAD THINGS:

On very rare occasions truly terrible things happen to students that severely interfere with the ability to function in the class. If such an event happens to you, don't wait until the last day of the semester to bring it to the professor's attention. While the professor is strict, he's not inhuman and accommodations for students who experience truly exceptional life events may be made if the circumstances warrant.

ACADEMIC HONESTY:

All students should be aware of the University of West Georgia rules regarding academic honesty. Cheating, fabrication, and/or plagiarism of any kind will not be tolerated. Any student caught committing any violation of the Honor Code on any assignment will receive an F in the course (regardless of the relative value of the assignment in question) and will be reported to the University for further action as per University policy. **The**

professor reserves the right to seek the harshest possible penalty (expulsion from the university) for any and all violations of the University of West Georgia Honor Code regardless of the value of the individual assignment. If you are unsure as to what constitutes academic dishonesty, please consult the University of West Georgia Student Handbook. Ignorance of the Code will not be accepted as an excuse for violations of it. In the case of the group project, a doctrine of collective responsibility will be applied. ALL members of the group will be considered responsible for the entire project. Academic dishonesty in any part of the project shall result in ALL members of the group being subject to sanction. The professor reserves the right to pursue different levels of punishment to different group members based on their relative culpability, but sanctions shall apply to ALL members.

STUDENT ENGAGEMENT:

The University of West Georgia requires that instructors evaluate student engagement in the early weeks of a course. Students who fail to engage in the course must be reported as "not engaged" by the instructor. This results in the name of the student being reported to Student Services for further action. These further actions are separate from and unrelated to the instructor for the course and are beyond the control of the instructor. By remaining enrolled in the course beyond the seventh day of the class, students accept that they may be reported as not engaged at the instructor's discretion.

GOVERNMENT COMPLIANCE STATEMENTS:

ADA Statement:

"If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, please seek assistance through the Center for Disability Services. A CDS Counselor will coordinate those services. See http://www.westga.edu/studentDev/index_8884.php"

Equal Opportunity Statement:

No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by UWG.

Affirmative Action Statement:

University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

MODIFICATIONS TO THIS SYLLABUS:

The professor reserves the right to make changes to any and all elements of this syllabus as necessary for the success of the course as defined by the professor. Such changes will be announced verbally in class. Such changes may only be announced once. Such changes may include modifications to any and all aspects of this syllabus.

STUDENT ACCEPTANCE OF THE TERMS OF THE SYLLABUS:

By remaining enrolled in the course, students acknowledge that they know and understand the terms and conditions described in this syllabus and agree to abide by these terms.

Course Update Request (Add, Delete, Modify)

Attachments

Current File: [pols5516_syl.doc](#)

Originator

Political Science Department

College of Social Sciences

Dixon, Greg

Department

College

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments (See Procedure)

Course Details

POLS 5516 American National Security Policy

Prefix Number Course Title

This course is a mixed upper division/graduate course in American National Security Policy. This course focuses on the formulation and implementation of American national security policy. The course will cover the basic theoretical models for the policy process as well as the conceptual foundations of national security policy. The course will cover the inter-relationship between policy-makers, institutional frameworks, and the political process. The goal of the course is to provide a solid foundation of knowledge relating to the national security apparatus of the United States.

Course Catalog Description

Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Other Frequency	Letter Grade Grading
3		3	Fall - 2015		

Prerequisites

Corequisites

Rationale

This course is being added as part of a curriculum update for the department. This course has been taught a number of times as a special topics course and is being added to the standard curriculum. This course is standard for Political Science programs, especially those with a policy focus.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 5

Comments

Syllabus updated - GCD 4/7

Attachments

Current File: pbs5016_syl.doc

College Approvals

Jesus Peralta [APPROVED 2016-03-17]

Chair, Course Department

Amber Smallwood [APPROVED 2016-03-27]

Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2016-04-16]

Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

POLITICAL SCIENCE 5516

AMERICAN NATIONAL SECURITY POLICY

University of West Georgia

Instructor: Gregory C. Dixon
Email: gdixon@westga.edu
Public Course Web Page: www.westga.edu/~gdixon
Online material is also available via CourseDen

Office: Pafford 125
Office Hours: T,W,Th 3pm – 5:30pm

COURSE DESCRIPTION:

This course is a mixed upper division/graduate course in American National Security Policy. This course focuses on the formulation and implementation of American national security policy. The course will cover the basic theoretical models for the policy process as well as the conceptual foundations of national security policy. The course will cover the inter-relationship between policy-makers, institutional frameworks, and the political process. The goal of the course is to provide a solid foundation of knowledge relating to the national security apparatus of the United States.

REQUIRED TEXTS:

George, Roger Z and Harvey Rishikof (eds)	The National Security Enterprise: Navigating the Labyrinth	9781589016989	Georgetown University Press
Sapolsky, Harvey M., et al.	US Defense Politics: The Origins of Security Policy	9780415772662	Routledge
Sarkesian, Sam C., et al.	US National Security, Policymakers, Processes, & Politics	9781588264169	Lynne Rienner

A packet of additional readings for students in the graduate (5985) version of the course is included in CourseDen - these readings are optional for other students.

LEARNING OUTCOMES:

- Analyze the development of the contemporary national security policy system
- Assess the conceptual and theoretical foundations of national security policy
- Assess the key individuals and institutions in the national security apparatus
- Appraise the linkages between national security and other areas of American policy-making
- Appraise the linkage between the political and professional aspects of national security policy.
- Assess the ways in which the national security system has adapted to changing challenges

GRADING:

Assignments:

Exams (3)

33.33% each

Letter Grade Totals:

90 and up%	A
80 - 89%	B
70 - 79%	C
60 - 69%	D
59 and under	F

NATURE OF THE EXAMS:

There are three take-home exams in this course. The exams will ask the student to answer a series of essay questions. Students should expect each exam to be 2400 – 3000 words in length. Due dates for the exams and details of the course assignments are provided in the Course Pack which is available on the course web page and in CourseDen. These exams are difficult and time consuming. Do not wait until the last minute to start.

SUBMISSION OF ASSIGNMENTS:

The assignments must be submitted in via CourseDen. The details of electronic submission are found in the Course Pack, but in essence the student submits the relevant file (in MS Word or Open Office odt format) through the CourseDen system. If students cannot submit via CourseDen, hardcopy submissions will be accepted.

MISSED OR LATE ASSIGNMENTS:

The assignments are in a take-home format with electronic submission and ample time is given for their completion. Students are expected to complete their assignments on time. The CourseDen system will allow late submission for about 48 hours following the due date. After this period, assignments must be submitted via hard copy. Late assignments will be penalized one letter grade (10 points on a 100 point scale) for each business day late. Exceptions will be made for University business in accordance with University policies. Extensions will be given only in case of dire emergency or "acts of the gods". All such extensions may or may not be granted solely at the discretion of the professor.

PARTIALLY ONLINE COURSE:

This course is a hybrid (partially online) course. There are a series of lectures posted online in CourseDen and on the public web site. Students are required to listen to and/or watch the media lectures. These lectures are thematically relevant to the other material and are designed to tie other material together and to discuss key concepts in the course. In-person class time is reserved for discussion. In-person meetings will take place on a schedule indicated in the CoursePack.

ASSUMPTION OF ADULTHOOD:

This is a college course. All students are assumed to be adults and will be held to adult standards of accountability and decorum. You are expected to familiarize yourself with the requirements of the course. You are expected to meet the requirements of the course without having to be reminded of such clearly posted things as exam dates. It is expected that you will do the required reading for the course prior to attending class. It is expected that you will complete all required assignments on time. If you have questions, you are expected to ask the professor to seek clarification.

CLASS PARTICIPATION:

This is a seminar course. Class participation is required and is a significant portion of your grade in the class. Class participation shall be graded on the quality of the participation not simply the quantity. Students are expected to complete the required readings BEFORE the class meets each day. Students are expected to come to each class prepared to actively engage the material. Discussion questions are provided for the various topics covered in the course. The Tuesday of each week will consist of a lecture by the professor on the topic to be discussed during the week. Thursday class shall consist of a discussion of the course material based on the discussion questions provided for that week's topics. Grades for participation will be assigned based on the quality of the participation, including a demonstrated knowledge of the assigned readings and the ability to apply these readings to the course as a whole.

ACCOMMODATION FOR STUDENTS WITH SPECIAL ACADEMIC NEEDS:

Students with special needs as identified by the University will be accommodated in accordance with University policy. Please inform the instructor AS SOON AS POSSIBLE of any special needs that will require accommodation.

ATTENDANCE:

Attendance will not be taken and is not required as part of the course grade. However, this course will move very quickly and covers a large amount of material. Further, this is a seminar course and your participation in the seminar is a significant factor in your overall grade in the course. *Attendance is vital to success in this course.* While the professor does not deduct points for missed classes, students are forewarned that missing lectures may significantly reduce their chances of success in the course and may result in a lower participation grade. Missing seminar discussions will adversely affect the participation grade. You cannot effectively participate if you are not here. If it is necessary to miss a class, it is the responsibility of the student to get the notes from that day of class from another student in the class.

ACTS OF THE GODS, AND OTHER VERY BAD THINGS:

On very rare occasions truly terrible things happen to students that severely interfere with the ability to function in the class. If such an event happens to you, don't wait until the last day of the semester to bring it to the professor's attention. While the professor is strict, he's not inhuman and accommodations for students who experience truly exceptional life events may be made if the circumstances warrant.

PRIVACY RIGHTS AND EMAIL CONTACT

Federal law (FERPA) protects the privacy rights of students. This law was written before the age of email and the interpretation of student privacy over email remains unclear. As a result, the professor is very limited as to what can be discussed over email and also very limited in which email accounts he can correspond with regarding the course. Nothing related to grades, exams, or any other course information specific to a student will be discussed via email. Exam grades, course grades, or any other grade related information will only be discussed in person during office hours or after class. General questions about the course material, lectures, etc. may be asked via email, but only through the student's official university accounts or through the CourseDen interface. Gmail, hotmail, Yahoo, etc. accounts cannot be used for the purposes of this class.

EXTRA CREDIT:

There will be NO extra credit given in this course.

CLASSROOM DECORUM, CELL PHONES, LAPTOPS, AND OTHER CURSES OF MODERN TECHNOLOGY:

Please arrive on time. Please turn off any device that makes noise. Cell phones should be turned off during class. Laptops should be muted if they are to be used during class. Please do not read the newspaper, sleep, send text messages (your phone should be off), or work on material for other courses during the class time.

At various times during the course we will be discussing highly controversial topics. Students may have strong feelings that conflict with the feelings of others on these issues. Mutual respect and politeness is required in the classroom at all times.

Violations of appropriate classroom decorum will result in penalties including, but not limited to reduction in the students grade in the course, administratively dropping the student from the course, and reporting the student's behavior to the University for further action under the Conduct Code.

ACADEMIC HONESTY:

All students should be aware of the University of West Georgia rules regarding academic honesty. Cheating, fabrication, and/or plagiarism of any kind will not be tolerated. Any student caught committing any violation of the Honor Code on any assignment will receive an F in the course (regardless of the relative value of the assignment in question) and will be reported to the University for further action as per University policy. **The professor reserves the right to seek the harshest possible penalty (expulsion from the university) for any and all violations of the University of West Georgia Honor Code regardless of the value of the individual assignment.** If you are unsure as to what constitutes academic dishonesty, please consult the University of West Georgia Student Handbook. Ignorance of the Code will not be accepted as an excuse for violations of it.

MODIFICATIONS TO THIS SYLLABUS:

The professor reserves the right to make changes to any and all elements of this syllabus as necessary for the success of the course as defined by the professor. Such changes will be announced verbally in class. Such changes may only be announced once. Such changes may include modifications to any and all aspects of this syllabus.

Course Update Request (Add, Delete, Modify)

Attachments

Current File: pobs5518_syl.doc

Originator

Political Science Department

College of Social Sciences

Dixon, Greg

Department

College

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments Senate Action Item [\(See Procedure\)](#)

Course Details

POLS 5518 Arab-Israeli Conflict
Prefix Number Course Title

This course is being added as part of a curriculum update for the department. This course has been taught a number of times as a special topics course and is being added to the standard curriculum. This course is standard for Political Science programs, especially those with a policy focus.

Course Catalog Description

Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Other Frequency	Letter Grade Grading
3		3	Fall - 2015		

Prerequisites

Corequisites

Rationale

This course is a graduate reading course on the conflict in the Middle East between the nation of Israel and its Arab neighbors. The course explores the historical origins of the conflict in modern Zionism and colonialism and traces its development through the various hot and cold conflicts of the post WWII era. The course will discuss the inter-relationship between the power politics of nations and the politics of identity. The Arab-Israeli conflict will be situated within the wider regional politics in the Middle East as well as temporally in the context of the post WWII international system. This course will explore the complexity of the conflict as well as various attempts at its resolution. The course will also explore the potential impact of the changes of the Arab Spring on the dynamics of the conflict.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

Comments

Syllabus updated - GCD 4/7

Attachments

Current File: p065518_syl.doc

College Approvals

Jesus Peralta [APPROVED 2015-03-17]

Chair, Course Department

Amber Smallwood [APPROVED 2016-03-27]

Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2015-04-16]

Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

POLITICAL SCIENCE 5518

ARAB ISRAELI CONFLICT

University of West Georgia, Summer 2015

Instructor:	Gregory C. Dixon	Office:	Pafford 125
Email:	gdixon@westga.edu	Office Hours:	M 11am – 4pm, W 11am – 2pm, 3:30 – 5:30pm & by appointment
Public Course Web Page:	www.westga.edu/~gdixon		
Online material is also available via CourseDen			

COURSE DESCRIPTION:

This course is an upper division reading course on the conflict in the Middle East between the nation of Israel and its Arab neighbors. The course explores the historical origins of the conflict in modern Zionism and colonialism and traces its development through the various hot and cold conflicts of the post WWII era. The course will discuss the inter-relationship between the power politics of nations and the politics of identity. The Arab-Israeli conflict will be situated within the wider regional politics in the Middle East as well as temporally in the context of the post WWII international system. This course will explore the complexity of the conflict as well as various attempts at its resolution. The course will also explore the potential impact of the changes of the Arab Spring on the dynamics of the conflict.

REQUIRED TEXTS:

Bickerton, Ian J. and Carla L. Klausner	A History of the Arab-Israeli Conflict, 6 th Edition	9780205753383	Pearson
Laquer, Walter and Barry Rubin	The Israeli-Arab Reader: A Documentary History of the Middle East Conflict, 7 th Edition	9780143113799	Penguin

LEARNING OUTCOMES:

- Analyze the historical origins of the conflict in regional and global contexts
- Assess the range of international influences that exert pressure on the region
- Assess the major identity groups that participate in the conflict
- Appraise the linkages national, regional, and global forces in the conflict
- Appraise the major regional power systems that inform the conflict.
- Assess the attempts to promote peace in the region by internal and external powers

GRADING:

<u>Assignments:</u>		<u>Letter Grade Totals:</u>	
Exams (3, lowest dropped)	33.33% each	90 and up%	A
		80 - 89%	B
		70 - 79%	C
		60 - 69%	D
		59 and under	F

NATURE OF THE EXAMS:

There are three take-home exams in this course. The exams will ask the student to answer a series of essay questions. Students should expect each exam to be 2400 – 3000 words in length. Due dates for the exams and details of the course assignments are provided in the Course Pack which is available on the course web page and in CourseDen. These exams are difficult and time consuming. Do not wait until the last minute to start.

SUBMISSION OF ASSIGNMENTS:

The assignments must be submitted in via CourseDen. The details of electronic submission are found in the Course Pack, but in essence the student submits the relevant file (in MS Word or Open Office odt format) through the CourseDen system. If students cannot submit via CourseDen, hardcopy submissions will be accepted.

MISSED OR LATE ASSIGNMENTS:

The assignments are in a take-home format with electronic submission and ample time is given for their completion. Students are expected to complete their assignments on time. The CourseDen system will allow late submission for about 48 hours following the due date. After this period, assignments must be submitted via hard copy. Late assignments will be penalized one letter grade (10 points on a 100 point scale) for each business day late. Exceptions will be made for University business in accordance with University policies. Extensions will be given only in case of dire emergency or "acts of the gods". All such extensions may or may not be granted solely at the discretion of the professor.

PARTIALLY ONLINE COURSE:

This course is a hybrid (partially online) course. There are a series of lectures posted online in CourseDen and on the public web site. Students are required to listen to and/or watch the media lectures. These lectures are thematically relevant to the other material and are designed to tie other material together and to discuss key concepts in the course. In-person class time is reserved for discussion. In-person meetings will take place on a schedule indicated in the CoursePack.

ASSUMPTION OF ADULTHOOD:

This is a college course. All students are assumed to be adults and will be held to adult standards of accountability and decorum. You are expected to familiarize yourself with the requirements of the course. You are expected to meet the requirements of the course without having to be reminded of such clearly posted things as exam dates. It is expected that you will do the required reading for the course prior to attending class. It is expected that you will complete all required assignments on time. If you have questions, you are expected to ask the professor to seek clarification.

CLASS PARTICIPATION:

This is a seminar course. Class participation is required and is a significant portion of your grade in the class. Class participation shall be graded on the quality of the participation not simply the quantity. Students are expected to complete the required readings BEFORE the class meets each day. Students are expected to come to each class prepared to actively engage the material. Discussion questions are provided for the various topics covered in the course. The Tuesday of each week will consist of a lecture by the professor on the topic to be discussed during the week. Thursday class shall consist of a discussion of the course material based on the discussion questions provided for that week's topics. Grades for participation will be assigned based on the quality of the participation, including a demonstrated knowledge of the assigned readings and the ability to apply these readings to the course as a whole.

ACCOMMODATION FOR STUDENTS WITH SPECIAL ACADEMIC NEEDS:

Students with special needs as identified by the University will be accommodated in accordance with University policy. Please inform the instructor AS SOON AS POSSIBLE of any special needs that will require accommodation.

ATTENDANCE:

Attendance will not be taken and is not required as part of the course grade. However, this course will move very quickly and covers a large amount of material. Further, this is a seminar course and your participation in the seminar is a significant factor in your overall grade in the course. *Attendance is vital to success in this course.* While the professor does not deduct points for missed classes, students are forewarned that missing lectures may significantly reduce their chances of success in the course and may result in a lower participation grade. Missing seminar discussions will adversely affect the participation grade. You cannot effectively participate if you are not here. If it is necessary to miss a class, it is the responsibility of the student to get the notes from that day of class from another student in the class.

ACTS OF THE GODS, AND OTHER VERY BAD THINGS:

On very rare occasions truly terrible things happen to students that severely interfere with the ability to function in the class. If such an event happens to you, don't wait until the last day of the semester to bring it to the professor's attention. While the professor is strict, he's not inhuman and accommodations for students who experience truly exceptional life events may be made if the circumstances warrant.

PRIVACY RIGHTS AND EMAIL CONTACT

Federal law (FERPA) protects the privacy rights of students. This law was written before the age of email and the interpretation of student privacy over email remains unclear. As a result, the professor is very limited as to what can be discussed over email and also very limited in which email accounts he can correspond with regarding the course. Nothing related to grades, exams, or any other course information specific to a student will be discussed via email. Exam grades, course grades, or any other grade related information will only be discussed in person during office hours or after class. General questions about the course material, lectures, etc. may be asked via email, but only through the student's official university accounts or through the CourseDen interface. Gmail, hotmail, Yahoo, etc. accounts cannot be used for the purposes of this class.

EXTRA CREDIT:

There will be NO extra credit given in this course.

CLASSROOM DECORUM, CELL PHONES, LAPTOPS, AND OTHER CURSES OF MODERN TECHNOLOGY:

Please arrive on time. Please turn off any device that makes noise. Cell phones should be turned off during class. Laptops should be muted if they are to be used during class. Please do not read the newspaper, sleep, send text messages (your phone should be off), or work on material for other courses during the class time.

At various times during the course we will be discussing highly controversial topics. Students may have strong feelings that conflict with the feelings of others on these issues. Mutual respect and politeness is required in the classroom at all times.

Violations of appropriate classroom decorum will result in penalties including, but not limited to reduction in the student's grade in the course, administratively dropping the student from the course, and reporting the student's behavior to the University for further action under the Conduct Code.

ACADEMIC HONESTY:

All students should be aware of the University of West Georgia rules regarding academic honesty. Cheating, fabrication, and/or plagiarism of any kind will not be tolerated. Any student caught committing any violation of the Honor Code on any assignment will receive an F in the course (regardless of the relative value of the assignment in question) and will be reported to the University for further action as per University policy. **The professor reserves the right to seek the harshest possible penalty (expulsion from the university) for any and all violations of the University of West Georgia Honor Code regardless of the value of the individual assignment.** If you are unsure as to what constitutes academic dishonesty, please consult the University of West Georgia Student Handbook. Ignorance of the Code will not be accepted as an excuse for violations of it.

MODIFICATIONS TO THIS SYLLABUS:

The professor reserves the right to make changes to any and all elements of this syllabus as necessary for the success of the course as defined by the professor. Such changes will be announced verbally in class. Such changes may only be announced once. Such changes may include modifications to any and all aspects of this syllabus.

Course Update Request (Add, Delete, Modify)

Originator

Political Science Department
Department

College of Social Sciences
College

Sanders, Robert M.
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments (See Procedure)

Course Details

POLS 6209 Management of Non-Profit Organizations
Prefix Number Course Title

Course Catalog Description

3 3 Summer - 2015 Other Letter Grade
Loc Hrs Lab Hrs Credit Hrs Effective Term Frequency Grading

Prerequisites

Corequisites

Rationale

Course already exists with same name at POLS 4215/5215 for undergraduates and graduates and is taught yearly. No need for this class listing which is never offered.

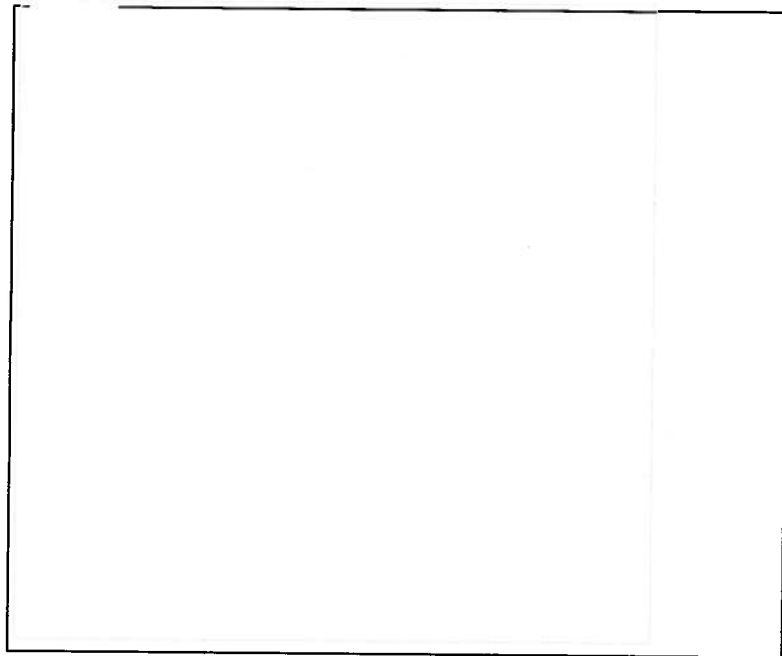
Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 0

Comments



College Approvals

Jesus Peralta [APPROVED 2016-03-24]
Chair, Course Department

Amber Smallwood [APPROVED 2016-03-27]
Coordinator, COSS Executive Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2016-04-16]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

Course Update Request (Add, Delete, Modify)

Attachments

Current File: English 5188.doc

Originator

English and Philosophy Department
Department

College of Arts and Humanities
College

MacComb, Debra
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments (See Procedure)

Course Details

ENGL 5188 Studies in Individual Authors
Prefix Number Course Title

An examination of the career of a single literary figure in the context of literary history. Frequent offerings in Shakespeare and Chaucer will rotate with courses in a variety of other figures from several literary traditions. May be repeated for credit as topic varies. Shakespeare may be taken for up to six (6) hours, if topic varies, with department chair's permission.

Course Catalog Description

Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading
3.00		3.00	Fall - 2015	Every Term	Letter Grade

Prerequisites

Coroquisites

Rationale

Graduate level course number for ENGL 4188

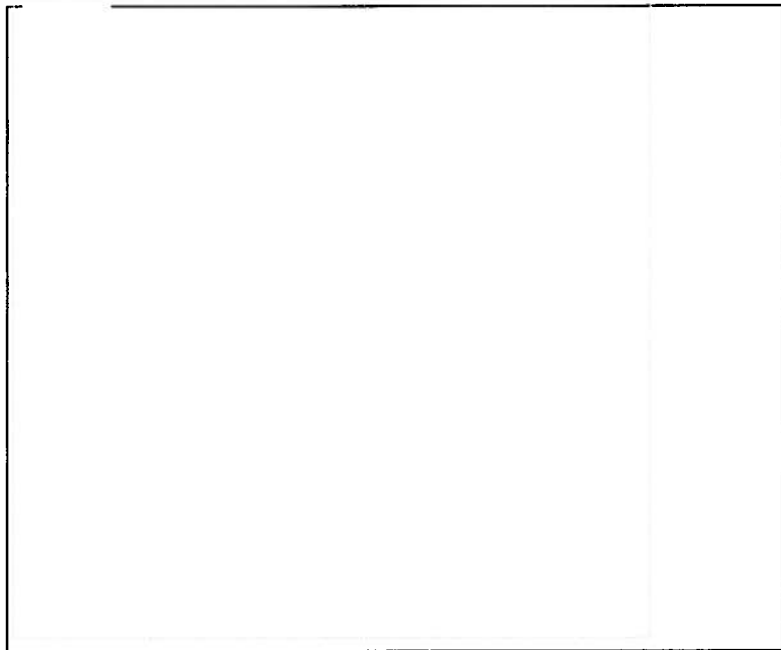
Planning info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 6

Comments



Attachments

Current File: English 5188.doc

College Approvals

Meg Pearson [APPROVED 2014-12-06]

Chair, Course Department

Randy J. Hendriks [APPROVED 2014-12-17]

Dean, College of Arts and Humanities

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2015-04-16]

Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

English 5188
Studies in Individual Authors: Edith Wharton and the House of Fiction

Dr. Debra MacComb
Office: TELC 2232
Office Phone: 836-6512 (messages); email: dmaccomb@westga.edu
Office Hours: **TR 11-12 and 2-3; W 9-1.** I will also happily see you by appointment

Required Texts:

Dwight, Eleanor. *Edith Wharton: An Extraordinary Life.* (Abrams)
Wharton, Edith. *The Age of Innocence.* (Norton Critical)
The Custom of the Country. (Penguin)
Ethan Frome and Summer. (Houghton Mifflin)
The Fruit of the Tree. (Northeastern)
Glimpses of the Moon. (Signet)
The House of Mirth. (Signet)
Roman Fever and Other Stories. (Scribner's)
The Writing of Fiction. (Touchstone)

Various handouts as noted on syllabus.

Catalog Course Description

An examination in the career of a single literary figure in the context of literary history. Frequent offerings in Shakespeare and Chaucer will rotate with courses in a variety of other figures from several literary traditions. May be repeated for credit as topic varies. **3 credit hours.**

Course Description

In his Preface to the New York edition of *The Portrait of a Lady*, Henry James called upon an architectural figure to describe the process of writing:

The house of fiction has in short not one window, but a million—a number of possible windows not to be reckoned, rather; every one of which has been pierced, or is still pierceable, in its vast front, by the need of the individual vision and the pressure of the individual will. These apertures, of dissimilar shape and size, hang so, all together, over the human scene. . . . The spreading field, the human scene, is the “choice of subject”; the pierced aperture . . . is the “literary form”; but they are, singly or together, as nothing without the posted presence of the watcher—without, in other words, the consciousness of the artist.

One of these “posted presence[s],” Edith Wharton was certainly a mistress of the house of fiction and one who could—perhaps better than most—understand the aptness of James’s metaphor, for her first published work, *The Decoration of Houses*, articulates principles for constructing and relating interior and exterior spaces with regard for both tradition and innovation. This course will study Wharton’s career as a writer—certainly of outstanding works of fiction, but also of travelogues and aesthetic theory—in terms of her varied interests in form, space and relation.

Course Method

This is a writing intensive course. By successfully completing this course, you will receive WAC (Writing across the Curriculum) credit toward graduation. The goals of WAC are to encourage students to use writing as a way to learn, to show students how to write more effectively in their disciplines, and to improve students’ writing skills. All students with a major in the College of Arts and Sciences must satisfy the requirements of WAC to graduate. These requirements include at least two 3000/4000 level W courses, for a total of six hours of which three hours must be in the major. Additional WAC certification is also available. See the undergraduate catalogue for details.

Course Goals

- Students will demonstrate an in-depth understanding of the career of a major figure in literature.
- Students will demonstrate an in-depth understanding of how that writer's work both embodies the literary tradition that precedes it and influences the literature that follows it.
- Students will demonstrate an in-depth appreciation for the ways in which a writer's career and reputation are influenced by social, political, historical, and cultural forces.
- Students will gain an enhanced knowledge of how criticism shapes literary history.
- Students will show comprehension and an application of theoretical and critical foundations for the interpretation of literature of the period through an annotated bibliography and/or oral presentation of 10-12 secondary sources.
- Students will reveal in both oral and written work a discipline-specific critical facility through convincing and well-supported analysis of course-related material.
- Students will display their command of academic English and of the tenets of sound composition by means of thesis-driven analytical prose, including at least 12-15 pages of research-based writing.
- Students will be capable of conducting independent and meaningful course-related research and of synthesizing it in the form of a correctly documented research paper prepared according to current professional standards.

Class Policies:

Attendance: Missing more than 10% of class will be grounds for lowering your grade; missing 20% will be grounds for failure.

Late Response papers, Prospecti, Researched Essay will be accepted only with a documented excuse. Other late work will be penalized at the rate of ½ grade per class day late.

Evaluation Procedures:

- Active and informed participation (5%). Students should come to class prepared to contribute to class discussion on the assigned readings. Brief quizzes will periodically preface discussion; they cannot be made up. Since it is impossible to be an “active and informed” participant if you regularly miss class, irregular attendance will be grounds for lowering your final grade. Missing more than 20% of the class meetings will be considered grounds for failure. Perfect attendance, while certainly meritorious, is not synonymous with “active and informed participation.”
-
- Oral report (5%). A ten minute oral presentation on a secondary source agreed upon with instructor.
- Reading questions (10%). To insure class discussion/active listening, students will prepare brief but well-constructed response of about 200 words as we begin each text designated by an asterisk on the syllabus. Your response should direct our attention to a specific passage in the reading, explain how the passage is operating (what it is saying, both literally and thematically; what its

dominant metaphors suggest; what events it alludes to; and what distinguishes the passage rhetorically or stylistically). Finally the response should conclude by posing a focused, specific question (or questions) about how this isolated passage relates to, or what it reveals about, the main issues/purpose of the text as a whole. These responses should demonstrate personal interest and inquiry; they will be shared in class, collected and recorded (/+, /, /-). These responses should be typed; **they are due at 10 AM on the day the asterisk appears on the syllabus**—you must, therefore, read ahead. You may leave a hard copy of your reading questions in my English Department mailbox or you may email them. **Note:** I must receive the reading question by 10:00, so don't count on emailing your response at 9:59 and having it received on time. It's your responsibility to get it to me, so you need to take into account that email doesn't always function as we would desire. **I will not accept late responses.**

-
- Response papers (30%). Three brief analytical essays (2-3 pages each) based on a choice of several broad topics. These brief essays will require a synthesis of ideas arising from class discussion.
- Final Exam (20%). Short identification, explication and essay.
- Prospectus (10%) and Researched Argument (20%). In consultation with me, students will develop a documented essay arising from the texts and issues addressed in class discussion. This 15-18 page essay should take into account the most pertinent literature in the field.

The in-class assignments and the reading questions are informal, writing-to-learn activities in which you will be using the writing exercise itself to come to terms with the material you have read. Your responses will be used to generate class discussion as well as to help you develop your abilities to read and write about what you have read. These assignments will be evaluated according to these expectations with a /+, / and /-. The other writing you do for this class may grow out of these informal exercises; however, the response papers, research project and final exam will be evaluated in terms of departmental expectations for formal academic writing.

Academic Dishonesty

Plagiarism is grounds for failure in the course; in addition, I will report any instance of plagiarism to the Dean for disciplinary action. Plagiarism is the use of another's **words** or **ideas** as if they were one's own. Therefore, if you borrow an idea, either

--express it in language entirely your own and acknowledge your borrowing with a parenthetical reference or footnote

or

indicate the exact extent of your debt to the actual words of the source by enclosing them in quotation marks and document the source according to MLA conventions.

Further, submitting the same paper in multiple classes—no matter whether those courses are taken in the same or different semesters—is a form of academic dishonesty and will result in a failing grade for the course.

Schedule

Week 1

T 1/6 Course Introduction

R 1/8 Discussion: Dwight, 7-68; excerpts from *The Decoration of Houses* (1897) and "Italian Villas and Their Gardens" (1904) (handouts)

Week 2		
T	1/13	Dwight, 69-118; * <i>The House of Mirth</i>
R	1/15	<i>The House of Mirth</i>
Week 3		
T	1/20	<i>The House of Mirth</i>
R	1/22	<i>The House of Mirth</i>
Week 4		
T	1/27	Dwight, 119-140; **"A Motor-Flight Through France" (1906—handout); <i>The Fruit of the Tree</i>
R	1/29	* <i>The Fruit of the Tree</i>
Week 5		
T	2/3	<i>The Fruit of the Tree</i> Directed response #1 due
R	2/5	**"The Other Two," "Souls Belated," "Autres Temps" (All in <i>Roman Fever and other Stories</i>)
Week 6		
T	2/10	* <i>The Custom of the Country</i>
R	2/12	<i>The Custom of the Country</i>
Week 7		
T	2/17	<i>The Custom of the Country</i>
R	2/19	Dwight, 141-210; **"Fighting France" (1915—handout)
Week 8		
T	2/24	* <i>Ethan Frome</i>
R	2/26	<i>Ethan Frome</i> Directed response #2 due
F	2/27	Last Day to Withdraw with grade of "W"
Week 9		
T	3/2	<i>Ethan Frome</i>
R	3/4	* <i>Summer</i>
Week 10		
T	3/9	<i>Summer</i>
R	3/11	<i>Summer</i> Deadline to discuss prospectus
Week 11		
T	3/16	* <i>The Writing of Fiction</i> , "Xingu"
R	3/18	<i>The Writing of Fiction</i> , "After Holbein" Prospectus due
Spring Break 3/22-3/26		
Week 12		

T	3/30	Dwight, 211-end; <i>*The Age of Innocence</i>	
R	4/1	<i>The Age of Innocence</i>	Directed response #3 due
Week 13			
T	4/6	<i>The Age of Innocence</i>	
R	4/8	<i>The Age of Innocence</i>	
Week 14			
T	4/13	<i>*Glimpses of the Moon</i>	
R	4/15	<i>Glimpses of the Moon</i>	
Week 15			
T	4/20	"The Last Asset," "Angel at the Grave," "Roman Fever"	
R	4/22	Last Day of Class: Final Exam preview	Documented Essay due
R	4/29	Final Exam, 11am-1pm; please bring large bluebooks	

Program View Request (Read-Only)		
Attachments Current File: RevisedEdDPlanofStudy.docx		
Originator		
School of Nursing College	Nursing Department	Duke, Karen Originator
Action <input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate		
Modifications <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details <input type="button" value="Senate Action Item"/> (See Procedure)		
Program Selection		
School of Nursing College	Doctor of Education with a Major in Nursing Education Program	On Line Program Location
Doctor of Education with a Major in Nursing Education Program Name		Graduate Degree Level
Ed.D. Degree Name		Fall Effective Semester/Year
Modification Details		
<p>The EdD in Nursing Plan of Study has been in place for now three years. As students have progressed through the program, program strengths and weaknesses have been identified by the graduate faculty. As a means to be pro-active and cognizant of needed program changes, the graduate faculty of the School of Nursing wish to add to the current plan of study the following:</p> <ol style="list-style-type: none"> 1. Courses NURS 9004 & NURS 9005 will now be taught Fall 1st Year, #1st semester. 2. Courses NURS 9002 & NURS 9003 will now be taught Spring 1st Year, #2nd semester. 3. NURS 6900 writing course will be added to focus on scholarly writing at the beginning of the program, Fall 1st Year, #1st semester. 4. NURS 9018 an additional research methods course will be offered in the Fall 2nd Year, #4th semester, to provide an in-depth study of the process of conducting either quantitative or qualitative research. 5. The two distance courses (MEDT 7472 and MEDT 7475) will be removed and NURS 9016 a doctoral level distance education course will be added which solely focuses on the current issues and challenges of nurse educators teaching in online environments. Will be taught Spring 2nd Year, #5th semester. 6. Course NURS 9006 will be modified to a 2 credit course in order to maintain the program plan of study of 60 hours, and taught Summer 1st Year, #3rd semester. <p>Please see the attached proposed plan of study for further details, changes highlighted in yellow.</p> <p>(Max 4000 characters)</p>		
Rationale		
<p>The EdD in Nursing Plan of Study has been in place for now three years. As students have progressed through the program, program strengths and weaknesses have been identified by the graduate faculty. As a means to be pro-active and cognizant of needed program changes, the graduate faculty of the School of Nursing wish to add to the current plan of study the following:</p> <ol style="list-style-type: none"> 1. Courses NURS 9004 & NURS 9005 will now be taught Fall 1st Year, #1st semester. 2. Courses NURS 9002 & NURS 9003 will now be taught Spring 1st Year, #2nd semester. 3. NURS 6900 writing course will be added to focus on scholarly writing at the beginning of the program, Fall 1st Year, #1st semester. 4. NURS 9018 an additional research methods course will be offered in the Fall 2nd Year, #4th semester, to provide an in-depth study of the process of conducting either quantitative or qualitative research. 5. The two distance courses (MEDT 7472 and MEDT 7475) will be removed and NURS 9016 a doctoral level distance education course will be added which solely focuses on the current issues and challenges of nurse educators teaching in online environments. Will be taught Spring 2nd Year, #5th semester. 6. Course NURS 9006 will be modified to a 2 credit course in order to maintain the program plan of study of 60 hours, and taught Summer 1st Year, #3rd semester. <p>Please see the attached proposed plan of study for further details, changes highlighted in yellow.</p> <p>(Max 4000 characters)</p>		
Planning Info		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO <input type="button" value="(See Policy)"/> Present or Projected Annual Enrollment: 13		
Comments		
This new Plan of Study will go in effect for all new students entering the EdD in Nursing Education program, starting with their 1st semester in Fall 2015.		
Attachment Current File: RevisedEdDPlanofStudy.docx		

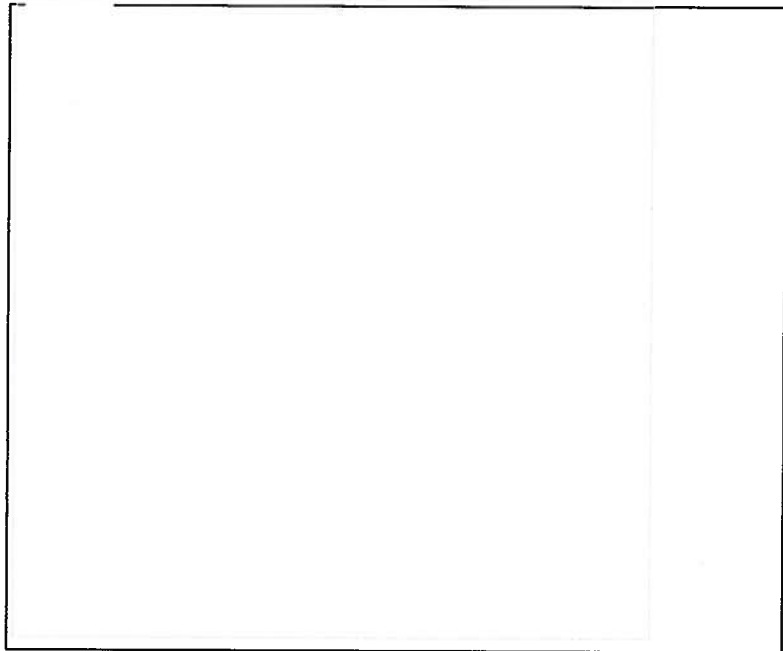
<p>College Approvals</p> <p><u>Laurie Ware [APPROVED 2016-02-11]</u> Associate Dean of Nursing</p> <p><u>Jennifer Schuessler [APPROVED 2016-02-11]</u> Dean, School of Nursing</p>	<p>Cross Listing Approvals</p> <p><u>N/A</u> Chair, Cross Listed Department</p> <p><u>N/A</u> Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <p><u>Susan Weloh [APPROVED 2016-04-16]</u> Chair, Graduate Programs Committee</p>	<p>Final Approval</p> <p><u>Myrna Gantner [REQUIRED]</u> Final Approver</p>

University of West Georgia
 THS-SON
 EdD in Nursing Education
 Plan of Study

Semester	Course/Title/ Semester Hours	Credit Hours
Fall 1 st Year #1 st Semester	NURS 9001/Current Trends and Issues/3 hours NURS 9004/Teaching the Adult Learner/3 hours NURS 9005/Nursing Theory in Nursing Education/3 hours NURS 6900/Scholarly Writing/1 hour	10
Spring 1 st Year #2 nd Semester	NURS 9002/Quantitative Research Methods/3 hours NURS 9003/Qualitative Research Methods/3 hours	6
Summer 1 st Year #3 rd Semester	NURS 9006/Policy Analysis/2 hours NURS 9007/Applied Statistical Methods/3 hours	5
Fall 2 nd Year #4 th Semester	NURS 9008 Philosophical Foundations of Education/3 hours NURS 9009/Curriculum: Theory and Practice/3 hours NURS 9018/Advanced Research Methods/3 hours	9
Spring 2 nd Year #5 th Semester	NURS 9011/Ethics in Leadership/3 hours NURS 9012/Nursing Education Synthesis/3 hours NURS 9016/Distance Education in Nursing/3 hours	9
Summer 2 nd Year #6 th Semester	NURS 9013/Leadership for Diversity for the 21 st century/3 hours NURS 9014/Directed Reading/3 hours	6
Fall 3 rd Year #7 th Semester	NURS 9015/Dissertation/ 3 hours (Variable credit 1-4 hours)	3
Spring 3 rd Year #8 th Semester	NURS 9015/Dissertation/ 3 hours	3
Summer 3 rd Year #9 th Semester	NURS 9015/Dissertation/ 3 hours	3
Fall 3 rd Year #10 th Semester	NURS 9015/Dissertation/ 3 hours	3
Spring 3 rd Year #11 th Semester	NURS 9015/Dissertation/ 3 hours	3
	Total Hours	60

2/10/15_GPC committee (SON)

Course Update Request (Add, Delete, Modify)						
Attachments						
Current File: RevisedNURS9006syllabus.docx						
Originator						
Nursing Department		School of Nursing College		Duke, Karen Originator		
Action		Modifications				
<input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input checked="" type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> (See Procedure)				
Course Details						
NURS	9006	Educational and Healthcare Policy Analysis				
Prefix	Number	Course Title				
Must be admitted to the EdD in Nursing Education program as a prerequisite to register for this course. This course is an advanced study of policy and its impact on nursing education and health care. It is designed to enable nurse educators to become more knowledgeable, effective, and responsible actors within the political context of the academic and healthcare settings. Relationships among law, ethics, and policy will be explored. Students will examine a clinical or educational issue and demonstrate how policy impacts outcomes related to the issue.						
Course Catalog Description						
2.0	0	2.0	Summer - 2016	Yearly	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	
Prerequisites			Corequisites			
Admission to the program						
Rationale						
6. Course NURS 9006 will be modified to a 2 credit course in order to maintain the program plan of study of 60 hours, and taught Summer 1st Year, #3rd semester.						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO <input type="text"/> (See Policy)						
Present or Projected Annual Enrollment: 15 <input type="text"/>						



Attachments
Current File: [RequestNURSS006syabus.docx](#)

College Approvals

Laurie Ware [APPROVED 2015-04-14]
Associate Dean of Nursing

Jennifer Schuessler [APPROVED 2015-04-15]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2015-04-16]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

Course: NURS 9006, Educational and Health care Policy Analysis

Credit hours: 2-0-2

Prerequisite: Admission to the EdD in Nursing Program

Course Description: This course is an advanced study of policy and its impact on nursing education and health care. It is designed to enable nurse educators to become more knowledgeable, effective, and responsible participants within the political context of the academic and health-care settings.

1. Analyze relationships among law, ethics, and policy in nursing education and health care.
2. Assess the relevance of policy to nursing education and health care.
3. Summarize how policy is developed at the federal, state, and local levels.
4. Plan strategies to influence policy and political advocacy.
5. Apply principles of equity and social justice to educational and health related policy.

Required Textbooks:

Almgren, G (2013) .Health care politics, policy and services : A social justice Analysis. New York. Springer Publishing Company

Institute of Medicine. (2011). *The Future of Nursing: Leading change, advancing health*. Washington, DC: National Academies Press.

The report is available electronically; it can be downloaded or read online free of charge : http://www.nap.edu/catalog.php?record_id=12956#toc|T. The free download button is located directly below the price for the purchase of hard copy. You will be asked to set up an account at no charge.

American Psychological Association. (2009). *Publication manual for the American Psychological Association* (6th Ed). Washington, DC: Author.

Optional Textbooks: None

Revised and adopted by SON GPC_1/12/15

Revised by EdD ECCC 1/20/15

Revised and adopted by SON GPC_2/9/15

Course Update Request (Add, Delete, Modify)

Attachments

Current File: NURSS9016_Final.docx

Originator

Nursing Department School of Nursing College Duke, Karen Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments (See Procedure)

Course Details

NURS 9016 Distance Education in Nursing
Prefix Number Course Title

This course provides a focus on current issues and challenges for the distance education professional in nursing education through the design and evaluation of e-learning learning environments.

Course Catalog Description

3	0	3	Spring - 2017	Yearly	Letter Grade
Loc Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

A doctoral level distance education course will be added which solely focuses on the current issues and challenges of nurse educators teaching in online environments.

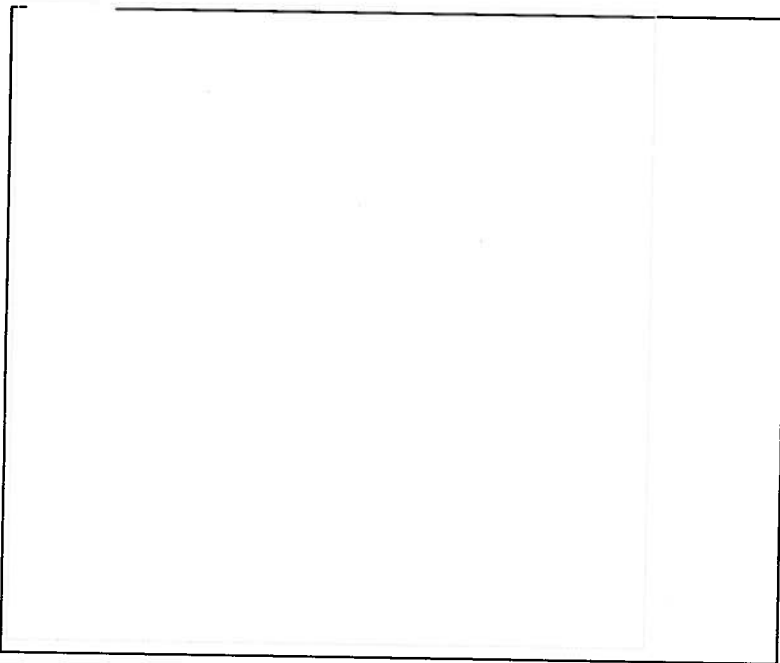
Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 15

Comments



Attachments
Current File: NURS0016_Final.docx

College Approvals

Laurie Ware [APPROVED 2016-04-14]
Associate Dean of Nursing

Jennifer Schuessler [APPROVED 2016-04-16]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2016-04-16]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

University of West Georgia
School of Nursing
EdD in Nursing Education
NURS 9016 Syllabus
Semester 2015

NURS 9016- Distance Education in Nursing

Credit Hours: 3-0-3

Prerequisites: none

Corequisites: none

Faculty Contact Information

Name:

Office: *School of Nursing, Newnan, Etc.*

Office Phone: *(XXX)-XXX-XXXX*

Cell Phone: *(XXX)-XXX-XXXX*

Fax Number: *(XXX)-XXX-XXXX*

e-mail: *XXXXXX@westga.edu*

Office Hours: *(Clear statement of virtual office hours)*

Introduction: *(Short personal intro)*

Response Time: *(Expected time for responding to students queries via e-mail, phone, the Web, or by other means.)*

Course Description: This course provides a focus on current issues and challenges for the distance education professional in nursing education through the design and evaluation of e-learning learning environments.

Course Learning Outcomes

Course Outcomes	EdD Program Outcomes	Specialty Standards (CNE)	Learning Activity Outcomes/Key Assignments
1. Analyze distance nursing education research, trends, and emerging technologies	1. Demonstrate advanced nurse educator competencies to enact increasingly complex faculty and leadership		

<p>2. Design distance education environments that meet the needs of diverse learners</p> <p>3. Use technology-based resources for distance education environments</p> <p>4. Compare evaluation methods for use in distance education.</p>	<p>roles.</p>		
	<p>2. Facilitate curriculum design, development of courses, and evaluation of program and learner outcomes using evidence-based strategies.</p>		
	<p>3. Function as a change agent, innovator, and leader with the continuous pursuit of quality improvement in the nurse educator role.</p>		
	<p>4. Advance the scholarship of nursing education.</p>		
	<p>5. Conduct, evaluate, and synthesize theoretically guided research to further pedagogical knowledge in nursing education.</p>		

Attendance Policy: *Ex: Student must login X times per week. Student must post X times to discussion boards. Must include a clear explanation of what will be considered “nonattendance” and thus possible grounds for removal from class or reduction of grade.*

E-mail Policy: *Class email policy. How often students should check their my.westga.edu email as well as how often they should check their CourseDen e-mail.*

Required Textbooks and Supplemental Course Materials:

Simonson, M., Smaldino, S., Albright, M. J., & Zvacek, S. (Eds.) (latest edition). Teaching and learning at a distance: Foundations of distance education (4th edition). Upper Saddle River, NJ: Prentice Hall. (ISBN: 0135137764)

Unique Class Procedure/structures: *This would include cooperative learning, peer review, caring groups, etc. and any policies regarding these.*

Calendar Policy: *Advise students of official course calendar location.*

Important Dates:

No Show withdrawal date:

Mid-point withdrawal date:

Major Assignments, Papers, Projects, Tests due dates:

(Disclaimer: Dates are subject to change)

Potential course assignments:

Project 1: Redesign an Existing Course (25 points)

Working in teams, students will redesign an existing online course. Students will be presented with a current online class and asked to redesign the course for more effective delivery. Students will focus on analyzing their intended audience and then on improving course navigation and layout; selecting or updating technologies to enhance learning; designing to facilitate interaction, communication, and collaborative learning; and articulating clearly the learning objectives, expectations, activities, and assignments. In addition to the class improvements, the group will produce a wiki-report justifying their changes.

Project 2: Virtual Mentorship (25 points)

Each student will be assigned (or will locate and have approved) a virtual mentor to collaborate with over the term. The student will observe and participate in the mentor's online class. The details of the assignment will vary based on expectations established with the mentor. *This assignment serves as partial fulfillment of the internship requirement for endorsement.* The student will submit a reflection report about the collaboration.

Project 3: Online Learning Proposal/Instructional Design Plan (25pts)

The student will craft an online learning proposal and action plan to address a demonstrated need. The proposal will highlight the nature of the online project (why it is important, why it needs doing, and what will be accomplished), how it will be accomplished, where it will take place, who is the target population, what are the expected outcomes and how will they be measured/assessed, etc.

Project 4: Hands-on Creation and Delivery of Learning Module (25 points)

The student will create a learning module in *WebCT CourseDen* or the learning management platform of their choice for delivery to an audience in their chosen field. Upon completion of the module, the student will present the content to the appropriate audience and assess the effectiveness of their instructional design.

Evaluation Procedures

Students are evaluated in the following areas:

Activity	Total Points	Type of Assessment	Due Dates/Location See CourseDen
1 Class Participation	20	Teacher Observations	On-going
2.1 Weekly Discussions	30	Teacher Observations	On-going
3.1 Project 1	25	Rubric	at 11:59PM
3.2 Project 2*	25	Rubric	at 11:59 PM
3.3 Project 3	25	Rubric	at 11:59 PM
3.4 Project 4*	25	Rubric	at 11:59 PM

GRADING SCALE:

A = 150-134 Points
 B = 133-119 Points
 C = 118-104 Points
 F = Below 104 Points

Missed and Late Assignment Policy:

Students are expected to submit assignments by the due date. Assignments will receive a deduction of 10% of the total assignment points possible for each day the assignment is late. Assignments will be accepted up to a maximum of three days late, after which point a zero will be recorded for the assignment. In the event of an emergency that prevents timely submission of an assignment, students should notify the professor who will determine if the late policy can be waived. Consideration of the student's total course performance to date will be a contributing factor in the determination.

Turnitin

As one component of our commitment to Academic Integrity, the UWG School of Nursing subscribes to originality checking systems, one of which is Turnitin.com. For this course Turnitin will be turned on for assignments and course projects. Turnitin is an application that helps support the development of your skills in preparing written assignments. Once you submit your assignment to the Drop box, your paper will be reviewed through Turnitin and an Originality Report will be provided. This program protects student privacy by assigning code numbers, not names, to all student work stored in its databases.

Common Language for Course Syllabi

Students should review the following information each semester, because these statements are updated as federal, state, university, and accreditation standards change.

Communications: It is University policy that all electronic communication between the faculty and students must take place only through the campus e-mail network, utilizing MyUWG or Desire2Learn. Students at UWG are required to have ready access to computers for their course work and will be expected to utilize Desire2Learn as directed by faculty. Information about needed computer specifications is found at <http://www.westga.edu/~techlife> and also at <http://uwgonline.westga.edu/>.

Note: It is strongly advised that students keep an electronic back-up of all assignments and coursework. Hardware, software, or network failures will not be accepted as an excuse for late or missing assignments.

Americans with Disabilities Act

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special

arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.

UWG Email Policy

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

Credit Hour Policy

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

Calculating Credit Hours Example (PLEASE REMOVE BEFORE POSTING FOR STUDENTS.)

As this course will be delivered approximately 100% online, it requires the online equivalent of 2250 minutes of instruction and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

Activity Instructional Equivalent

- Discussion posts: 1000 minutes
- Audio/video instruction: 350 minutes
- Online assignments: 600 minutes
- Group Work: 300 minutes

For use by faculty to determine hours **Online Credit Hour Calculator:**

<http://uwgonline.westga.edu/syllabus-resources.php> PLEASE REMOVE BEFORE POSTING FOR STUDENTS.

University of West Georgia Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based

upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions.

Additional information may be found in the Student Handbook located:

<http://www.westga.edu/~handbook/index.php>.

Additional information may be found in the SON Graduate Handbook Located:

[http://nursing.westga.edu/assetsNursing/nursing/2013-2014_Graduate_Handbook\(8\).pdf](http://nursing.westga.edu/assetsNursing/nursing/2013-2014_Graduate_Handbook(8).pdf)

Equal Opportunity Statement

No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by UWG.

Affirmative Action Statement

University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

Online Resources:

Distance Education Help: <http://uwgonline.westga.edu/students.php>

Ingram Library: <http://libguides.westga.edu/content.php?pid=194430>

UWG Book Store: <http://www.bookstore.westga.edu/>

UWG Network Use Policy: http://www.westga.edu/policy/index_3706.php

UWG Student Handbook: <http://www.westga.edu/~handbook/index.php>

Revised and adopted by SON GPC_4/13/15

Course Update Request (Add, Delete, Modify)

Attachments

Current File: [NURS 9018 syllabus.docx](#)

Originator

Nursing

School of Nursing

Duke, Karen

Department

College

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments (See Procedure)

Course Details

NURS 9018 Advanced Research Methods
 Prefix Number Course Title

This course provides an opportunity for students to build upon previous content addressed in NURS 9002 and NURS 9003 and focuses on the design and conduct of quantitative and qualitative research study.

Course Catalog Description

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

Prerequisites

NURS 9002 & NURS 9003

Corequisites

Rationale

An additional research methods course will be offered in the second year of study to provide an in-depth study of the process of conducting either quantitative or qualitative research.

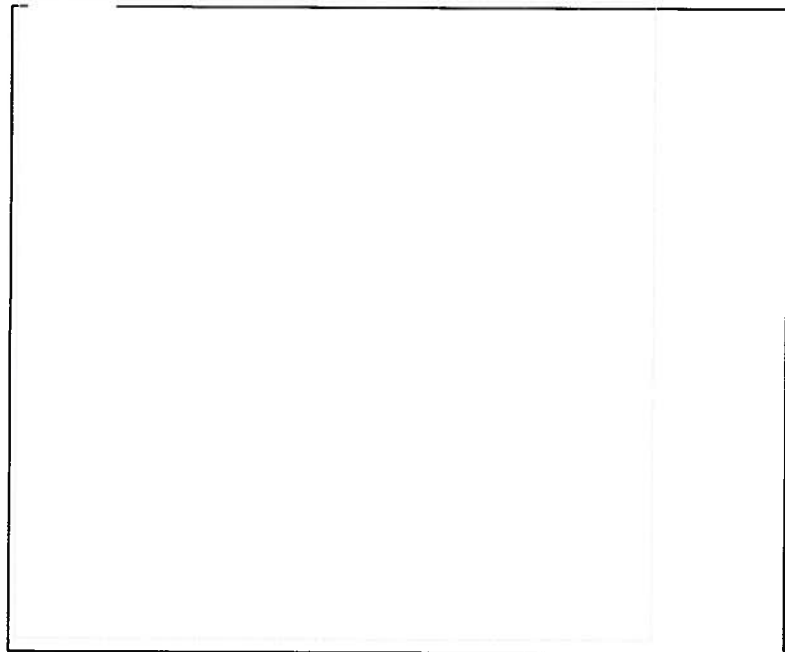
Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

Is this a SACS substantive change? (See Policy)

Present or Projected Annual Enrollment:

Comments



Attachments
Current File: NURS 9018 syllabus.docx

College Approvals

Laurie Ware [APPROVED 2016-04-14]
Associate Dean of Nursing

Jennifer Schuessler [APPROVED 2015-04-15]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2015-04-16]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

**University of West Georgia
School of Nursing
EdD in Nursing Education
NURS 9018 Syllabus
Semester 2015**

NURS 9018- Advanced Research Methods

Credit Hours: 3-0-3

Prerequisites: NURS 9002 and NURS 9003

Co-requisites: none

Faculty Contact Information

Name:

Office: *School of Nursing, Newnan, Etc.*

Office Phone: (XXX)-XXX-XXXX

Cell Phone: (XXX)-XXX-XXXX

Fax Number: (XXX)-XXX-XXXX

e-mail: XXXXXX@westga.edu

Office Hours: *(Clear statement of virtual office hours)*

Introduction: *(Short personal intro)*

Response Time: *(Expected time for responding to students queries via e-mail, phone, the Web, or by other means.)*

Course Description:

This course provides an opportunity for students to build upon previous content addressed in NURS 9002 and NURS 9003 and focuses on the design and conduct of quantitative and qualitative research study.

Course Learning Outcomes

Course Outcomes	EdD Program Outcomes	Specialty Standards (CNE)	Learning Activity Outcomes/Key Assignments
	<p style="text-align: center;">1. Demonstrate advanced nurse educator competencies to enact increasingly complex</p>		

	faculty and leadership roles.		
	2. Facilitate curriculum design, development of courses, and evaluation of program and learner outcomes using evidence-based strategies.		
	3. Function as a change agent, innovator, and leader with the continuous pursuit of quality improvement in the nurse educator role.		
<p>1. Evaluate major research methods and designs, and the strategies of data collection, data management, and data analysis</p> <p>2. Apply principles of qualitative methods and data collection</p> <p>3. Evaluate the reliability and validity of various instruments of measurement</p> <p>4. Use a variety of strategies for analyzing, managing, and interpreting data</p> <p>5. Produce a refined research</p>	4. Advance the scholarship of nursing education.	Competency 7 – Engage in Scholarship	

prospectus that meets IRB standards for human subject review			
	5. Conduct, evaluate, and synthesize theoretically guided research to further pedagogical knowledge in nursing education.	Competency 7 – Engage in Scholarship	

Attendance Policy: *Ex: Student must login X times per week. Student must post X times to discussion boards. Must include a clear explanation of what will be considered “nonattendance” and thus possible grounds for removal from class or reduction of grade.*

E-mail Policy: *Class email policy. How often students should check their my.westga.edu email as well as how often they should check their CourseDen e-mail.*

Required Textbooks and Supplemental Course Materials:

Polit, D.F. & Beck, C.T. (2012). *Nursing Research: Generating and Assessing Evidence for Nursing Practice* (9thed). Philadelphia: Lippincott. (Primary Text)

Trochim, W., & Donnelly, J. P. (2007). *The research methods knowledge base* (3rd ed.). Atomic Dog Publishing. (Secondary Resource Text/optional)

American Psychological Association. (6th edition). *Publication manual of the American Psychological Association*. Washington, DC

Unique Class Procedure/structures: *This would include cooperative learning, peer review, caring groups, etc. and any policies regarding these.*

Calendar Policy: *Advise students of official course calendar location.*

Important Dates:

No Show withdrawal date:

Mid-point withdrawal date:

*Major Assignments, Papers, Projects, Tests due dates:
(Disclaimer: Dates are subject to change)*

Potential Course Content:

Quantitative Study

1. Theoretical Framework
2. Quantitative Research Designs
3. Rigor & Validity in Quantitative Research
4. Sampling & Quantitative Design
5. Data Collection
6. Measurement and Data Quality
7. Inferential Statistics
8. Multivariate Statistics
9. Quantitative Data Analysis and Interpretation

Qualitative Study

1. Compare and contrast focused methodologies
2. Issues and Strategies in Qualitative Design
3. Data Collection and Analysis Processes and Techniques
4. Writing a Qualitative Research Proposal

Missed and Late Assignment Policy:

Students are expected to submit assignments by the due date. Assignments will receive a deduction of 10% of the total assignment points possible for each day the assignment is late. Assignments will be accepted up to a maximum of three days late, after which point a zero will be recorded for the assignment. In the event of an emergency that prevents timely submission of an assignment, students should notify the professor who will determine if the late policy can be waived. Consideration of the student's total course performance to date will be a contributing factor in the determination.

Turnitin

As one component of our commitment to Academic Integrity, the UWG School of Nursing subscribes to originality checking systems, one of which is Turnitin.com. For this course Turnitin will be turned on for assignments and course projects. Turnitin is an application that helps support the development of your skills in preparing written assignments. Once you submit your assignment to the Drop box, your paper will be reviewed through Turnitin and an Originality Report will be provided. This program protects student privacy by assigning code numbers, not

names, to all student work stored in its databases.

Assignments/Methods of Evaluation:

Discussion Boards, 20%

Presentations, 30%

Refinement of quantitative research, 50%

Grading scale

A=90-100

B=80-89

C=75-79

F=<75

Common Language for Course Syllabi

Students should review the following information each semester, because these statements are updated as federal, state, university, and accreditation standards change.

Communications: It is University policy that all electronic communication between the faculty and students must take place only through the campus e-mail network, utilizing MyUWG or Desire2Learn. Students at UWG are required to have ready access to computers for their course work and will be expected to utilize Desire2Learn as directed by faculty. Information about needed computer specifications is found at <http://www.westga.edu/~techlife> and also at <http://uwgonline.westga.edu/>.

Note: It is strongly advised that students keep an electronic back-up of all assignments and coursework. Hardware, software, or network failures will not be accepted as an excuse for late or missing assignments.

Americans with Disabilities Act

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

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the

student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Credit Hour Policy

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

Calculating Credit Hours Example (PLEASE REMOVE BEFORE POSTING FOR STUDENTS.)

As this course will be delivered approximately 100% online, it requires the online equivalent of 2250 minutes of instruction and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

Activity Instructional Equivalent

- Discussion posts: 1000 minutes
- Audio/video instruction: 350 minutes
- Online assignments: 600 minutes
- Group Work: 300 minutes

For use by faculty to determine hours **Online Credit Hour Calculator:**

<http://uwgonline.westga.edu/syllabus-resources.php> PLEASE REMOVE BEFORE POSTING FOR STUDENTS.

University of West Georgia Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations

across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions.

Additional information may be found in the Student Handbook located:

<http://www.westga.edu/~handbook/index.php>.

Additional information may be found in the SON Graduate Handbook Located:

[http://nursing.westga.edu/assetsNursing/nursing/2013-2014_Graduate_Handbook\(8\).pdf](http://nursing.westga.edu/assetsNursing/nursing/2013-2014_Graduate_Handbook(8).pdf)

Equal Opportunity Statement

No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by UWG.

Affirmative Action Statement

University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

Online Resources:

Distance Education Help: <http://uwgonline.westga.edu/students.php>

Ingram Library: <http://libguides.westga.edu/content.php?pid=194430>

UWG Book Store: <http://www.bookstore.westga.edu/>

UWG Network Use Policy: http://www.westga.edu/policy/index_3706.php

UWG Student Handbook: <http://www.westga.edu/~handbook/index.php>

Revised and adopted by SON GPC_4/14/15

Program View Request (Read-Only)													
<p>Attachments Current File: Proposed Plan of Student CMS.pdf</p>													
<p>Originator</p> <table style="width:100%; border: none;"> <tr> <td style="width:33%; border: none;">College of Education <small>College</small></td> <td style="width:33%; border: none;">Clinical and Professional Studies <small>Department</small></td> <td style="width:33%; border: none;">Varga, Matt <small>Originator</small></td> </tr> </table>		College of Education <small>College</small>	Clinical and Professional Studies <small>Department</small>	Varga, Matt <small>Originator</small>									
College of Education <small>College</small>	Clinical and Professional Studies <small>Department</small>	Varga, Matt <small>Originator</small>											
<p>Action Modifications</p> <p> <input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details <input type="checkbox"/> Senate Action Item (See Procedure) </p>													
<p>Program Selection</p> <table style="width:100%; border: none;"> <tr> <td style="width:33%; border: none;">College of Education <small>College</small></td> <td style="width:33%; border: none;">Master of Education with a Major in Professional Counseling (College Student Affairs) <small>Program</small></td> <td style="width:33%; border: none;">On Campus <small>Program Location</small></td> <td style="width:33%; border: none;">Graduate <small>Degree Level</small></td> </tr> <tr> <td colspan="2" style="border: none;">Master of Education with a Major in Professional Counseling (College Student Affairs) <small>Program Name</small></td> <td style="border: none;">Fall <small>Effective Semester/Year</small></td> <td style="border: none;">2015 <small>Effective Semester/Year</small></td> </tr> <tr> <td colspan="2" style="border: none;">Master of Education <small>Degree Name</small></td> <td colspan="2"></td> </tr> </table>		College of Education <small>College</small>	Master of Education with a Major in Professional Counseling (College Student Affairs) <small>Program</small>	On Campus <small>Program Location</small>	Graduate <small>Degree Level</small>	Master of Education with a Major in Professional Counseling (College Student Affairs) <small>Program Name</small>		Fall <small>Effective Semester/Year</small>	2015 <small>Effective Semester/Year</small>	Master of Education <small>Degree Name</small>			
College of Education <small>College</small>	Master of Education with a Major in Professional Counseling (College Student Affairs) <small>Program</small>	On Campus <small>Program Location</small>	Graduate <small>Degree Level</small>										
Master of Education with a Major in Professional Counseling (College Student Affairs) <small>Program Name</small>		Fall <small>Effective Semester/Year</small>	2015 <small>Effective Semester/Year</small>										
Master of Education <small>Degree Name</small>													
<p>Modification Details</p> <p>We are revising our plan of study to better reflect the needs of the students and the mission of the program. We previously offered CEPD 6131 Counseling Theories with CEPD 6172 Student Development Theories and CEPD 6170 Foundations of College Student Affairs. We have moved CEPD 6131 to the First Spring Semester and moved CEPD 6140 Introduction to Counseling Practice to the First Fall Semester. We also moved CEPD 7152 to the second spring semester and removed CEPD 6176 Legal Issues in Higher Education. This move allows us to offer a Special Topics course that may fluctuate with current issues important to college student affairs professionals. We added CEPD 7145 Advocacy and Leadership to the first summer semester and moved CEPD 6178 The American College Student to the second fall semester. In place of an elective during the second fall semester, we are requiring students to take CEPD 7153 Crisis and Trauma. We also moved CEPD 6160 Group Counseling to the second spring semester.</p> <p style="font-size: small;">(Max 4000 characters)</p>	<p>Rationale</p> <p>The change in this plan of study is necessary to stay current in the field of College Student Affairs. The first fall semester was theory heavy for students. Through assessment and anecdotal feedback, we found the students would benefit from having a skills class alongside one theory class. This is accomplished by adding CEPD 6140 to the first fall semester. CEPD 6176 Legal Issues in Higher Education does not necessarily align with our program mission as this class is more pertinent to programs designed around higher education administration, not student affairs. Additionally, we felt we can add key principles from CEPD 6176 into CEPD 6170 Foundations of College Student Development and CEPD 6174 Higher Education Administration. Removing this class allows us an additional class spot to provide greater flexibility in offering courses to remain current. Thus, we added a special topics class that may change from year to year based on current needs in the field. For example, understanding the college environment is very important right now as college student mental health. Both topics could serve as a special topics course. We moved CEPD 7152 to the last spring semester as it is an online course. This provides our students with greater flexibility to travel when conducting job searches. Additionally, students learn components of the research class throughout the curriculum such as research techniques and literature reviews. The addition of CEPD 7153 Crisis and Trauma provides students with an additional skillset for working on college campuses particularly as it relates to crisis situations. Adding the requirement for students to take CEPD 7145 Advocacy and Leadership enables us to provide students with skills related to social justice, equality, and advocating for their students.</p> <p style="font-size: small;">(Max 4000 characters)</p>												
<p>Planning Info</p> <p> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 30 </p>	<p>Comments</p> <p style="font-size: small;">(Max 4000 characters)</p>												
<p>Attachments Current File: Proposed Plan of Student CMS.pdf</p>													

<p>College Approvals</p> <p><u>Mark Parrish [APPROVED 2016-02-18]</u> Chair, Course Department</p> <p><u>Rebecca Stanard [APPROVED 2016-03-03]</u> Associate Dean, College of Education</p>	<p>Cross Listing Approvals</p> <p><u>N/A</u> Chair, Cross Listed Department</p> <p><u>N/A</u> Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <p><u>Susan Welch [APPROVED 2016-04-16]</u> Chair, Graduate Programs Committee</p>	<p>Final Approval</p> <p><u>Myrna Gantner [REQUIRED]</u> Final Approver</p>

MODIFIED

Program Sheet and Plan of Study Work Sheet
M.Ed. in Professional Counseling: College Student Affairs
Counselor Education Program

COLLEGE STUDENT AFFAIRS PROGRAM				
CORE CURRICULUM	HRS	GR	SEMESTER PLANNED	SUB
First Fall Semester				
CEPD 6140 Introduction to Counseling Practice	3			
CEPD 6170 Foundations of College Student Affairs	3			
CEPD 6172 Theories of College Student Development	3			
First Spring Semester				
CEPD 6131 Counseling Theories	3			
CEPD 7185 Special Topics	3			
CEPD 6175 Practicum: Student Affairs* (2 sections)	3			
First Summer Semester				
CEPD 7145 Advocacy and Leadership	3			
CEPD 6175 Practicum: Student Affairs* (2 Sections)	3			
Second Fall Semester				
CEPD 6178 The American College Student	3			
CEPD 6174 Higher Education Administration	3			
CEPD 7153 Crisis & Trauma	3			
Second Spring Semester				
CEPD 6160 Group Counseling	3			
CEPD 7152 Research and Program Evaluation	3			
CEPD 6179 Capstone Seminar: Student Affairs	3			
Total Hours	42			
COMMENTS:				

CURRENT

Program Sheet and Plan of Study Work Sheet
M.Ed. in Professional Counseling: College Student Affairs
Counselor Education Program

COLLEGE STUDENT AFFAIRS PROGRAM				
CORE CURRICULUM	HRS	GR	SEMESTER PLANNED	SUB
First Fall Semester				
CEPD 6131 Counseling Theories	3			
CEPD 6170 Foundations of College Student Affairs	3			
CEPD 6172 Theories of College Student Development	3			
First Spring Semester				
CEPD 6140 Introduction to Counseling Practice	3			
CEPD 7152 Research and Program Evaluation	3			
CEPD 6175 Practicum: Student Affairs*	3			
First Summer Semester				
CEPD 6178 The American College Student	3			
CEPD 6175 Practicum: Student Affairs*	3			
Second Fall Semester				
CEPD 6174 Higher Education Administration	3			
CEPD 6160 Group Counseling	3			
Elective (CEPD 7112 Career; CEPD 7153 Crisis & Trauma)	3			
Second Spring Semester				
CEPD 6176 Legal Issues in Higher Education	3			
CEPD 6179 Capstone Seminar: Student Affairs	3			
Elective (CEPD 7138 Multicultural; CEPD 7155 Substance Abuse)	3			
Total Hours	42			
COMMENTS:				

Program View Request (Read-Only)																			
Attachments Current File: Current and Proposed MEd-GeneralCurric ProgramPlan.doc																			
Originator <table style="width:100%; border: none;"> <tr> <td style="width:33%; border: none;">College of Education</td> <td style="width:33%; border: none;">Learning and Teaching</td> <td style="width:33%; border: none;">Bucholz, Jessica</td> </tr> <tr> <td style="border: none;"><small>College</small></td> <td style="border: none;"><small>Department</small></td> <td style="border: none;"><small>Originator</small></td> </tr> </table>		College of Education	Learning and Teaching	Bucholz, Jessica	<small>College</small>	<small>Department</small>	<small>Originator</small>												
College of Education	Learning and Teaching	Bucholz, Jessica																	
<small>College</small>	<small>Department</small>	<small>Originator</small>																	
<table style="width:100%; border: none;"> <tr> <td style="width:33%; border: none;"> Action <input type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate </td> <td style="width:66%; border: none;"> Modifications <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details <input type="checkbox"/> Sensit Action Item (See Procedure) </td> </tr> </table>		Action <input type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate	Modifications <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details <input type="checkbox"/> Sensit Action Item (See Procedure)																
Action <input type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate	Modifications <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details <input type="checkbox"/> Sensit Action Item (See Procedure)																		
Program Selection <table style="width:100%; border: none;"> <tr> <td style="width:33%; border: none;">College of Education</td> <td style="width:33%; border: none;">Master of Education with a Major in Special Education and Teaching (General Curriculum)</td> <td style="width:33%; border: none;">On Line</td> </tr> <tr> <td style="border: none;"><small>College</small></td> <td style="border: none;"><small>Program</small></td> <td style="border: none;"><small>Program Location</small></td> </tr> <tr> <td style="border: none;">Master of Education with a Major in Special Education and Teaching (General Curriculu</td> <td style="border: none;">Summer</td> <td style="border: none;">Graduate</td> </tr> <tr> <td style="border: none;"><small>Program Name</small></td> <td style="border: none;"><small>Effective Semester/Year</small></td> <td style="border: none;"><small>Degree Level</small></td> </tr> <tr> <td style="border: none;">Master of Education</td> <td style="border: none;">2015</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;"><small>Degree Name</small></td> <td style="border: none;"></td> <td style="border: none;"></td> </tr> </table>		College of Education	Master of Education with a Major in Special Education and Teaching (General Curriculum)	On Line	<small>College</small>	<small>Program</small>	<small>Program Location</small>	Master of Education with a Major in Special Education and Teaching (General Curriculu	Summer	Graduate	<small>Program Name</small>	<small>Effective Semester/Year</small>	<small>Degree Level</small>	Master of Education	2015		<small>Degree Name</small>		
College of Education	Master of Education with a Major in Special Education and Teaching (General Curriculum)	On Line																	
<small>College</small>	<small>Program</small>	<small>Program Location</small>																	
Master of Education with a Major in Special Education and Teaching (General Curriculu	Summer	Graduate																	
<small>Program Name</small>	<small>Effective Semester/Year</small>	<small>Degree Level</small>																	
Master of Education	2015																		
<small>Degree Name</small>																			
Modification Details We have changed the practicum course for this program. The old course was one that was taught to both MAT and MEd students concurrently. SPED 6791 will allow us to address more advanced issues with students in the MEd program because it is different from the course that students in the MAT program take to earn initial certification. Additionally, we have removed one of the curriculum courses to include the new COE curriculum course (CURR6575). We believe that inclusive nature of this curriculum course (multiple programs being included in the same course) will be beneficial for our students.	Rationale We have changed the practicum course for this program. The old course was one that was taught to both MAT and MEd students concurrently. SPED 6791 will allow us to address more advanced issues with students in the MEd program because it is different from the course that students in the MAT program take to earn initial certification. Additionally, we have removed one of the curriculum courses to include the new COE curriculum course (CURR6575). We believe that inclusive nature of this curriculum course (multiple programs being included in the same course) will be beneficial for our students.																		
(Max 4000 characters)	(Max 4000 characters)																		
Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 80	Comments We have changed the practicum course for this program. The old course was one that was taught to both MAT and MEd students concurrently. SPED 6791 will allow us to address more advanced issues with students in the MEd program because it is different from the course that students in the MAT program take to earn initial certification. Additionally, we have removed one of the curriculum courses to include the new COE curriculum course (CURR6575). We believe that inclusive nature of this curriculum course (multiple programs being included in the same course) will be beneficial for our students.																		
	(Max 4000 characters)																		
Attachments Current File: Current and Proposed MEd-GeneralCurric ProgramPlan.doc																			

<p>College Approvals</p> <p>Rebecca Stanard [APPROVED 2015-02-02] Associate Dean, College of Education</p> <p>Donna Harkins [APPROVED 2014-11-19] Chair, Course Department</p>	<p>Cross Listing Approvals</p> <p>N/A Chair, Cross Listed Department</p> <p>N/A Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <p>Susan Welch [APPROVED 2015-04-16] Chair, Graduate Programs Committee</p>	<p>Final Approval</p> <p>Myrna Gantner [REQUIRED] Final Approver</p>

UNIVERSITY OF WEST GEORGIA
DEPARTMENT OF LEARNING AND TEACHING
Master of Education (M.Ed) – Special Education-General Curriculum
PROGRAM SHEET

Name: _____ UWG ID #: _____

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

Special Education Core (24 credit hours)	Grade	Transfer/ Substitute	Date taken
SPED 6721 Professional Seminar			
SPED 6767 Advanced Curriculum & Methods (General Curriculum)			
SPED 7767 Challenging Behaviors			
SPED 7705 Urban & Multicultural Aspects of Special Education			
SPED 7721 Assessment in Special Education			
SPED 7765 Differentiated Instruction			
EDRS 6301 Research in Education			
SPED 7702 Technology in Special Education			
SPED 6791 Practicum: Interrelated			
Electives (9 credit hours total)			
Other 6000/7000 level classes with permission of advisor (6 hours)			
Content Specialty Modules (selected SPED 7785 classes; total 6 hrs)			

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

Special Education Core (33 hours)	Grade	Transfer/ Substitute	Date taken
SPED 6709 Rules & Regulations in Special Education			
SPED 6715 Characteristics (General Curriculum)			
SPED 6721 Professional Seminar			
SPED 6761 Classroom and Behavior Management			
CURR 6575 Curriculum Trends and Issues			
SPED 6767 Advanced Curriculum & Methods (General Curriculum)			
SPED 7705 Urban & Multicultural Aspects of Special Education			
SPED 7721 Assessment in Special Education			
SPED 7722 Collaboration in Special Education			
EDRS 6301 Research in Education			
SPED 6791 Practicum: Interrelated			
Electives (3 hours)			
Other 6000/7000 level class with permission of advisor OR Content Specialty Modules (total of 3 credit hours)			

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

Name: _____ UWG ID #: _____

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

Special Education Core (24 credit hours)	Grade	Transfer/ Substitute	Date taken
SPED 6721 Professional Seminar			
SPED 6767 Advanced Curriculum & Methods (General Curriculum)			
SPED 7767 Challenging Behaviors			
SPED 7705 Urban & Multicultural Aspects of Special Education			
SPED 7721 Assessment in Special Education			
SPED 7765 Differentiated Instruction			
EDRS 6301 Research in Education			
SPED 7702 Technology in Special Education			
SPED 6793 Practicum II			
Electives (9 credit hours total)			
Other 6000/7000 level classes with permission of advisor (6 hours)			
Content Specialty Modules (selected SPED 7785 classes; total 6 hrs)			

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

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

Program View Request (Read-Only)			
Originator			
College of Education	Learning and Teaching	Bucholz, Jessica	
College		Department	
Originator			
Action		Modifications	
<input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate		<input checked="" type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details <input type="checkbox"/> Senate Information Item <input type="checkbox"/> (See Procedure)	
Program Selection			
College of Education		Master of Education with a Major in Special Education and Teaching (General Curriculum)	
College		Program	
Master of Education with a Major in Special Education and Teaching (General Curriculum)		On Line	Graduate
Program Name		Program Location	Degree Level
Master of Education		Fall	2015
Degree Name		Effective Semester/Year	
Modification Details		Rationale	
We want to change our admission requirements for the MEd program to the following: 1. Complete requirements for a Bachelor's degree from an accredited institution. 2. Present a cumulative 3.0 (4.0 scale) grade point average or higher on all undergraduate work. 3. Present a current renewable certificate in Special Education. 4. Present current official scores on the Graduate Record Examination (GRE) showing competitive scores. 5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study.		To facilitate the gathering of additional information to aid in the selection of qualified candidates.	
(Max 4000 characters)		(Max 4000 characters)	
Planning Info		Comments	
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO <input type="checkbox"/> (See Policy) Present or Projected Annual Enrollment: 40			
(Max 4000 characters)		(Max 4000 characters)	
College Approvals		Cross Listing Approvals	

<p><u>Donna Harkins</u> [APPROVED 2016-04-07] Chair, Course Department</p> <p><u>Rebecca Stanard</u> [APPROVED 2016-04-08] Associate Dean, College of Education</p>	<p><u>N/A</u> Chair, Cross Listed Department</p> <p><u>N/A</u> Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <p><u>Susan Welch</u> [APPROVED 2016-04-16] Chair, Graduate Programs Committee</p>	<p>Final Approval</p> <p><u>Myrna Gantner</u> [REQUIRED] Final Approver</p>

Program View Request (Read-Only)			
Attachments			
Current File: UNIVERSITY OF WEST GEORGIA DEPARTMENT OF LEARNING AND TEACHING Specialist.pdf			
Originator			
College of Education College	Learning and Teaching Department	Bucholz, Jessica Originator	
Action		Modifications	
<input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate		<input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input type="checkbox"/> See Modification Details (See Procedure)	
Program Selection			
College of Education College	Specialist in Education with a Major in Special Education Program		
Specialist in Education with a Major in Special Education Program Name	On Line Program Location	Graduate Degree Level	
Specialist in Education Degree Name	Summer Effective Semester/Year	2015	
Modification Details		Rationale	
We are submitting changes to our entrance requirements for our Educational Specialist Degree in special education to include the following: For students who have a Master's Degree in special education. Applicants must: 1. Complete requirements for a Master's degree in special education from an accredited institution. 2. Present a cumulative 3.5 (4.0 scale) grade point average or higher on all graduate work. 3. Present a current teaching certificate in special education. 4. Document 2 or more years of successful experience as a special education teacher. 5. Take part in an interview with program faculty. The interview may take place in person or with the use of technology (e.g. Skype, Go To Meeting). For applicants who do not have a Master's degree in special education. Applicants must: 1. Complete requirements for a Master's degree in education from an accredited institution. 2. Present a cumulative 3.5 (4.0 scale) grade point average or higher on all graduate work. 3. Present a current teaching certificate in special education. 4. Document 2 or more years of successful experience as a special education teacher. 5. Take part in an interview with program faculty. The interview may take place in person or with the use of technology (e.g., Skype, Go to Meeting). 6. Complete the following prerequisite courses: SPED 6715 SPED 6721 SPED 6766 SPED 7721		These changes allow students who are teaching special education but who do not have an academic background in special education to still be admitted to this program by taking prerequisite courses. Advising information will be included in a different location, not on the official program sheet	
(Max 4000 characters)		(Max 4000 characters)	
Planning Info		Comments	
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 50			
		(Max 4000 characters)	
Attachments			
Current File: UNIVERSITY OF WEST GEORGIA DEPARTMENT OF LEARNING AND TEACHING Specialist.pdf			

<p>College Approvals</p> <p><u>Donna Harkins [APPROVED 2016-01-17]</u> Chair, Course Department</p> <p><u>Rebecca Stanard [APPROVED 2016-03-24]</u> Associate Dean, College of Education</p>	<p>Cross Listing Approvals</p> <p><u>N/A</u> Chair, Cross Listed Department</p> <p><u>N/A</u> Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <p><u>Susan Welch [APPROVED 2016-04-16]</u> Chair, Graduate Programs Committee</p>	<p>Final Approval</p> <p><u>Myrna Gantner [REQUIRED]</u> Final Approver</p>

Course Update Request (Add, Delete, Modify)

Attachments

Current File: SPED 6708 current proposed 3-2015.pdf

Originator

Learning and Teaching
Department

College of Education
College

Bucholz, Jessica
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments (See Procedure)

Course Details

SPED 6708 Special Education in the Regular Classroom
Prefix Number Course Title

Study of characteristics, identification, and support needs of exceptional children and youth. Includes basic teaching strategies and supportive techniques/resources for meeting needs of pupils with special needs in the regular classroom. Designed for non-special education majors.

Course Catalog Description

3.00	0	3.00	Fall - 2015	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

The currently approved course includes lab hours. Students are not required to complete lab hours so we are removing this requirement from the course to make this a 3-credit hour lecture course.

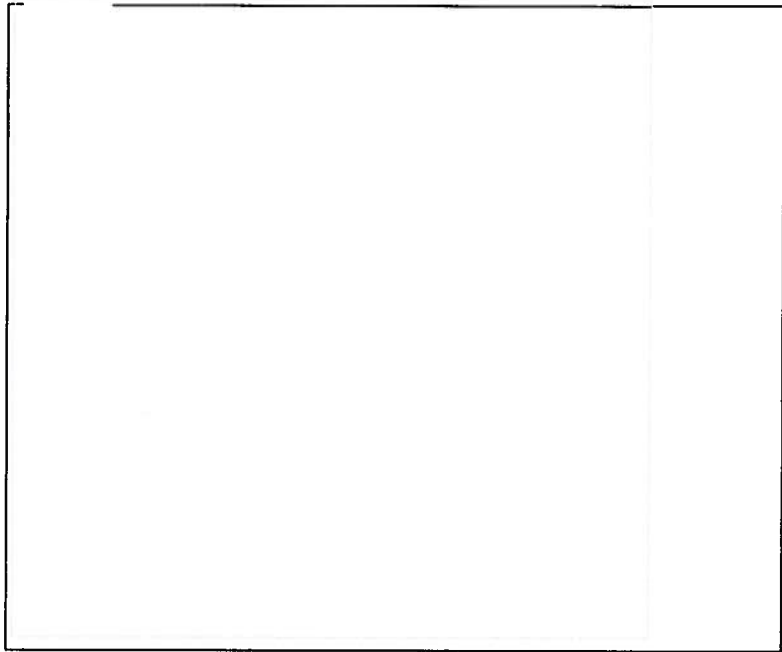
Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 100

Comments



Attachments
Current File: [SPED.6706 current proposed 3-2015.pdf](#)

College Approvals

Donna Harkins [APPROVED 2015-03-24]
Chair, Course Department

Rebecca Stanard [APPROVED 2016-04-08]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2015-04-16]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

Course or Program Addition, Deletion or Modification Request

Department: Special Education & Speech-Language Pathology College: College of Education

Current course catalog listing: (for modifications or deletions)

Prefix SPED Course 6706 Title Special Education in the Regular Classroom Hours: / / Lecture/Lab/Total

Action	
<input checked="" type="checkbox"/> Course	<input 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 checked="" type="checkbox"/> Description	
<input 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):

Study of characteristics, identification, and support needs of exceptional children and youth. Includes basic teaching strategies and supportive techniques/resources for meeting needs of pupils with special needs in the regular classroom. Designed for non-special education majors.

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) _____ Effective Date*: Summer 2004
*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>Alvin J. Hatcher</u> Department Chair	<u>1/13/04</u> Date	Department Chair (if cross listed)	Date
<u>Wayne P. Gaskin</u> Dean of College	<u>3/13/2004</u> 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).

Chair, Undergraduate Academic Programs Committee	Date	<u>Jack O. Jenkins</u> Chair, Committee on Graduate Studies	Date
<u>Stephen S. Stone</u> Vice President for Academic Affairs	<u>5/11/04</u> Date	<u>APR 09 2004</u>	Date

Rationale for change in SPED 6706:

The required field experience is being removed from this course. This is necessary since all required field experiences must go through the Office of Field Experiences and must be done at least one semester prior to needing the field experience. It is not possible for this to be prearranged for students in this course.

**Semester System Course Proposal Form
State University of West Georgia**

Department: Special Education and Speech Language Pathology
School: Education

Dept. Prefix	Course Number	Title	Semester Credit Hrs. (Lec/Lab/Total)
SPED	6706	Special Education in the Regular Classroom	2 / 2 / 3

Particular Course Requirements or Conditions			
Prerequisites? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (Please list)		Is Departmental/Instructor Approval Required? <input type="checkbox"/> Departmental <input type="checkbox"/> Instructor	
Is this course offered with variable credit? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes			(If yes, please provide the following information).
Maximum hours for this course a student may take (if any): <input type="text"/> Hours		Range of Hours per semester: <input type="text"/> - <input type="text"/> Hours	
Limit on number of semesters a student may enroll (if any): <input type="text"/> Semesters			
Grading Options: <input checked="" type="checkbox"/> Letter Grade <input type="checkbox"/> S/U <input type="checkbox"/> Either			
Other requirements or conditions: Field experience required. Designed for persons without an undergraduate major in special education.			

Please use separate cover sheets for senior and graduate co-listed courses and for interdepartmental co-listed courses.

Learning Outcomes (learning outcomes must be specific, attainable, and measurable)

Students will:

1. demonstrate basic knowledge of policies and procedures for serving pupils with special needs in school settings
2. demonstrate basic knowledge of characteristics of pupils with special needs, including features/ behaviors suggesting need for specialized intervention and/or referral
3. demonstrate knowledge of various strategies for providing instruction and support to pupils with special needs within regular classroom settings
4. plan interventions and support strategies for providing services to pupils with special needs within regular classroom settings, including aspects related to collaboration and interaction with various service providers
5. apply interventions and support strategies to specific subject areas, age levels, and/or instructional arrangements relevant to individual students

Catalog Course Description

Study of characteristics, identification, and support needs of exceptional children and youth. Includes basic teaching strategies and supportive techniques/resources for meeting needs of pupils with special needs in the regular classroom. Field experience required. Course may not be taken by students who have completed an introductory special education course.

Potential Grading Criteria (Exams, Papers, Performances, Works of Art, etc.)

1. two tests
2. strategies and materials project
3. Plan for adaptations/supports for specific pupils
4. lab activities successfully

Potential Primary Reference(s) (Text, Current Literature, etc.)

Patton, J. R., Blackbourn, J. M., & Fad, K. (1996). Exceptional individuals in focus (6th ed.). Englewood Cliffs, NJ: Prentice Hall (Merrill).

Packet/handouts

Please attach a copy of an outline syllabus.

SPED 6706 SPECIAL EDUCATION IN THE REGULAR CLASSROOM

3 Semester Hours

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

COURSE DESCRIPTION

Study of characteristics, identification, and support needs of exceptional children and youth. Includes basic teaching strategies and supportive techniques/resources for meeting needs of pupils with special needs in the regular classroom. Field experience required. Course may not be taken by students who have completed an introductory special education course.

COURSE OBJECTIVES

Students will:

1. demonstrate basic knowledge of policies and procedures for serving pupils with special needs in school settings (Patton, Blackburn, & Fad, 1961; Strickland & Turnbull, 1990);
(Theme: 1b,c; 2b,c; 5e; 9a,c)
2. demonstrate basic knowledge of characteristics of pupils with special needs, including features/behaviors suggesting need for specialized intervention and/or referral (McCoy, 1995; Meyen, Vergason, & Whelan, 1996; Patton, Blackburn, & Fad, 1996);
(Theme: 1b,c; 2e; 3a,b,c; 7a,b)
3. demonstrate knowledge of various strategies for providing instruction and support to pupils with special needs within regular classroom settings (Lazear, 1991; McCoy, 1995; Meyen, Vergason, & Whelan, 1996; Patton, Blackburn, & Fad, 1996);
(Theme: 1b,c; 2e,f; 3a,b,c; 4b,c,d; 5b,c,e, f,h; 6d,e; 7b; 8a)
4. plan interventions and support strategies for providing services to pupils with special needs within regular classroom settings, including aspects related to collaboration and interaction with various service providers (Dettmer, Dyck, & Thurston, 1996; Lazear, 1991; Meyen, Vergason, & Whelan, 1996; Strickland & Turnbull, 1990); and
(Theme: 1b,c; 3a,b,c; 4a,b,c,d; 5b,c,d,e,f,g,h; 6a,b,c,d,e; 8a,b; 9a,b,c)
5. apply interventions and support strategies to specific subject areas, age levels, and/or

instructional arrangements relevant to individual students (McCoy, 1995; Meyen, Vergason, & Whelan, 1996; Patton, Blackbourn, & Fad, 1996).

(Theme: 1b,c; 3a,b,c; 4a,b,c,d; 5b,c,d,e,f,g,h; 6a,b,c,d,e; 8a,b; 9a,b,c)

Note: The term "Theme" listed under each course objective shows the correlation between the course objectives and the College of Education's Theme statement.

TEXTS, READINGS, and INSTRUCTIONAL RESOURCES

Required Texts: Patton, J. R., Blackbourn, J. M., & Fad, K. (1996). Exceptional individuals in focus (6th ed.). Englewood Cliffs, NJ: Prentice Hall (Merrill).

Packet/handouts

References:

- Alberto, P. A., & Troutman, A. C. (1995). Applied behavior analysis for teachers (4th ed.). Columbus, OH: Merrill (Prentice-Hall).
- Dettmer, P. A., Dyck, N. J., & Thurston, L. P. (1996). Consultation, collaboration, and teamwork for students with special needs (2nd ed.). Boston: Allyn & Bacon.
- Lazear, D. (1991). Seven ways of knowing: Teaching for multiple intelligences (2nd ed.). Palatine, IL: IRI/Skylight Publishing.
- McCoy, K. M. (1995). Teaching special learners in the general education classroom (2nd ed.). Denver: Love.
- Meyen, E. L., Vergason, G. A., & Whelan, R. J. (1996). Satategies for teaching exceptional children in inclusive settings. Denver: Love.
- Strickland, B. B., & Turnbull, A. P. (1990). Developing individualized education programs (3rd ed.). Columbus: Merrill.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Assignments:

Each student will:

1. complete two tests, based on readings, lecture, and discussion.
2. complete a **strategies and materials project** - collection and presentation of resources specifically related to instruction and support of pupils with special needs in a specific subject, age level, or instructional arrangement; the presentation must include materials discovered or obtained via Internet/computer resources
3. **plan adaptations/supports** for specific pupils, given information about the pupils' special needs and the context;
4. complete **lab activities successfully** (based on attendance, participation, and appropriate interaction with pupils and staff)

Evaluation Procedures:

(Also see Class Policies, following.)

Assignments will be evaluated by the course instructor in terms of accuracy and completeness; points will be assigned as follows:

Tests - 40 points
Strategies and materials project - 20 points
Adaptations/supports plan - 20 points
Lab - 20 points

Grading Policy:

A = 90-100 points
B = 80-89 points
C = 70-79 points
F = <70 points

Class Policies

1. Each student is expected to come prepared to class by having the text and/or packet available and having done previous readings and assignments.
2. Work done outside of class must be reasonably correct (not distract from content) in mechanics (e.g., spelling, grammar, punctuation). Points will be subtracted for inadequate work. Assignments do not have to be typed, but all work (done both inside and outside of class) must be legible; light handwriting (e.g., use of light pencil) is not acceptable.
3. Any student who feels that an assignment would not be meaningful may demonstrate mastery and suggest an alternative (to be agreed upon in advance).
4. Language which is consistent with IDEA and emphasizes people more than disabilities ("people-first" language) is to be used on assignments prepared outside of class. Points will be subtracted for inappropriate work.
5. Unless other arrangements are made, work not distributed in class (due to student absence or lateness) will be available in the instructor's office during office hours.
6. **Students who miss class (or any portion of class) are responsible for the content;** while the instructor does provide additional time for students needing more information about a particular assignment or particular content, this time is not designed to replace class time. Any student who misses a class should take steps to get notes, etc. from another student. If additional assistance is still necessary, an appointment can be scheduled. **Class time is not to be used to go over materials with students who have missed class.**
7. Submission of work taken directly from another source (e.g., a lesson plan copied from a book or material developed by another student) will be considered plagiarism and grounds for no credit (zero points) on the assignment. However, students are encouraged to use a variety of resources in obtaining ideas and illustrations which will help them complete assignments.

COLLEGE OF EDUCATION STATEMENT ON EFFECTIVE COMMUNICATION

The College of Education emphasizes students' being effective communicators, one of the roles of professional educators (NCATE Theme). To support this role, faculty members emphasize effective oral and written communication. As a result, faculty should assist students in this endeavor by calling their attention to effective and ineffective communication. They may ask students to revise presentations or written work as a part of course requirements.

In preparing research reports or papers, students are to use the publication manual of the American Psychological Association (4th ed.) as the style manual for all College of Education classes. A College of Education supplementary guide is available for theses and research projects: Theses and research projects: A guide for preparation and processing. A quick reference on matters of usage and style is Strunk and White's The elements of style (3rd ed.). All three of these resources are available in the University bookstore; the last two are inexpensive but cannot replace the APA style manual for research and writing.

LIABILITY INSURANCE

Students in College of Education programs need tort liability insurance. They, not the State University of West Georgia, are responsible for things done while participating in professional clinical experiences. Financial penalties can be extreme, particularly when public school students are injured. Students are to obtain professional tort liability insurance through one of the professional organizations or from some other source. Information concerning these organizations is available from each College of Education department.

No College of Education student may participate in a professional clinical experience without proof of insurance to the Assistant Dean for Field Experiences.

Only those students being given credit for experience in a school, institution, or agency where they are employed full time as a certified educator or in an equivalent professional capacity are exempt from this policy.

CLASS OUTLINE

Week 1	Course Overview Introduction	Text, chs. 1, 15*
Week 2	Characteristics and identification: Learning disabilities Emotional/behavior disorders Attention deficit/hyperactivity disorder	Text, chs. 2-4
Week 3	Characteristics and identification: Mental retardation Severe disabilities	Text, chs. 5-6
Week 4	Characteristics and identification: Physical and health impairments Sensory impairments	Text, 7-9
Week 5	Characteristics and identification: Communication disorders Pervasive developmental disorders	Text, chs. 6, 10

Week 6	Giftedness - characteristics, identification, strategies	Text, ch. 11
Week 7	Policies and procedures	
Week 8	Midterm examination	
Week 9	Collaboration & teaming	
Week 10	General strategies for dealing with diversity in the classroom	Text, ch. 12
Week 11	Specific issues/strategies related to specific disabilities	Text, chs. 2-10
Week 12	(continued)	(continued)
Week 13	Specific issues/strategies related to specific subjects	
Week 14	Specific issues/strategies related to age groups	Text, chs. 13-14
Week 15	Specific issues/strategies related to instructional arrangements	
Week 16	Final examination/evaluation as scheduled	

*additional readings will be announced/assigned

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.

SPED 6706

SPECIAL EDUCATION IN THE REGULAR CLASSROOM

Semester Hours:	3
Semester / Year:	All course sessions take place online through CourseDen.
Instructors:	Jessica Bucholz, EdD Sandy Robbins, PhD
E-mail:	jbucholz@westga.edu srobbins@westga.edu
Phone number:	Office: 678-839- 678-839- Department line: 678-839-6567 Fax: 678-839-6162
Office Location	Education Annex Education Annex
Office Hours	
Online Support	<p>CourseDen Home Page https://westga.view.usg.edu/</p> <p>CourseDen Help & Troubleshooting http://www.westga.edu/~distance/webct1/help</p> <p>UWG Distance Learning http://distance.westga.edu/</p> <p>UWG On-Line Connection http://www.westga.edu/~online/</p> <p>Distance Learning Library Services http://westga.edu/~library/depts/offcampus/</p> <p>Ingram Library Services http://westga.edu/~library/info/library.shtml</p> <p>University Bookstore http://www.bookstore.westga.edu/</p>

COURSE DESCRIPTION

Study of characteristics, identification, and support needs of exceptional children and youth. Includes basic teaching strategies and supportive techniques/resources for meeting needs of pupils with special needs in the regular classroom. Designed for non-special education majors.

COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards (CEC) are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

This course uses online group discussions, video, narrated PowerPoint lectures, weblinks, and research articles.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

For those of you who work better in hours than in minutes that total equals 112.5 hours for the semester.

As such, you will be required to complete the following online activities during this course:

<u>Activity</u>	<u>Instructional Equivalent</u>
Class participation	625 minutes
Audio/video instruction	1000 minutes
Module Activities	625 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities."

COURSE OBJECTIVES

Students will:

1. demonstrate basic knowledge of policies and procedures for serving pupils with special needs in school settings (Chapman, 2008; Friend & Bursuck, 2012)
(CEC* 1, 2, 6)

2. demonstrate basic knowledge of characteristics of pupils with special needs, including features/behaviors suggesting need for specialized intervention, and/or referral (Boyle, & Scanlon, 2010; Friend & Bursuck, 2012)
(CEC* 1, 2, 5);
3. demonstrate knowledge of various strategies for providing instruction and support to pupils with special needs within general education classroom settings (Boyle & Scanlon, 2010; Friend & Bursuck, 2012)
(CEC* 5, 7);
4. plan interventions and support strategies for providing services to pupils with special needs within general education classroom settings, including aspects related to collaboration and interaction with various service providers (Boyle & Scanlon, 2010; Friend & Bursuck, 2012; Spinelli, 2011)
(CEC* 4, 5, 7); and
5. supply interventions and support strategies to specific subject areas, age levels, and/or instructional arrangements relevant to individual students (Boyle & Scanlon, 2010; Friend & Bursuck, 2012)
(CEC* 3, 5, 7).

* CEC* refers to the 7 Special Education Content Standards of the Council for Exceptional Children, available from:

<http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>

TEXT, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required text:

Pearson Custom Education Text for SPED 6706 available in the UWG bookstore

Required Instructional Resource:

Tk20 Subscription (if you enrolled in your program May 2011 or Later)

These are available at the University Bookstore or at

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

Please note, there is no key assignment for this course that will need to be uploaded to Tk20. However, you will need a subscription to Tk20 for your program.

References:

Boyle, J., & Scanlon, D. (2010). *Methods and strategies for teaching students with mild disabilities: A case-based approach*. Belmont, CA: Wadsworth.

Chapman, R. (2008). *The everyday guide to special education law: A handbook for parents, teachers, and other professionals*. Denver, CO: The Legal Center for People with Disabilities and Older People.

Friend, M., & Bursuck, W. D. (2012). *Including students with special needs: A practical guide for classroom teachers*. Boston, MA: Pearson.

Spinelli, C. (2011). *Linking assessment to instructional strategies: A guide for teachers*. Boston, MA: Pearson.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments:

1.	Class Participation - Students will outline and discuss/explain information and case studies related to topics in this course. More specific information is provided in Course Den. Make sure to read all information provided. (Objectives # 1-5; instructor’s records of attendance and participation) (Due dates will vary – see the information in each module in Course Den for specific directions)
2.	Quizzes –Students will complete three (3) quizzes based on the material in the textbook and class materials. Quizzes are a combination of multiple choice, true/false, and matching. (Objectives #1-5) (Due dates will vary – see the information on CourseDen for specifics)
3.	Annotated Bibliography – Students will complete an annotated bibliography. (Objectives #1-5) (Due Thursday December 4 at 11:59 pm)

The course instructor will grade all assignments in this course based on the information provided in this syllabus and the additional material provided through CourseDen. Please make sure to look at the material provided through CourseDen carefully so that you fully understand the grading expectations for this course.

The following are policies of the Special Education Program:

- *Quizzes not completed by the due date will earn a grade of zero.***
- *Class Participation Activities not completed by the due date(s) will earn a grade of zero.***
- *Assignments not submitted by the due date will have 20% of the possible points deducted for each day the assignment is late.***

Points allocated to assignments are as follow:

1.	Class Participation – this includes discussions and other “in class” activities (due dates vary see Course Den) (70 points possible)
2.	Quizzes – 109 total points (quiz 1 – 38.5 points; quiz 2 – 50.5 points; quiz 3 – 20 points) (due dates vary – see Course Den)
3.	Annotated Bibliography – 21 points (due Thursday at 11:59 pm)
Total: 200 points	

****The instructor reserves the right to deduct points from all assignments when appropriate for things that may not be covered on the rubric or grading information. ****

Grading: (200 points possible for this course)

A = 200 - 179
 B = 178 - 159
 C = 158 - 139
 F = < 139

*Please be aware – failure to complete the Class Participation Activities in a thoughtful manner will result in you earning 0 points for Class Participation, and therefore failing this course.

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*.

Plagiarizing or cheating on an assignment may result in any or all of the following consequences: a grade of zero (0) on the assignment, earning a grade of "F" in the course, and/or being reported to the Provost (Vice President for Academic Affairs).

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. 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: There is no opportunity for extra credit in this course.

UWG Cares: If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/>. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Late Work:

Quizzes not completed by the due date will earn a grade of zero (0).

Class Participation Activities not completed by the due date will earn a grade of zero (0).

Assignments not submitted by the due date will have 20% of the possible points deducted for each day the assignment is late.

Professional Conduct:

- Please keep all postings professional. Correct grammar and spelling are an important part of being a professional. Review your comments before you post them. Write as though you were sending the correspondence to your principal or a parent of one of your students.
- Be courteous and considerate. Being honest and expressing your position thoroughly is very important, but being considerate of others online is just as important as in the classroom.
- Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
- Please do not use ALL CAPS. This is considered “shouting” and the message is very hard to read.
- Check spelling, grammar, and punctuation (you may want to compose in word processing software then cut and paste the message into the discussion or e-mail).
- Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your e-mail. Never send or keep anything that you would not mind seeing on the evening news.

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. For this course because it is online communication will come through CourseDen. You should be checking into CourseDen at least 3 times per week.

Class announcements: When you sign into CourseDen, check the front page for any important class information. Also, make sure to check your email. Be checking your email often (at least 3 times per week).

Email: Be patient. Do not expect an immediate response when you send a message. Generally, two days is considered to be a reasonable amount of time to receive a reply. I do try to respond within 24 – 48 hours although this may be 72 hours on the weekend.

Questions: If you have a question regarding the course material, post the question in the Water Cooler Discussion and specify the specific topic you have a question about. Other students will appreciate seeing the question and your instructor’s answer. Students are encouraged to respond to other students’ questions. Learning by teaching is a powerful tool. Please do not send your instructor e-mail related to the course content. That is the purpose of the Water Cooler Discussion Forum.

Helpful links:

<http://www.westga.edu/~distance/webct1/tutorials/webct/helpquestions.html> - This link will take you to a page with commonly asked questions and help about online learning.

<http://www.westga.edu/~distance/webct1/help> - This link takes you to the Help for Faculty and Students page for distance education.

<http://www.westga.edu/~distance/webct1/students/> - This link will take you to a link specific to information for students, including CourseDen tutorials

CLASS OUTLINE

↔ Each class date has a folder posted on-line containing links, discussion questions, and PDF files. It is your responsibility to check the on-line class meeting folders and complete the readings and assignments listed for each class. Due dates specific to assignments/activities/quizzes for each week are included in the class folders.

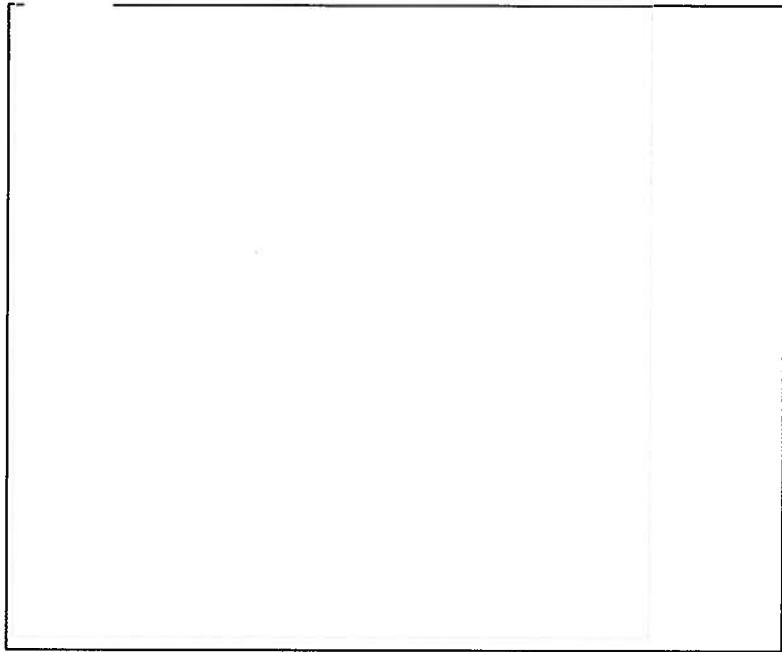
Make sure to check the Registrar's Website to confirm the following dates:

Drop/Add ends at midnight on *

**** is the last day to withdraw with a grade of W****

Dates	Topic and Readings
Introduction Module	Introduction to the course Review of syllabus and course expectations
Module 1 (24 days)	Special Education Procedures and Services (Chapter 1) Individualized Educational Program (IEP) (Objective 1) Foundations for Educating Students with Special Needs (Chapter 2) (Objective 1) Assessing Student Needs (Chapter 3) (Objectives 1 & 4)
Module 2 (25 days)	Planning Instruction (Chapter 4) Strategies for Learning (Chapter 5) Differentiating Instruction (Chapter 6) (Objectives 2,3,4, &5)
Module 3 (30 days)	High Incidence and Low Incidence Disabilities Promoting Positive Behavior FBAs and BIPs (Objectives 2 & 5)
Final Module	Class review and wrap up Submit Annotated Bibliography

Course Update Request (Add, Delete, Modify)						
Attachments						
Current File: SPED6761 Proposed Syllabus Changes.pdf						
Originator						
Learning and Teaching		College of Education		Bucholz, Jessica		
Department		College		Originator		
Action		Modifications				
<input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Delete		<input checked="" type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input checked="" type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Information Item"/> (See Procedure)				
Course Details						
SPED	6761	Classroom Behavior Management				
Prefix	Number	Course Title				
Theoretical formulation and practical applications of behavioral techniques, especially as they apply to management and control of behavior in the school.						
Course Catalog Description						
3	0	3	Fall - 2015	Every Term	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	
Prerequisites			Corequisites			
Rationale						
The currently approved course includes lab hours. Students are not required to complete lab hours so we are removing this requirement from the course to make this a 3-credit hour lecture course. We are also removing the prerequisite from this course as the information is not necessary for students to successfully complete this course.						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO <input type="text" value=""/> (See Policy)						
Present or Projected Annual Enrollment: <input type="text" value="60"/>						



Attachments

Current File: [SPED6761_Proposed_Syllabus_Changes.pdf](#)

College Approvals

Donna Harkins [APPROVED 2015-03-26]

Chair, Course Department

Rebecca Stanard [APPROVED 2015-04-08]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2015-04-16]

Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

Explanation of proposed changes: The currently approved course includes lab hours. Students are not required to complete lab hours so we are removing this requirement from the course to make this a 3-credit hour lecture course. We are also removing the prerequisite from this course as the information is not necessary for students to successfully complete this course.

Proposed Syllabus

SPED 6761 CLASSROOM BEHAVIOR MANAGEMENT

Semester/Year

Time/Location

Instructor

Office Location

Office Hours

Online Hours

Telephone

Email

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

Theoretical formulation and practical applications of behavioral techniques, especially as they apply to management and control of behavior in the school.

CONCEPTUAL FRAMEWORK

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

APPROACHES TO INSTRUCTION

This class will draw upon lectures, independent readings, interactive technology, and online discussions.

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
Discussion posts	750 minutes
Audio/video instruction	750 minutes
Online assignments	750 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

COURSE OBJECTIVES

Students will:

1. acquire an understanding of the broad area of behavior management including ethical decision making with traditional and multicultural students with exceptionalities (Alberto & Troutman, 2013; Kerr & Nelson, 2006; Jones & Jones, 2004; Zirpoli, 2012) (Culturally Sensitive, Knowledgeable, Reflective; CEC 1, 2, 6; NBPTS-EN 2, 8, 9)
2. examine group and individual management systems appropriate for classroom implementation with traditional and multicultural students with exceptionalities (Alberto & Troutman, 2013; Jones & Jones, 2004; Kerr & Nelson, 2006; Zirpoli, 2012) (Inquisitive, Adaptive, Collaborative, Culturally Sensitive, Knowledgeable, Reflective; CEC 1, 2, 5; NBPTS-EN 1, 7),and
3. demonstrate knowledge of alternative management systems and their practical applications, including data collection and analysis, in general and special education classrooms (Alberto &

Troutman, 2013; Kerr & Nelson, 2006; Jones & Jones, 2004; Zirpoli, 2012) (Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Reflective ; CEC 1, 2, 4, 5, 7; NBPTS-EN 5, 7, 9).

*CEC refers to the Council for Exceptional Children Initial Level Special Educator Preparation Standards

*NBPTS-EN refers to the National Board for Professional Teaching Standards – Exceptional Needs

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s) Alberto, P. A., & Troutman, A. C. (2013). *Applied behavior analysis for teachers* (9th ed.). Upper Saddle River, NJ: Pearson/Merrill.

Suggested Text(s)

Required Instructional Resource: Tk20 Subscription

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

If you have purchased a subscription previously, DO NOT re-subscribe.

For more information about this resource, see

http://www.westga.edu/coe/index_550.php.

For assistance, email tk20@westga.edu.

Course References

Jones, V. F., & Jones, L. S. (2004). *Comprehensive classroom management: Creating positive learning environments for all students* (7th ed.). Boston: Allyn & Bacon.

Kerr, M. M. & Nelson, C. M. (2006). *Strategies for addressing behavior problems in the classroom* (5th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Zirpoli, T. J. (2012). *Behavior management: Positive applications for teachers* (6th ed.). Upper Saddle River, NJ: Pearson.

Recommended Journals:

Learning Disabilities Research and Practice
 Education and Training in Developmental Disabilities
 Exceptional Children Focus on Exceptional Children
 Intervention in School and Clinic
 Journal of Abnormal Child Psychology
 Journal of Applied Behavior Analysis
 Journal of Educational Psychology
 Journal of Emotional and Behavioral Disorders
 Education and Special Education

Developmental Psychology
 Educational Leadership

 Journal of Special Education
 Journal of School Psychology
 Journal of Learning Disabilities
 Behavioral Disorders
 Teaching Exceptional Children Teacher

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. **Module Discussion Questions:** Be prepared to actively participate in five discussion postings. In each module, students will respond to a discussion prompt provided by the instructor. Students are expected to read and participate in all online discussions. You are expected to make an initial posting by the middle of the week and follow up with your remaining postings no later than the day before we next meet. Each discussion is worth 5 points: posting your initial thoughts (3 pts.), responding to at least two other postings (2 pts.). A reflective response includes new information, personal perspectives, or other input that shows thought and consideration of the issue. It goes beyond simple agreement or endorsement of responses that already have been posted. Your discussion question grades will be based on two considerations: active contributions to discussion and obvious preparation.
(Objectives 1-3; instructor observation, WebCT postings, online discussions)
2. **Article Reviews:** Complete three (3) journal article critiques related to behavior and classroom management. Articles should not exceed three pages per assignment.*
(Objective 1-3; written product; rubric)
3. **Quizzes:** Complete four (4) online quizzes made available through CourseDen.
(Objectives 1-3; quizzes)
4. **Child Change Project:** Demonstrate knowledge of course material by designing a behavior change project. The plan should be based on a behavior observed in your classroom or other current environment. Plan will include goal(s), specific behavioral objective(s), assessment technique(s), and intervention(s). This assignment will include the collection of baseline data, the implementation of an intervention, and the collection of data, graphing of data, and analysis/evaluation of data. The plan will follow one of the single-subject research designs described in the text and/or class.*
(Objectives 1-3; rubric)

This is one of the “electronic portfolio” artifacts needed to demonstrate achievement of program standards for students in the MAT and basic MEd programs in Special Education-General Curriculum. Students must obtain a passing grade (i.e., 70% - 21 points or better) in order to pass the course.

5. **Final Exam (online)**

**Specific directions will be provided for these assignments*

Evaluation Procedures - Points allocated to assignments are as follows:

- | | |
|-----------------------------|---|
| 1. Discussion Questions (5) | - 25 points (25% of class grade) |
| 2. Article Reviews (3) | - 15 points (15% of class grade) (rubric) |
| 3. Quizzes (4) | - 20 points (20% of class grade) |
| 4. Child Change Project | - 30 points (30% of class grade) (rubric) |
| 5. Final Exam | - 10 points |

Grading

A = 90-100 (90%+) and **at least 21 points on the Child Change Project artifact**

B = 80-89 points (80 - 89%) and **at least 21 points on the Child Change Project artifact**
 C = 70-79 points (70 - 79%) and **at least 21 points on the Child Change Project artifact**
 F = below 70% or academic dishonesty or **less than 21 points on the Child Change Project artifact**

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Opportunities for extra credit will not be provided for this class. Work completed for another class is not acceptable for this class, although students may choose to build on something done for another class with permission from the instructor.

1. Each student is expected to be prepared for class by having texts, materials, handouts and/or packet available and having done previous readings and assignments. Also, punctuality is one of the hallmarks of a professional. It demonstrates respect for the instructor and your colleagues and enhances and facilitates classroom instruction and activities.
2. **All assignments must be completed using the APA Manual, 6th edition (2010). See <http://www.apastyle.org/manual/corrections-faqs.aspx> for first printing corrections.** Work done outside of class must be reasonably correct (not detract from content) in mechanics (e.g., spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work. All assignments completed outside of class must be **typed, double spaced, using Times, Times New Roman, or Arial font (size 12)**. All work (done both inside and outside of class) must be reasonably legible.
3. University policy requires that all students have regular access to a computer with at least a certain capability level (see *Catalog, Student Handbook*, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. Most assignments will need to be submitted electronically. **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. In general, CourseDen should be used for correspondence concerning this class.**
4. Language that is consistent with IDEA and emphasizes people more than disabilities ("people-first" language) is to be used on assignments prepared outside of class.
5. **Students who miss class (or any portion of class) are responsible for the content.** While the instructor is willing to provide additional time for students needing more information about a particular assignment or particular content, this time is not designed to replace regularly scheduled class time. **Any student who misses a class should take steps to get notes, etc. from another student(s).** If additional assistance is still necessary, an appointment may be scheduled. Class time is not to be used to go over material with students who have missed class. Content/activities that are missed will not be retaught/ reviewed unless judged appropriate for the group as a whole.

6. **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 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*.

Submission of work taken directly from another source will be considered plagiarism and grounds for no credit (zero points) on the assignment. However, students are encouraged to use a variety of resources, including the Internet, in obtaining ideas and illustrations which will help them complete assignments. **Resources should be referenced on materials submitted to the instructor.**

7. **Group work:** One of the main purposes of this course is to build a sense of collaboration and professionalism that will follow students as they complete their degrees and work in their respective schools. Likewise it is anticipated that students will learn to respect each other as editors of their written products. **If, for any reason, you are unable to perform your share of group assignments (e.g., illness, emergency, etc.), please inform your group members and your course instructor. Also, if a group member is not performing his or her share of the work, then the other group members should not hesitate to contact the course instructor after they have made a reasonable attempt to communicate with the individual about the problem.**
8. **Disability policy:** 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. 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.
9. Please check the Department of Department of Clinical and Professional Studies website periodically for updated information that may pertain to your program of study. <http://www.westga.edu/coecsi/>

BLENDED CLASS ETIQUETTE AND POLICIES

1. **Use WebCT Tools and Distance Learning Resources - It is your responsibility to learn and use the designated tools in WebCT that will be required for this course** (e.g., Assignment

Dropbox, Assessments, Discussion Boards, Calendar, Mail, Announcements, My Grades). There is access to tutorials and Distance Learning contact information on the WebCT Course Den login page. If you need technical assistance, please contact Distance Learning, not your course instructor. They usually can help you get your computer set up to work with the WebCT Course Den tools. **Also, see Online Support section on page 1 of the syllabus.**

2. **Submit Assignments Where** -Please make sure that all assignments are submitted in **Assignment Dropbox unless otherwise specified by the course instructor. It is possible that some assignments may be required to be submitted both on a topic specific discussion board and in Assignment Dropbox.** Read all assignment guidelines and instructions carefully. **Be sure to check for feedback on graded assignments in Assignment Dropbox. Please do not email assignments, they cannot be graded that way.**

If you realize that you submitted the incorrect version of an assignment to Assignment Dropbox by mistake, you should be able to retrieve it yourself if it is before the due date, if you cannot you are allowed to email me the correct version with the reason why you are submitting via e-mail. **Make sure that you submit the correct version of assignments and that you submit complete assignments. We all forget things. YOU WILL HAVE ONE OPPORTUNITY FOR THE COURSE INSTRUCTOR TO RETURN AN ASSIGNMENT TO YOU IN ASSIGNMENT DROPBOX BECAUSE YOU SUBMITTED AN INCORRECT VERSION OR DID NOT INCLUDE ALL PARTS OF THE ASSIGNMENT. Once you have used that one opportunity, the course instructor will not return incorrect versions or incomplete assignments to you. Instead the initial submission in Assignment Dropbox will be graded.**

3. **Submit Assignments and Assessments On Time** -Please check the syllabus and the due dates in Assignment Dropbox and Assessments to make sure that you submit assignments and assessments on time. **If there is a problem with WebCT Course Den or some of its Tools, don't panic. Let the course instructor know and she may adjust due dates accordingly. Likewise, follow the same procedures, if you have difficulty accessing a required Internet site for an assignment or have technical problems. Also, let the course instructor know immediately if you have an emergency (e.g., medical documented by a physician's written note) that interferes with your submitting one or more assignments and assessments on time. Then when you submit the assignment in Assignment Dropbox put a note in the text box to indicate why your assignment was late and that you notified the course instructor earlier.**

Assignments are late if they are not received by midnight (or 10 p.m. on Fridays) on the due date (unless assignment is completed in face-to-face class session) in Assignment Dropbox and/or on the appropriate Discussion Board. For example, an assignment received in Assignment Dropbox at 12:15 a.m. after the due date is late and will receive a 10% grade reduction each calendar day that it is late.

4. **Label Assignments Properly** -Please make sure that you follow instructions for labeling assignment files that will become attachments in Assignment Dropbox. An example of a file label is doe_ldmodule.doc. Doe is the person's last name. The underscore line separates the person's name from the assignment name which is ldmodule. Do not put any spaces in the file name.

Labeling assignments in this manner can expedite the course instructor getting feedback and grades to you and will lessen the chances of her sending you the incorrect feedback file.

5. **Wait Patiently For Feedback and Grades** -The course instructor will do her best to grade assignments in a timely manner. Unless there is a technical problem or extenuating circumstance, please do not send the course instructor e-mails asking if she received your assignment. Responding to such e-mails will take away from the time the instructor has to grade your assignments and likely will delay your feedback and grade.
6. **Use Course E-mail For Assistance** - Feel free to contact the course instructor **via our course e-mail** regarding questions you have about the course or assignments. If you have the same course instructor for more than one class, please e-mail questions using the appropriate class e-mail. For example, e-mail questions regarding SPED 6761 only in that class, not other classes. Do not e-mail the course instructor at the alternative email address provided unless you need to contact the instructor regarding something that is not related to the class, or you have been unable to contact the instructor through Course Den.
7. **Check Course E-mail And Announcements Daily** – When the course instructor needs to communicate with the entire class, an announcement will be sent. For individual student issues, a Course Den email will be sent to the individual student. **Be sure to check both course e-mail and announcements!**
8. **Use the Control Key** – Most of the documents in class will in PDF format and should open easily. If there are any documents that are not in PDF format you likely will need to hold down the Control Key in order for the documents to open.
9. **Computer Use During Face-To-Face Classes** – Please be considerate of others when using the computer during face-to-face-class meetings. If the instructor gives you an assignment to do on the computer during class, then using the computer is appropriate. It is acceptable to use the computer during lecture or class activities to take notes. If the instructor is lecturing or if the class is involved in activities that do not require computer use, then students should not be using the computer to check their e-mail, surf the net, etc. The clicking of the computer keyboard may be distracting to others.
10. **Questions, Answers, Resources, and Comments Discussion Board**- The purpose of this Board is for you to communicate with classmates and your course instructor about a variety of topics/issues. For example, you may have a question about the course content or procedures for which you would like a response from your classmates and/or your course instructor. It is likely if you have a question, someone else in the class may like a response to the same question. Also, if the course instructor is at a conference or unable to reply quickly, a classmate may be able to answer the question. Another purpose of the board would be to share links or information about helpful resources. In addition, comments and/or constructive feedback are encouraged to help your course instructor make this course meaningful for you. If you have personal issues or wish to communicate with your course instructor individually, then please e-mail her within the WebCT Course Den course.

CLASS OUTLINE (Check course announcements and e-mails for updates/changes)

Date	Session	Topic	Readings / Assignments
Late Registration and Drop/Add			
	1	<i>Introduction Course orientation and requirements Theoretical underpinnings of behavior</i>	Alberto & Troutman: Chapter 1
	2	<i>Legal issues involving discipline</i>	Assigned Readings Quiz
	3	<i>Effective scheduling, climate, classroom planning and organization</i>	Assigned readings
	4	<i>Preventing challenging behavior with high quality instruction Preparing</i>	Article Review 1 due
	5	<i>behavioral objectives Data collection/graphing</i>	Alberto & Troutman: Chapters 3-5 Quiz
	6	<i>Single-subject designs</i>	Alberto & Troutman: Chapter 6 Article Review 2 due
	7	<i>Developing a hypothesis for behavior change</i>	Alberto & Troutman: Chapter 7
	8	<i>Consequences to increase behavior</i>	Alberto & Troutman: Chapter 8
Thanksgiving Break			
	9	<i>Consequences to decrease behavior</i>	Alberto & Troutman: Chapter 9 Quiz
	10	<i>Differential reinforcement</i>	Alberto & Troutman: Chapter 10 Article Review 3 due
	11	<i>Generalization of behavior</i>	Alberto & Troutman: Chapter 11
	12	<i>Teaching students to manage their own behavior</i>	Alberto & Troutman: Chapter 12
	13	<i>Child Change Project</i>	Child Change Project Due
Thanksgiving Break			
	14	<i>Responsible use of ABA Putting it all together; the "big" picture</i>	Alberto & Troutman: Chapters 2 & 13 Quiz
	Finals	<i>Final Exam</i>	

Current Syllabus
SPED 6761 CLASSROOM BEHAVIOR MANAGEMENT

Semester/Year Spring 2013

Time/Location
Instructor

Office Location

Office Hours
Online Hours

Telephone

Email

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

 CourseDen Help & Troubleshooting
<http://www.westga.edu/~distance/webctI/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

Prerequisites: SPED 6706 or equivalent

Theoretical formulation and practical applications of behavioral techniques, especially as they apply to management and control of behavior in the school.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that

demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (*CEC*) 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.

APPROACHES TO INSTRUCTION

This class will draw upon lectures, independent readings, interactive technology, and online discussions.

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
Discussion posts	750 minutes
Audio/video instruction	750 minutes
Online assignments	750 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

COURSE OBJECTIVES

Students will:

4. acquire an understanding of the broad area of behavior management including ethical decision making with traditional and multicultural students with exceptionalities (Alberto & Troutman, 2013; Kerr & Nelson, 2006; Jones & Jones, 2004; Zirpoli, 2012) (Culturally Sensitive, Knowledgeable, Reflective; CEC 1, 2, 6; NBPTS-EN 2, 8, 9)
5. examine group and individual management systems appropriate for classroom implementation with traditional and multicultural students with exceptionalities (Alberto & Troutman, 2013; Jones & Jones, 2004; Kerr & Nelson, 2006; Zirpoli, 2012) (Inquisitive, Adaptive, Collaborative, Culturally Sensitive, Knowledgeable, Reflective; CEC 1, 2, 5; NBPTS-EN 1, 7),and
6. demonstrate knowledge of alternative management systems and their practical applications, including data collection and analysis, in general and special education classrooms (Alberto & Troutman, 2013; Kerr & Nelson, 2006; Jones & Jones, 2004; Zirpoli, 2012) (Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Reflective ; CEC 1, 2, 4, 5, 7; NBPTS-EN 5, 7, 9).

*CEC refers to the Council for Exceptional Children Initial Level Special Educator Preparation Standards

*NBPTS-EN refers to the National Board for Professional Teaching Standards – Exceptional Needs

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s) Alberto, P. A., & Troutman, A. C. (2013). *Applied behavior analysis for teachers* (9th ed.). Upper Saddle River, NJ: Pearson/Merrill.

Suggested Text(s)

Required Instructional Resource: Tk20 Subscription
 These are available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.
 If you have purchased a subscription previously, DO NOT re-subscribe.
 For more information about this resource, see http://www.westga.edu/coe/index_550.php.
 For assistance, email tk20@westga.edu.

Course References

Jones, V. F., & Jones, L. S. (2004). *Comprehensive classroom management: Creating positive learning environments for all students* (7th ed.). Boston: Allyn & Bacon.
 Kerr, M. M. & Nelson, C. M. (2006). *Strategies for addressing behavior problems in the classroom* (5th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
 Zirpoli, T. J. (2012). *Behavior management: Positive applications for teachers* (6th ed.). Upper Saddle River, NJ: Pearson.

Recommended Journals:

- | | |
|--|---------------------------------------|
| Learning Disabilities Research and Practice | Developmental Psychology |
| Education and Training in Developmental Disabilities | Educational Leadership |
| Exceptional Children Focus on Exceptional Children | |
| Intervention in School and Clinic | Journal of Special Education |
| Journal of Abnormal Child Psychology | Journal of School Psychology |
| Journal of Applied Behavior Analysis | Journal of Learning Disabilities |
| Journal of Educational Psychology | Behavioral Disorders |
| Journal of Emotional and Behavioral Disorders | Teaching Exceptional Children Teacher |
| Education and Special Education | |

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

- Module Discussion Questions: Be prepared to actively participate in five discussion postings. In each module, students will respond to a discussion prompt provided by the instructor. Students are expected to read and participate in all online discussions. You are expected to make an initial posting by the middle of the week and follow up with your remaining postings no later than the day before we next meet. Each discussion is worth 5 points: posting your initial thoughts (3 pts.),

responding to at least two other postings (2 pts.). A reflective response includes new information, personal perspectives, or other input that shows thought and consideration of the issue. It goes beyond simple agreement or endorsement of responses that already have been posted. Your discussion question grades will be based on two considerations: active contributions to discussion and obvious preparation.

(Objectives 1-3; instructor observation, WebCT postings, online discussions)

7. Article Reviews: Complete three (3) journal article critiques related to behavior and classroom management. Articles should not exceed three pages per assignment.*
(Objective 1-3; written product; rubric)
8. Quizzes: Complete four (4) online quizzes made available through CourseDen.
(Objectives 1-3; quizzes)
9. Child Change Project: Demonstrate knowledge of course material by designing a behavior change project. The plan should be based on a behavior observed in your classroom or other current environment. Plan will include goal(s), specific behavioral objective(s), assessment technique(s), and intervention(s). This assignment will include the collection of baseline data, the implementation of an intervention, and the collection of data, graphing of data, and analysis/evaluation of data. The plan will follow one of the single-subject research designs described in the text and/or class.*
(Objectives 1-3; rubric)

This is one of the "electronic portfolio" artifacts needed to demonstrate achievement of program standards for students in the MAT and basic MEd programs in Special Education-General Curriculum. Students must obtain a passing grade (i.e., 70% - 21 points or better) in order to pass the course.

10. Final Exam (online)

**Specific directions will be provided for these assignments*

Evaluation Procedures - Points allocated to assignments are as follows:

- | | |
|-----------------------------|---|
| 1. Discussion Questions (5) | - 25 points (25% of class grade) |
| 2. Article Reviews (3) | - 15 points (15% of class grade) (rubric) |
| 3. Quizzes (4) | - 20 points (20% of class grade) |
| 4. Child Change Project | - 30 points (30% of class grade) (rubric) |
| 5. Final Exam | - 10 points |

Grading

- A = 90-100 (90%+) and at least 21 points on the Child Change Project artifact
- B = 80-89 points (80 - 89%) and at least 21 points on the Child Change Project artifact
- C = 70-79 points (70 - 79%) and at least 21 points on the Child Change Project artifact
- F = below 70% or academic dishonesty or less than 21 points on the Child Change Project artifact

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Opportunities for extra credit will not be provided for this class. Work completed for another class is not acceptable for this class, although students may choose to build on something done for another class with permission from the instructor.

1. Each student is expected to be prepared for class by having texts, materials, handouts and/or packet available and having done previous readings and assignments. Also, punctuality is one of the hallmarks of a professional. It demonstrates respect for the instructor and your colleagues and enhances and facilitates classroom instruction and activities.
2. **All assignments must be completed using the APA Manual, 6th edition (2010). See <http://www.apastyle.org/manual/corrections-faqs.aspx> for first printing corrections.** Work done outside of class must be reasonably correct (not detract from content) in mechanics (e.g., spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work. All assignments completed outside of class must be **typed, double spaced, using Times, Times New Roman, or Arial font (size 12)**. All work (done both inside and outside of class) must be reasonably legible.
3. University policy requires that all students have regular access to a computer with at least a certain capability level (see *Catalog, Student Handbook*, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. Most assignments will need to be submitted electronically. **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. In general, CourseDen should be used for correspondence concerning this class.**
4. Language that is consistent with IDEA and emphasizes people more than disabilities ("people-first" language) is to be used on assignments prepared outside of class.
5. **Students who miss class (or any portion of class) are responsible for the content.** While the instructor is willing to provide additional time for students needing more information about a particular assignment or particular content, this time is not designed to replace regularly scheduled class time. **Any student who misses a class should take steps to get notes, etc. from another student(s).** If additional assistance is still necessary, an appointment may be scheduled. Class time is not to be used to go over material with students who have missed class. Content/activities that are missed will not be retaught/ reviewed unless judged appropriate for the group as a whole.
6. **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 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*.

Submission of work taken directly from another source will be considered plagiarism and grounds for no credit (zero points) on the assignment. However, students are encouraged to use a variety of resources, including the Internet, in obtaining ideas and illustrations which will help them complete assignments. **Resources should be referenced on materials submitted to the instructor.**

7. **Group work:** One of the main purposes of this course is to build a sense of collaboration and professionalism that will follow students as they complete their degrees and work in their respective schools. Likewise it is anticipated that students will learn to respect each other as editors of their written products. **If, for any reason, you are unable to perform your share of group assignments (e.g., illness, emergency, etc.), please inform your group members and your course instructor. Also, if a group member is not performing his or her share of the work, then the other group members should not hesitate to contact the course instructor after they have made a reasonable attempt to communicate with the individual about the problem.**
8. **Disability policy:** 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. 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.
9. Please check the Department of Department of Clinical and Professional Studies website periodically for updated information that may pertain to your program of study.
<http://www.westga.edu/coecsi/>

BLENDED CLASS ETIQUETTE AND POLICIES

11. **Use WebCT Tools and Distance Learning Resources - It is your responsibility to learn and use the designated tools in WebCT that will be required for this course** (e.g., Assignment Dropbox, Assessments, Discussion Boards, Calendar, Mail, Announcements, My Grades). There is access to tutorials and Distance Learning contact information on the WebCT Course Den login page. If you need technical assistance, please contact Distance Learning, not your course instructor. They usually can help you get your computer set up to work with the WebCT Course Den tools. **Also, see Online Support section on page 1 of the syllabus.**

- 12. Submit Assignments Where** -Please make sure that all assignments are submitted in **Assignment Dropbox unless otherwise specified by the course instructor. It is possible that some assignments may be required to be submitted both on a topic specific discussion board and in Assignment Dropbox.** Read all assignment guidelines and instructions carefully. **Be sure to check for feedback on graded assignments in Assignment Dropbox. Please do not email assignments, they cannot be graded that way.**

If you realize that you submitted the incorrect version of an assignment to Assignment Dropbox by mistake, you should be able to retrieve it yourself if it is before the due date, if you cannot you are allowed to email me the correct version with the reason why you are submitting via e-mail. **Make sure that you submit the correct version of assignments and that you submit complete assignments. We all forget things. YOU WILL HAVE ONE OPPORTUNITY FOR THE COURSE INSTRUCTOR TO RETURN AN ASSIGNMENT TO YOU IN ASSIGNMENT DROPBOX BECAUSE YOU SUBMITTED AN INCORRECT VERSION OR DID NOT INCLUDE ALL PARTS OF THE ASSIGNMENT. Once you have used that one opportunity, the course instructor will not return incorrect versions or incomplete assignments to you. Instead the initial submission in Assignment Dropbox will be graded.**

- 13. Submit Assignments and Assessments On Time** -Please check the syllabus and the due dates in Assignment Dropbox and Assessments to make sure that you submit assignments and assessments on time. **If there is a problem with WebCT Course Den or some of its Tools, don't panic. Let the course instructor know and she may adjust due dates accordingly. Likewise, follow the same procedures, if you have difficulty accessing a required Internet site for an assignment or have technical problems. Also, let the course instructor know immediately if you have an emergency (e.g., medical documented by a physician's written note) that interferes with your submitting one or more assignments and assessments on time. Then when you submit the assignment in Assignment Dropbox put a note in the text box to indicate why your assignment was late and that you notified the course instructor earlier.**

Assignments are late if they are not received by midnight (or 10 p.m. on Fridays) on the due date (unless assignment is completed in face-to-face class session) in Assignment Dropbox and/or on the appropriate Discussion Board. For example, an assignment received in Assignment Dropbox at 12:15 a.m. after the due date is late and will receive a 10% grade reduction each calendar day that it is late.

- 14. Label Assignments Properly** -Please make sure that you follow instructions for labeling assignment files that will become attachments in Assignment Dropbox. An example of a file label is `doe_ldmodule.doc`. Doe is the person's last name. The underscore line separates the person's name from the assignment name which is `ldmodule`. Do not put any spaces in the file name. Labeling assignments in this manner can expedite the course instructor getting feedback and grades to you and will lessen the chances of her sending you the incorrect feedback file.
- 15. Wait Patiently For Feedback and Grades** -The course instructor will do her best to grade assignments in a timely manner. Unless there is a technical problem or extenuating circumstance, please do not send the course instructor e-mails asking if she received your assignment.

Responding to such e-mails will take away from the time the instructor has to grade your assignments and likely will delay your feedback and grade.

16. **Use Course E-mail For Assistance** - Feel free to contact the course instructor via **our course e-mail** regarding questions you have about the course or assignments. If you have the same course instructor for more than one class, please e-mail questions using the appropriate class e-mail. For example, e-mail questions regarding SPED 6761 only in that class, not other classes. Do not e-mail the course instructor at the alternative email address provided unless you need to contact the instructor regarding something that is not related to the class, or you have been unable to contact the instructor through Course Den.
17. **Check Course E-mail And Announcements Daily** – When the course instructor needs to communicate with the entire class, an announcement will be sent. For individual student issues, a Course Den email will be sent to the individual student. **Be sure to check both course e-mail and announcements!**
18. **Use the Control Key** – Most of the documents in class will in PDF format and should open easily. If there are any documents that are not in PDF format you likely will need to hold down the Control Key in order for the documents to open.
19. **Computer Use During Face-To-Face Classes** – Please be considerate of others when using the computer during face-to-face-class meetings. If the instructor gives you an assignment to do on the computer during class, then using the computer is appropriate. It is acceptable to use the computer during lecture or class activities to take notes. If the instructor is lecturing or if the class is involved in activities that do not require computer use, then students should not be using the computer to check their e-mail, surf the net, etc. The clicking of the computer keyboard may be distracting to others.
20. **Questions, Answers, Resources, and Comments Discussion Board**- The purpose of this Board is for you to communicate with classmates and your course instructor about a variety of topics/issues. For example, you may have a question about the course content or procedures for which you would like a response from your classmates and/or your course instructor. It is likely if you have a question, someone else in the class may like a response to the same question. Also, if the course instructor is at a conference or unable to reply quickly, a classmate may be able to answer the question. Another purpose of the board would be to share links or information about helpful resources. In addition, comments and/or constructive feedback are encouraged to help your course instructor make this course meaningful for you. If you have personal issues or wish to communicate with your course instructor individually, then please e-mail her within the WebCT Course Den course.

CLASS OUTLINE (Check course announcements and e-mails for updates/changes)

Date	Session	Topic	Readings / Assignments
Late Registration and Drop/Add			
	1	<i>Introduction Course orientation and requirements</i>	Alberto & Troutman: Chapter 1

		<i>Theoretical underpinnings of behavior</i>	
	2	<i>Legal issues involving discipline</i>	Assigned Readings Quiz
	3	<i>Effective scheduling, climate, classroom planning and organization</i>	Assigned readings
	4	<i>Preventing challenging behavior with high quality instruction Preparing</i>	Article Review 1 due
	5	<i>behavioral objectives Data collection/graphing</i>	Alberto & Troutman: Chapters 3-5 Quiz
	6	<i>Single-subject designs</i>	Alberto & Troutman: Chapter 6 Article Review 2 due
	7	<i>Developing a hypothesis for behavior change</i>	Alberto & Troutman: Chapter 7
	8	<i>Consequences to increase behavior</i>	Alberto & Troutman: Chapter 8
	9	<i>Consequences to decrease behavior</i>	Alberto & Troutman: Chapter 9 Quiz
	10	<i>Differential reinforcement</i>	Alberto & Troutman: Chapter 10 Article Review 3 due
	11	<i>Generalization of behavior</i>	Alberto & Troutman: Chapter 11
	12	<i>Teaching students to manage their own behavior</i>	Alberto & Troutman: Chapter 12
	13	<i>Child Change Project</i>	Child Change Project Due
Thanksgiving Break			
	14	<i>Responsible use of ABA Putting it all together; the "big" picture</i>	Alberto & Troutman: Chapters 2 & 13 Quiz
	Finals	<i>Final Exam</i>	

Course Update Request (Add, Delete, Modify)

Attachments
Current File: SEED 7266 course proposal for CSS.pdf

Originator
Leadership and Instruction College of Education Huss, Robyn
Department College Originator

Action Modifications
 Add Modify Delete Prerequisites Description Title Credit See Comments [\(See Procedure\)](#)

Course Details
SEED 7266 Advanced Instructional Strategies for the 21st Century Cla
Prefix Number Course Title

This course is designed for continued professional growth of teachers as they investigate and evaluate best practices in the teaching of English, social studies, science, math, business, or other fields, with a focus on developing instructional strategies and curriculum that maximize the potential of 21st Century technologies to meet the needs of all learners. This course includes a field experience component that focuses on the use of online teaching platforms for instruction.

Course Catalog Description
3 3 Spring - 2016 Yearly Letter Grade
Lec Hrs Lab Hrs Credit Hrs Effective Term Frequency Grading

Prerequisites

Corequisites

Rationale
This new course add was completed in the CSS as SEED 7265 before it was realized at the Registrar level that this course number could not be used. This course is being deleted as SEED 7265 and is being re-submitted as a new add as SEED 7266, a number that has been determined as an available substitution. The only change on the attached syllabus from the previously approved course is the course number. This course will be listed as a content pedagogy elective for students in the SEED MAT program and a content pedagogy course requirement on the SEED Med program sheet. GA PSC requirements are met for this content pedagogy course by including the specific content areas in the course description and by specifying in assignments, such as the unit plan, that students will complete assignments according to their content area of certification.

Planning Info
 Library Resources are Adequate
 Library Resources Need Enhancement
Is this a SACS substantive change? NO [\(See Policy\)](#)
Present or Projected Annual Enrollment: 24

Comments

Refer to attached syllabus

Attachments
Current File: SEED 7266 course proposal for CSS.pdf

College Approvals

Frank Butts [APPROVED 2015-04-06]
Chair, Course Department

Rebecca Stanard [APPROVED 2015-04-08]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2015-04-16]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

SEED 7266 Advanced Instructional Strategies for the 21st Century Classroom

Semester Hours: 3
Semester/Year: Spring 2016
Time/Location: One Saturday 10am-4pm, and online via CourseDen.
Instructor:
Email:
Telephone: Direct Line:
 Department Line: 678-839-6530
 Fax: 678-839-6195

Office/Hours:

REQUIRED TEXTS AND RESOURCES

Bergman, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Alexandria, VA: ASCD and ISTE.

Berry, B. (2011). *Teaching 2030: What we must do for our students and our public schools... now and in the future*. New York, NY: Teachers College Press.

[Educator preparation handbook](#). (2013-14). Carrollton, GA: UWG College of Education.

Jackson, R. (2009). *Never work harder than your students and other principles of great teaching*. Alexandria, VA: ASCD.

Tk20 Subscription. These are available at the University Bookstore or http://www.westga.edu/coe/index_550.php. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

Webcam, digital camera, smartphone, or other device capable of recording video and sound.

ONLINE SUPPORT

Tk20	For assistance, email tk20@westga.edu
Education Wiki	www.educationlabsatuwg.wikispaces.com
CourseDen Home Page	https://westga.view.usg.edu/
CourseDen Help & Troubleshooting	http://uwgonline.westga.edu/
UWG On-Line Learning	http://uwgonline.westga.edu/
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

This course is designed for continued professional growth of teachers as they investigate and evaluate best practices in the teaching of English, social studies, science, math, business, or other fields, with a focus on developing instructional strategies and curriculum that maximize the potential of 21st Century technologies to meet the needs of all learners. This course includes a field experience component that focuses on the use of online teaching platforms for instruction.

COE VISION

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE MISSION

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

This course will use interactive technology, small and large group discussion, Microsoft Office tools, and writing across the curriculum as strategies. Students are expected to read the text and use it as a guide for their coursework and field experience. Students are expected to use CourseDen for discussions.

This course will be delivered approximately 95 % online. This requires the online equivalent of approximately 2850 minutes of instruction and an additional 5700 minutes of supporting activities. Thus, you should plan to devote a weekly average of 3 hours toward instructional time and an additional 6 hours toward independent work on the supporting activities and assignments.

As such, you will be required to complete the following online activities during this course:

<u>Activity</u>	<u>Online Instructional Equivalent</u>
Readings	580 minutes
Audio/video instruction	580 minutes
Collaboration	120 minutes
Discussion posts	360 minutes
Online assignments	1210 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

COURSE OBJECTIVES

Students will:

1. use national or state standards and state or local curriculum guides in making curricular decisions and evaluating curriculum;
(Georgia Department of Education, 2002);
(Decision Makers, Knowledgeable; INTASC 1, 2, 4, 5, 6, 7, 8, 9)

2. investigate and discuss current learning theories, issues, practices, and resources to develop or extend strategies and techniques considered most effective for the teaching and learning of secondary school content;
(Cangelosi, 1996; Cooper, 2014; Kellough & Kellough, 2007; Posamentier & Stepelman, 1995);
(Culturally Sensitive, Empathetic; INTASC 1, 3, 5, 6, 7, 8, 10)
3. analyze multicultural implications, diverse needs of students, and pedagogical issues for purposes of curriculum planning;
(Banks & Banks, 1989; Kellough & Kellough, 2007);
(Adaptive, Culturally Sensitive, Empathetic, Proactive; INTASC 1, 3, 5, 6, 7, 8, 9, 10)
4. adapt lessons, concepts, and routines to fit the needs of all learners regardless of physical, emotional, or mental handicaps;
(Rutherford & Ahlgen, 1990; Scope, Sequence & Coordination of Secondary School Science, 1992);
(Adaptive; Empathetic)
5. adapt lessons, concepts, and routines to fit the needs of all learners regardless of cultural background or language needs;
(Rutherford & Ahlgen, 1990; Scope, Sequence & Coordination of Secondary School Science, 1992).
(Adaptive, Culturally Sensitive)
6. develop a repertoire of skills and strategies for teaching problem-solving, social interactions, and critical thinking;
(Cangelosi, 1996; Cooper, 2014; Marzano, 1991);
(Knowledgeable, Reflective; NBPTS 2)
7. examine best practices for teaching remedial students and problem students, for managing group work, and for challenging students intellectually;
(Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Urquhart & McIver, 2005);
(Adaptive; NBPTS 1)
8. use various strategies to demonstrate flexibility in helping students learn from advanced technology to one-on-one teaching
(Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Urquhart & McIver, 2005);
(Adaptive, Knowledgeable; NBPTS 2)
9. prepare classroom presentations using technology and online applications, and be prepared to discuss the impact of technology on curriculum;
(Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Hyerle, 1996; Land & Turner, 1997; Urquhart & McIver, 2005);
(Adaptive; Knowledgeable ; Lifelong Learners; NBPTS 1-5; NCSS 1-5)
10. use knowledge of assessment and assessment techniques to monitor students' academic, social, and physical progress on a recurring basis to be more aware of and sensitive to students' needs;
(Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Urquhart & McIver, 2005).
(Adaptive, Knowledgeable; Empathetic; NBPTS 3)

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:

Attendance is required, either in person or online, for all class meetings.

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. 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:

There is no extra credit option in this course.

Late Work:

Late work will not be accepted unless permission has been granted in advance for extenuating circumstances. Work may be, in some cases, accepted late for half-credit.

Professional Conduct:

Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

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.

Do not use the e-mail function within CourseDen. ALL communication should transpire via the official UWG e-mail.

INSTRUCTIONAL RESOURCES AND REFERENCES

- Arnold, H. (2001). *Succeeding in the secondary classroom: Strategies for middle and high school teachers*. Thousand Oaks, CA: Corwin Press.
- Bergman, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Alexandria, VA: ASCD and ISTE.
- Berry, B. (2011). *Teaching 2030: What we must do for our students and our public schools... now and in the future*. New York, NY: Teachers College Press.
- Bowen, J. A. (2012). *Teaching naked: How moving technology out of your college classroom will improve student learning*. San Francisco, CA: Jossey-Bass.
- Carjuzaa, J & Kellough, R. D. (2013). *Teaching in the middle and secondary schools*. (10th ed). Boston, MA: Pearson.
- Cooper, J. M., ed. (2014). *Classroom teaching skills* (10th ed.). Belmont, CA: Wadsworth Cengage.

- Cruikshank, D. R., Jenkins, D. B., & Metcalf, K.K. (2012). *The act of teaching* (6th ed). Boston, MA: McGraw Hill.
- Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement* (2nd ed). Alexandria, VA: ASCD.
- Dick, W., Carey, L., & Carey, J. O. (2004). *Systematic design of instruction* (3rd ed.). Boston, MA: Allyn & Bacon.
- Dillon, J., & Maguire, M. (Eds). (2007). *Becoming a teacher: Issues in secondary teaching* (3rd ed.). New York, NY: McGraw-Hill.
- EGgen, P., & Kauchak, D. (2012). *Strategies and models for teachers: Teaching content and thinking skills* (6th ed.). Boston, MA: Pearson.
- Educator preparation handbook*. (2013-14). Carrollton, GA: UWG College of Education.
- Georgia Department of Education. (2002). *Georgia Performance Standards*. Atlanta, GA.
- Jackson, R. (2009). *Never work harder than your students and other principles of great teaching*. Alexandria, VA: ASCD.
- Kellough, R. D., & Kellough, N. G. (2007). *Secondary school teaching: A guide to methods and resources* (3rd ed.). Upper Saddle River, NJ: Pearson.
- Ornstein, A., Pajak, E. F., & Ornstein, S. B. (2007). *Contemporary issues in curriculum* (4th ed.). Boston, MA: Pearson.
- Parkay, F. W., Hass, G., & Anctil, E. J. (Eds.) (2005). *Curriculum planning: A contemporary approach* (8th ed.). Boston, MA: Allyn & Bacon.
- Raths, D. "9 Tips for a better flipped classroom." *T.H.E. Journal* 40(11). Public Sector Media Group. 12-18. Available at <http://online.qmags.com/TJL1113/default.aspx?pg=12&mode=1#pg12&model>
- Teaching Open Online Learning*. (N.d.). Atlanta, GA: Georgia Virtual Learning – Georgia Department of Education. Available at <https://www.openteachertraining.org/>
- Tyler, R. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Upper Saddle River, NJ: Pearson.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Evaluation and Grading:

Grading for this course is based on total points assigned. Your average will be determined by dividing the total of points you earned for the assignments by the total points possible. Assignments are not listed in order; pay attention to due dates!

Grades that influence your final average include but may not be limited to the following:

Field Experience Evaluations by cooperating teacher	50 points
GA Virtual School TOOLS	50 points
GA Virtual School projects	50 points
Discussions	50 points (10 pts x 5)
Reflections	140 points (20 pts x 7)
Video activities	50 points (25 pts x 2)
Microteachings	100 points (50 pts x 2)
Unit Plan	100 points
Strategies for meeting the needs of special populations	165 points (55 pts x 3)
Reflective analysis of teaching strategies	100 points
	650 points TOTAL

Class Grade

- A = 90 - 100 % of points
- B = 80 - 89 % of points
- C = 70 - 79 % of points
- F = 0 - 69 % of points

Assignments:

Always refer to CourseDen for additional assignment details!
Assignments are not listed in order; pay attention to due dates!

1. **Online Field Experience Evaluations/ Projects.** Refer to CourseDen for due dates. *Course Objectives 1-10.*
Through a field experience partnership with Georgia Virtual School, you will be assigned to a cooperating teacher in your content area and have access to his/her online course. To prepare for this experience, you will work on modules designed for best practices in online teaching, develop online course content, and present during synchronous online course meetings.
2. **Unit Plan.** Due on CourseDen and Tk20. *Course Objectives 1-10.*
This is the critical assessment for this course. You will develop a unit plan of 5 lessons in the subject area of your certification area, with a focus on active student engagement through flipped instruction.
3. **Microteachings.** Due on CourseDen. *Course Objectives 1, 2, 8, 9.*
You will create two video-based lessons, and critique those of your classmates.
4. **Discussions.** Refer to CourseDen for the five due dates.
There will be five discussions on CourseDen that coincide with assigned readings and/or class activities. Further instructions, including topics to discuss, will be posted on CourseDen. For each of the discussions, you should make a minimum of four entries.
5. **Reflections.** Refer to CourseDen for due dates.
There will be seven reflections on CourseDen that coincide with assigned readings and/or class activities. Further instructions, including topics, will be posted on CourseDen. For each of the five reflections, you should write a narrative essay in response to the topic, and upload your MSWord document to the dropbox. Although these are personal responses, this is not a casual composition like your online postings – part of your evaluation will be of your writing skills, so prove to me that you can write an essay!
5. **Readings and Commentaries: Strategies for meeting the needs of special populations.** *Objectives 3-7.*
 - In the Discussions, I will have posted an article that demonstrates best practices for teaching the special population.
 - Read my article and
 - post a commentary as a reply, either to my original post or to a post of one of your classmates. This is intended to be a discussion, so keep the conversation going!
 - Find an article that you feel is important for addressing the population from a teaching perspective. You may not select an article that has already been posted in the discussion, so pay attention to those who have posted ahead of you!
 - “Compose” a new discussion topic with the title of your article as the title of your discussion.
 - In your discussion,
 - attach either a PDF of or a hyperlink to the full-text article and
 - include the following information with a short paragraph for each:
 - brief summary of the article (what is the main point for the population?),
 - explanation of how the information presented in the article does/could affect or apply to your classroom, and
 - explanation of how the article is significant to the field of education.
 - Review the articles posted by your classmates.
 - Select five to read in detail and
 - post a commentary as a reply, either to the original post or to a post of one of your classmates, then
 - respond to each of your classmates who commented on the article you posted. This is intended to be a discussion, so keep the conversation going!

Tentative Schedule

This is a general plan for this course. Be aware that this schedule may change as the semester progresses!
Any/all changes will be announced in class and reflected in the weekly assignment postings on CourseDen.

Dates	Course Topics	Readings and Viewings	Homework (usually due in class; online assignments by midnight)
Week 1 Mandatory in-class meeting	Intro to course, syllabus, etc.; How to make a positive first impression; Integrating technology to create a hybrid and/or "flipped" course.	Familiarize yourself with the online course in CourseDen	--
Week 2	The Flipped Classroom	Read <i>Flip Your Classroom</i> , p. vii-50 and p. 95-112; "9 Tips" on CourseDen; <i>Teaching 2030</i> ch 4, p. 75-99	Introductory video shared via YouTube; Discussion 1
Week 3	Creating videos from PowerPoint or other presentation formats.	<i>Never work Harder than your Students</i> ch 1-2, p. 27-76	Voiceover PPT uploaded and shared via YouTube; Reflection 1; Discussion 2
Week 4	Creating student-centered lessons designed for active learning	<i>Never work Harder than your Students</i> ch 3-4, p. 77-124	Discussion 3
Week 5	Creating videos with Screencast-o-Matic or other picture-in-picture formats.	<i>Never work Harder than your Students</i> ch 5-6, p. 125-69	Screencast-o-Matic video with PIP uploaded and shared via YouTube; Reflection 2; Discussion 4
Week 6	Transformative Teaching	<i>Never work Harder than your Students</i> ch 7-8, p. 170-205; <i>Teaching 2030</i> ch 6, p. 135-66	Microteach 1: Instructional video of your choice uploaded and shared via YouTube; Reflection 3; Discussion 5
Week 7	Independent work on unit plans	--	Critiques of Microteach 1
Week 8	Differentiation overview	--	Microteach 2: Instructional video of your choice uploaded and shared via YouTube; Reflection 4
Week 9	Strategies for meeting the needs of English Language Learners		Due Wednesday: Read/respond to my article <u>and</u> Post your article Due Friday: Respond to five class articles <u>and</u> posts about your article Due Sunday: Reflective Analysis
Week 10	Strategies for meeting the needs of gifted populations		Due Wednesday: Read/respond to my article <u>and</u> Post your article Due Friday: Respond to five class articles <u>and</u> posts about your article Due Sunday: Reflective Analysis

Week 11	Strategies for meeting the needs of students living in poverty or homelessness		Due Wednesday: Read/respond to my article <u>and</u> Post your article Due Friday: Respond to five class articles <u>and</u> posts about your article Due Sunday: Reflective Analysis
Week 12	Independent work on unit plans		Unit plans designed for a "flipped classroom" due online
Week 13	Unit plan critiques		Critiques of unit plans due online
Week 14	Independent work on unit plans	--	Final unit plans designed for a "flipped classroom" due online
Week 15	Online Teaching Presentations	--	

<p>College Approvals</p> <p><u>James R. Mayer [APPROVED 2016-03-19]</u> Chair, Course Department</p> <p><u>Scott Gordon [APPROVED 2016-03-20]</u> Coordinator, COSM Curriculum Committee</p>	<p>Cross Listing Approvals</p> <p><u>N/A</u> Chair, Cross Listed Department</p> <p><u>N/A</u> Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <p><u>Susan Welch [APPROVED 2016-04-16]</u> Chair, Graduate Programs Committee</p>	<p>Final Approval</p> <p><u>Myrna Gantner [REQUIRED]</u> Final Approver</p>

Program Modification Request

Department of Geosciences, College of Science and Math, University of West Georgia
March 6, 2015

Geographic Information Systems Certificate Program

A. Introduction

The Department of Geosciences proposes to modify the Geographic Information Systems Certificate Program (GISCP). Particularly, The Department proposes:

1. Moving GEOG 5551 (Introduction to GIS and Mapping Science) from the Prerequisites to the Electives.
2. Modifying the learning outcomes, and
3. Modifying the admission requirement.

The rationales for the changes are:

1. For most students joining to the GISCP learning GIS skills is the highest priority. Even if GEOG 5551 covers GIS minimally, its focus is rather broad including remote sensing, airphoto, Global Positioning System, Light Detection And Ranging, Web GIS, 3D GIS, and object modeling. It is appropriate to place GEOG 5551 in the Electives.
2. The recent developments in software technology have made it easier for beginners to learn GIS. In addition, students, in most cases, start the GISCP with prior knowledge of GIS.
3. Over the last few years, many students had to take 18 or 19 credit hours even if the GISCP requires only 15. Under the current program, the students lacking appropriate background are required to take GEOG 5551 as prerequisite, and GEOG 5551 is not counted towards the GISCP credit hours. GEOG 5551 has been a hidden requirement for many students.
4. Removing the GEOG 5551 prerequisite may make the GISCP more attractive to applicants, and may help increase graduation rates. With GEOG 5551 as prerequisite, it takes at least three (3) semesters to complete. The proposed change may help students finish the 15-hour GISCP in two (2) semesters.
5. Since 2012, GEOGF 5553 and GEOG 5563 have been taught differently from GEOG 4553 and GEOG 3563. Course substitutions are not needed any more.

B. Descriptions

1. Purpose - The current description is as follows and there is no change proposed:

The Department of Geosciences at the University of West Georgia offers a 15 hour course of study leading to a Geographic Information Systems Certificate. The GIS Certificate is designed to meet the needs of students and community. The GIS Certificate

program aims at providing post-graduate students and field professionals with updated GIS knowledge and skills for further enhancement of their GIS career. It also aims at providing traditional students with a set of practical GIS skills to access the GIS market.

2. Learning outcomes – Change requested:

Current	New
<p>Certificate students will demonstrate the knowledge and skills of:</p> <ul style="list-style-type: none"> ❖ Creating, managing, analyzing and visualizing GIS data ❖ Using GIS software packages for research and services ❖ Implementing and developing enterprise GIS applications ❖ Processing and analyzing remotely-sensed digital imagery, and ❖ Designing valuable maps 	<p>The learning outcomes are:</p> <ul style="list-style-type: none"> ❖ Demonstrate competence in mapping and/or visualization of geospatial data ❖ Demonstrate competence in managing geospatial data ❖ Demonstrate competence in analyzing geospatial data ❖ Demonstrate competence in working with GIS tools ❖ Demonstrate understanding of using geospatial techniques for spatial decision making

The new learning outcomes are proposed in order to substantiate the GISCP goals with more operational definitions, which will help facilitate various assessments about the program and courses.

3. Admission to the Program – Change requested:

Current	New
<p>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. The current students who are enrolled in the UWG Graduate programs do not need to apply for the admission.</p> <p>Please check out the Graduate School Website (http://www.westga.edu/~gradsch/) to start your application process.</p> <p>You can start the GIS Certificate Program at any semester.</p>	<p>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 admission to the non-degree seeking program as described in the Graduate Catalog. GRE is not required.</p>

4. Course requirement – Change it as follows:

Current	New
<p><u>Prerequisites</u> Students lacking appropriate background may be required to take GEOG 5551 (Introduction to GIS and Mapping Science, 3 Cr.). Please consult the Department about waiving GEOG 5551.</p> <p><u>Required Courses</u> Students must take the following two courses: (8 credit hours total) GEOG 5553 Geographic Information Systems (4 cr.) GEOG 5563 Remote Sensing (4 cr.)</p> <p><u>Electives</u> Students must take two from the following courses: (7-8 credit hours total) GEOG 5086 Internship (3 credit hours maximum) GEOG 5554 Computer Cartography (4 credit hours) GEOG 5562 Airphoto Interpretation and Photogrammetry (4 credit hours) GEOG 6082 Directed Problems (3 credit hours) GEOG 6446 Special Topics (4 credit hours) GEOG 6677 Image Processing (4 credit hours) GEOG 6753 Advanced GIS and Spatial Analysis (4 credit hours) GEOG 6755 GIS Database Design (4 credit hours) GEOG 6757 Programming and Customization in GIS (4 credit hours) GEOG 6893 Practicum in GIS (4 credit hours)</p> <p>Students can substitute an elective course for GEOG 5553 if they have taken GEOG 4553 (Geographic Information Systems) within the three years prior to admission into the GIS Certificate Program. Students can also substitute an elective course for GEOG 5563 if they have taken GEOG 3563 (Remote Sensing) within the three years prior to admission into the GIS Certificate Program.</p> <p>The Certificate will be issued to students who complete at least 15 credit hours of required courses with a B or better grade.</p>	<p><u>Required Courses</u> Students must take the following two courses: (8 credit hours total) GEOG 5553 Geographic Information Systems (4 cr.) GEOG 5563 Remote Sensing (4 cr.)</p> <p><u>Electives</u> Students must take two from the following courses: (7-8 credit hours total) GEOG 5086 Internship (3 credit hours maximum) GEOG 5551 Introduction to GIS and Mapping Science (3 credit hours) GEOG 5554 Computer Cartography (4 credit hours) GEOG 5562 Airphoto Interpretation and Photogrammetry (4 credit hours) GEOG 6082 Directed Problems (3 credit hours) GEOG 6446 Special Topics (4 credit hours) GEOG 6677 Image Processing (4 credit hours) GEOG 6753 Advanced GIS and Spatial Analysis (4 credit hours) GEOG 6755 GIS Database Design (4 credit hours) GEOG 6757 Programming and Customization in GIS (4 credit hours) GEOG 6893 Practicum in GIS (4 credit hours)</p> <p>The Certificate will be issued to students who complete at least 15 credit hours of required courses with a B or better grade.</p>

C. Course Addition and Modification – No change

D. Resources – No change

E. Impact on Other Program – No impact.

GEOG 5551 is not required by any other program. There should be negligible impact to other programs.

Addendum IV

Faculty Handbook
208.04 Grade Appeals

F. Procedures. The student initiates the grade appeal in writing, using the Student Grade Appeal Form available from the Provost's website. Students are encouraged (although not required) to present grade concerns to the faculty member before initiating a formal grade appeal.

1. Procedural Summary. Grade appeals begin at the level of the Department Chair.

a. Department Chair. Upon receipt of the written grade appeal, the Chair (1) consults with the student, (2) determines whether the grade appeal should be considered as an Academic Dishonesty Grade Appeal or a Grade Determination Appeal, (3) shares the grade appeal with the faculty member and after review the faculty member may (but is not required to) submit a narrative and any supporting documentation, (4) examines the available documentation (5) grants the appeal and changes the grade, or denies the appeal. The Chair notifies the student of the decision in writing. If the Chair denies the appeal, the written notification to the student should explain the student's right to appeal to the Dean (or Dean's designee). If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Dean (or Dean's designee).

b. Dean (or Dean's Designee). The Dean/designee reviews the appeal and grants or denies the appeal. The Dean/designee notifies the student of the decision in writing. If the Dean/designee denies the appeal, the written notification to the student should explain the student's right to appeal to the Office of the Provost and Vice President for Academic Affairs. If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Provost (or Provost's designee).

c. Provost (or Provost's Designee). The Provost/designee submits the appeal to the chairperson of the Grade Appeals Subcommittee for a hearing.

d. Grade Appeals Subcommittee. At the conclusion of the hearing of the Grade Appeals Subcommittee, the chairperson of the subcommittee will submit in writing conclusions and recommendations to the Provost/designee for information, review, and additional action. (For example, change of grade or further judicial sanctions). If a majority of the members of the Grade Appeals Subcommittee does not grant the appeal, the decision of the Dean stands. Ultimately, final authority for all student appeals rests with the president of the institution. (See Section 4.7.1 Student Appeals, BOR Manual)

Addendum V

Faculty Handbook
208.04 Grade Appeals

D. Membership of the Grade Appeals Subcommittee. The subcommittee shall consist of seven faculty members (one from each college, the School of Nursing, and the Library), one University official, and one student.

1. Chairperson. The University official shall serve as the chairperson of the Grade Appeals Subcommittee.

2. Faculty Members. Each Dean, in consultation with the chairperson of the Grade Appeals Subcommittee, will appoint a faculty member to the committee each year. One faculty member must be a member of the Academic Policies Committee.

A. Length of Service. The length of service on this subcommittee shall be for one full year (12 calendar months) starting with summer semester.

B. Timing of Appointment. Deans shall make appointments in May to fill expired terms. An appointment to fill a vacancy shall be made when the vacancy occurs.

3. Quorum. Any five members of the subcommittee, at least three of whom are faculty, shall constitute a quorum. In the case where a quorum is not available and the appeal(s) hearing cannot be delayed, the chairperson may request that the Provost appoint substitutes to serve on a temporary basis.

4. Role of the Chief Judicial Officer. For Academic Dishonesty Grade Appeals, the Chief Judicial Officer of the University will be invited to sit on the committee to ensure that all due process requirements are met.

Addendum VI

UWG CPL BY PORTFOLIO POLICIES

1. Prospective students who fit the following criteria are eligible to participate in CPL:
 - a. They are adults; typically 25 years of age or older.
 - b. They are non-traditional students.
 - c. They have learning experiences that could be reflected in an academic program's curriculum.
2. Course credit via CPL by Portfolio may not replace existing credit assessments. Course credit acquired through these means cannot be used to satisfy the minimum number of hours that must be completed in residence at UWG, nor toward minimum hours in the major field (See SACS 3.5.2, and University catalog requirements for undergraduate degrees).
3. Students may not conduct PLA by departmental examination, standardized test, or portfolio for any courses for which they have previously completed at UWG as a regular or audit student.
4. Students are required to complete CPL Prior Learning Documentation in preparation for developing portfolio(s) for credit evaluation, preferably prior to their last semester. Students will earn two hours credit and a letter grade of A-F for this course.
5. Students must register for Portfolio Assessment in the appropriate department(s) in the term that they will submit a portfolio for evaluation.
6. Credit may be awarded after the first submission, in which case the student will be notified that credit has been granted. The assessors may specifically outline areas for improvement and allow students to resubmit their documentation one time during the next semester. The assessors will provide a report giving specific feedback to students. Students may resubmit a revised portfolio only once for re-assessment, and must include the original portfolio submission and previous assessor's feedback.
7. Individual departments determine how many, if any, CPL credits may be awarded.
8. Students may appeal the outcome of the CPL assessment through the University's Grade Appeal process.
9. Students can pursue Credit for Prior Learning through a variety of pathways, to include CLEP exams, departmental exams, and portfolio assessment. Portfolio assessment is available for select courses and cannot be used for courses for which CLEP and/or departmental exams are available.

Addendum VII

Options Fall 2016	Fall Classes Begin	Fall 2016 Break	Thanks- giving Break	Fall Classes End	Reading Day	Final Exams (Optional)	Graduation	EOT Processing	MWF Class Meetings (50 min.)	MW Class Meetings (75 min.)	TR Class Meetings (75 min.)
1A	Wed, Aug 10	Monday, Tuesday, October 10-11	Wed-Fri, Nov 23-25	Wed, Nov. 30	Thurs, Dec. 1	Friday - Thursday, Dec. 2 - 8	Fri, Dec. 9	Starts Monday, Dec. 12	Mon-14, Wed-16, Fri-15 (2250 min)	Mon-14, Wed-16 (2250 min)	Tues-15, Thurs-15 (2250 min)
1B	Wed, Aug 10	Thursday, Friday, October 6-7	Mon-Fri, Nov 21-25	Fri, Dec. 2	NONE	Saturday - Friday, Dec. 3 - 9	Sat, Dec. 10	Starts Monday, Dec. 12	Mon-14, Wed-16, Fri-15 (2250 min)	Mon-14, Wed-16 (2250 min)	Tues-15, Thurs-15 (2250 min)
1C	Wed. Aug 10	NONE	Mon-Fri, Nov 21-25	Wed, Nov. 30	Thurs, Dec. 1	Friday - Thursday, Dec. 2 - 8	Fri, Dec. 9	Starts Monday, Dec. 12	Mon-14, Wed-16, Fri-15 (2250 min)	Mon-14, Wed-16 (2250 min)	Tues-15, Thurs-15 (2250 min)
2	Wed, Aug 10	NONE	Wed-Fri, Nov 23-25	Mon, Nov. 28	Tues, Nov 29	Wed - Tuesday, Nov. 30 - Dec. 6	Thurs, Dec. 8	Starts Monday, Dec. 12	Mon-15, Wed-15, Fri-15 (2250 min)	Mon-15, Wed-15 (2250 min)	Tues-15, Thurs-15 (2250 min)

*No Saturday classes on weekends that are adjacent to a holiday (Labor Day, most Fall Break options, Thanksgiving).

All 4 options have a Wednesday, August 10, start date for classes..

All 4 options have 15 minutes between classes.

All 4 options have a Monday, Dec. 12, End-of-Term (EOT) Processing start date. Grades due at noon on Monday, December 12.

BOR requires 750 minutes per one credit hour (2250 minutes per 3 credit hours course).

Classes that meet once a week will adjust the number of minutes met to comply with the BOR rule of 750 minutes per credit hour. For example:

14 once-a-week classes meet 160 minutes each session.

15 once-a-week classes meet 150 minutes each session.

16 once-a-week classes meet 140 minutes each session.

Spring 2017 Classes Begin	Spring Break	Spr17 Classes End	Reading Day	Final Exams (Optional)	Graduation	EOT Processing	MWF Class Meetings (50 min.)	MW Class Meetings (75 min.)	TR Class Meetings (75 min.)	M	T	W	R	F	S*
Saturday, January 7 OR Monday, January 9, 2017	Monday - Friday, March 20 - 24	Monday, May 1	Tuesday, May 2	Wednesday, May 3 - Tuesday, May 9	Thursday, May 11	Friday, May 12 OR Monday, May 15	Mon-15, Wed-15, Fri-15 (2250 min)	Mon-15, Wed-15 (2250 min)	Tues-15, Thurs-15 (2250 min)	1 5	1 5	1 5	1 5	1 5	14 or 15

*No Saturday classes on weekends that are adjacent to a holiday (MLK, Spring Break). Could get 15 classes if Start on Jan. 7 (Saturday) to avoid the two weeks delay in Saturday classes due to no classes permitted on Jan. 14 (Saturday) because of Jan. 16 MLK holiday.

Saturday or Monday start date.

15 minutes between classes.

Grades due at noon on Friday, May 12, or Monday, May 15. EOT processing begins immediately after grades are in.

BOR requires 750 minutes per one credit hour (2250 minutes per 3 credit hours course).

Classes that meet once a week will adjust the number of minutes met to comply with the BOR rule of 750 minutes per credit hour. (e.g., 15 weeks = 150 minutes per session).

14 once-a-week classes meet 160 minutes each session.

15 once-a-week classes meet 150 minutes each session.

Fall and Spring Semester Standard Starting Times - Effective Fall 2016
15 weeks of instruction with 1 week for OPTIONAL Final Exams
15 minutes between classes

MWF	
50 minute classes with 15 minutes between	
45 class meetings required for a 3 credit hour course (45 x 50 min = 2250 minutes)	
MWF	
50 minute Classes with 15 minutes between 45 Class Meetings per Semester for a 3 CHR Course	
Begins	Ends
8:00 AM	8:50 AM
9:05 AM	9:55 AM
10:10 AM	11:00 AM
11:15 AM	12:05 PM
12:20 PM	1:10 PM
1:25 PM	2:15 PM
2:30 PM	3:20 PM
3:35 PM	4:25 PM
4:40 PM	5:30 PM

MW or TR	
75 minute classes with 15 minutes between	
30 class meetings required for a 3 credit hour course (30 x 75 min = 2250 minutes)	
MW or TR	75
Minute Classes with 15 minutes between	30
Class Meetings Per Semester for a 3 CHR Course	
Begins	Ends
8:00 AM	9:15 AM
9:30 AM	10:45 AM
11:00 AM	12:15 PM
12:30 PM	1:45 PM
2:00 PM	3:15 PM
3:30 PM	4:45 PM
5:30 PM	6:45 PM
7:00 PM	8:15 PM
8:30 PM	9:15 PM

Note: With 15 minutes between the 50 minute classes, we lose one 50-minute class period (4:00 - 4:52 pm) from the existing 2015-2016 calendar. During the Fall 2014 term, 13 sections used this time slot. In Spring 2015 there were no classes scheduled in this time slot.

The Calendar Subcommittee added one more time slot from 4:40 - 5:30 pm (highlights) to maintain the same number of class periods that were available in 2015-2016.

2017 Summer Sessions	Months and Days of Instruction	Classes Begin	Holidays	Classes End	Reading Day	Final Exams (Optional)	Graduation	EOT Processing	Class Meetings	Registrar's Notes
I	Maymester (11 days of instruction)	Friday, May 12	Monday, May 29, Memorial Day	Friday, May 26	NONE (although a weekend and Memorial Day holiday are between classes and final exams.	Tuesday, May 30			See tab "Summer Std. Class Times"	Maymester begins Friday, May 12 (one day after Spring 2017 graduation) while banner is still open for registration/drop/add. Registration will go down at midnight on Sunday, May 14, for Spring 2017 EOT processing and back up by 8 am on Thursday, May 18. This will NOT interfere with Maymester Drop/Add on Friday, May 12.
II	June and July (36 days of instruction)	Thurs, June 1	Tuesday, July 4	Friday, July 21	NONE (although a weekend exists between last class and finals)	Monday - Tuesday, July 24-25			See tab "Summer Std. Class Times"	
III	June only (17 days of instruction)	Thurs, June 1	NONE	Friday, June 23	Monday, June 26	Tuesday, June 27			See tab "Summer Std. Class Times"	

2017 Summer Sessions	Months and Days of Instruction	Classes Begin	Holidays	Classes End	Reading Day	Final Exams (Optional)	Graduation	EOT Processing	Class Meetings	Registrar's Notes
IV	July-ish only (17 days of instruction)	Wed, June 28	Tuesday, July 4	Friday, July 21	NONE (although a weekend exists between last class and finals)	Monday, July 24			See tab "Summer Std. Class Times"	

BOR requires 750 minutes per one credit hour (2250 minutes per 3 credit hours course).

Summer Calendars - Standard Class Times for Sessions I - IV

Unless otherwise noted, the following standard class periods are used:

SESSION I (MAYMESTER) - 11 DAYS

MTWRF Class Periods (205 minutes per class session)

8:00-11:25

1:00-4:25

5:30-8:55

6:00-9:25

SESSION III (JUNE) AND SESSION IV (END OF JUNE, JULY) - 17 DAYS

MTWRF Class Periods (135 minutes per class session)

7:30-9:45 am

10:00-12:15

12:30-2:45

3:00-5:15

5:30-7:45 pm

8-10:15 pm

SESSION II (JUNE AND JULY) - 36 DAYS

MTWRF Class Periods (65 minutes per class session)

7:30-8:35

8:45-9:50

10:00-11:05

11:15-12:20

12:30-1:35

1:45-2:50

3:00-4:05

MWF Class Periods (110 minutes per class session)

8:00-9:50

10:00-11:50

12:00-1:50

MW Class Periods (150 minutes per class session)

2:00-4:30

5:00-7:30

5:30-8:00

6:00-8:30

8:15-10:45

SESSION II (JUNE AND JULY) - 36 DAYS (continued)

TR Class Periods (150 minutes per class session)

8:00-10:30

11:00-1:30

2:00-4:30

5:00-7:30

5:30-8:00

6:00-8:30

8:30-11:00

Evening MW Class Periods (165 minutes per class session)

5:00 - 7:45 pm

6:00 - 8:45 pm

Evening TR Class Periods (165 minutes per class session)

5:00 - 7:45 pm

6:00 - 8:45 pm

Addendum VIII

107 Dispute Resolution and Grievance Procedures

The University of West Georgia recognizes the value of constructive dispute resolution. Faculty, staff, and students at the University of West Georgia are encouraged to seek resolution of any conflict through informal discussion with those persons involved. If such informal efforts do not resolve the dispute, the parties may choose to utilize the Office of the University of West Georgia Ombuds (see section 107.03), the services of the Alternative Dispute Resolution (ADR) Program at the University of West Georgia (see section 107.01) and/or may pursue resolution of disputes through established Grievance Procedures (see section 107.02).

107.01 Oversight and Administration of Alternative Dispute Resolution program.

The University of West Georgia ADR program is administered by the University Co-Liaisons for Alternative Dispute Resolution in cooperation and consultation with the Committee on Alternative Dispute Resolution.

107.0101 The university co-liaisons for ADR will be appointed by the President. One co-liaison will be a member of the staff; the second co-liaison will be a member of the faculty.

The co-liaisons will serve as the first point of contact for any member of the university community who wishes to utilize mediation to pursue resolution of a conflict; screen requests for mediation to determine the appropriateness of mediation (including the willingness of parties to participate in mediation); secure the consent of all parties involved and arrange for an approved neutral or neutrals to mediate the dispute; and maintain all necessary records, forms of consent, and evaluations required during the mediation process.

107.0102 The Committee on Alternative Dispute Resolution will consist of persons recommended by the co-liaisons and appointed by the President. Every major constituency in the university will be represented on the committee. The committee will meet at least once a semester and participate in a variety of tasks associated with mediation, including but not limited to: overseeing the general operations of the ADR program; distributing and updating information about the program's policies and procedures; coordinating mediation training for faculty, staff, and students; and overseeing all ADR-related tasks requested by the Board of Regents.

107.0102.1 At its first meeting of the year, the committee will elect a chair from its membership to serve for a two year term. The chair may be re-elected for one subsequent term.

107.0103 The Committee on Alternative Dispute Resolution will recruit mediators from the faculty, staff and students at the university. Persons wishing to mediate within the institution should submit a written request to the committee. Each person wishing to mediate must have successfully completed an appropriate course designed to train mediators. In those cases where it may be deemed appropriate to obtain the services of a mediator from off-campus, the co-liaisons will contact the office of the Consortium on Negotiation and Conflict Resolution (CNCR).

Every effort will be made to provide appropriate training to faculty who are interested in becoming mediators within the University System of Georgia. 53

107.0104 Requests for Mediation

Any member of the University Community may request a mediation to resolve disputes with any other member.

Seeking a solution through mediation does not take away an individual's rights to pursue claims through the grievance process or litigation.

Under ordinary circumstances, parties involved in a dispute would ideally attempt mediation before pursuing claims through the grievance process or litigation. There may be cases, however, in which parties involved in a dispute may wish to request suspension or delay of a grievance process in order to pursue possibilities for a mediated resolution of their dispute. If a grievance process is interrupted in this way and a solution is not reached in mediation within ten (10) working days from the initial request for mediation, aggrieved parties may return to the grievance process.

107. 0105 The Mediation Process

If the co-liaisons have determined that mediation is appropriate, they will appoint a mediator or co-mediators to assist parties in resolution of their dispute(s). It will be the responsibility of the mediator(s) to arrange for an appropriate time and place to conduct the mediation, and to conduct the mediation according to all applicable policies and procedures.

Procedures that govern the mediation process include the following:

A. Mediation is a form of dispute resolution in which a neutral party, a trained mediator, attempts to assist parties in conflict to negotiate a mutually satisfactory resolution to their dispute. A mediator does not decide who wins or loses the dispute. A mediator does not act as judge or jury, does not take sides in disputes, and does not guarantee the results of mediation. Instead, a mediator is in the role of a neutral third-party who establishes a fair and structured process which facilitates communication and mutual decision-making between and among parties to a dispute.

B. At the beginning of the mediation session, the mediator(s) will inform the parties involved of the policies and procedures that will be followed and will ensure that participation in mediation is purely voluntary. No mediation will occur without the consent of all parties involved.

C. If the mediator(s) allow the parties to have an advisor present, the mediator(s) will decide to what degree the advisor may participate in the process.

D. All parties will be given the opportunity to present their side of the matters at issue in their own words. Because mediation is essentially a communication process and not a legal proceeding, the customary rules of evidence do not apply. Parties are free to discuss any matters related to the issue(s) they believe will support resolution of their dispute(s).

E. Confidentiality. The discussions held during mediation are strictly confidential with the following exceptions:

F. A successful mediation is one in which the parties involved in the dispute reach an agreement described as “win/win.” In mediation, parties agree only to things that are acceptable to them, to resolutions which each believes will actually resolve the dispute(s) between/among them. Because parties jointly work to resolve the dispute, the resolutions are frequently more creative and have the potential to enhance, or at least preserve, relationships better than other forms of dispute resolution.

G. If an agreement is reached, the agreement will be written by the mediator(s), and signed by all parties. A copy of the agreement will be given to the parties but not retained by the mediator(s).

H. The mediator(s) will inform the co-liaisons only that an agreement was or was not reached

I. Each participant in mediation will be given the opportunity to evaluate the mediation process at the conclusion of the mediation.

J. It is important to understand that: time spent in mediation will be considered part of the working day and will not require any person to take leave to participate. All supervisors will make reasonable efforts to enable employees to

be available for participation in mediation.

K. The acceptance or refusal of either party to submit a dispute to a mediator will not influence the outcome of any subsequent grievance proceeding.

107.0106 Limitations to Mediation

It is important to understand that not all disputes are appropriate for mediation. Some examples of disputes that are not appropriate for mediation include those that have been the subject of a final ruling or decision in accordance with University policies and procedures; disputes involving purely academic decisions (i.e., faculty assessment of students' work); disputes involving trivial matters; allegations of sexual harassment; complaints of discrimination based on protected class; and disputes that have no relation to the University. It is also important to understand that mediation will not result in resolution for every dispute.

107.02 Grievance Procedures

Within ninety days after becoming aware of the grievance, a person having a grievance shall attempt to resolve it at all levels through that of the Provost and Vice President for Academic Affairs before submitting it to the chair on the Subcommittee on Faculty and Staff Grievances.

The initialization of a grievance shall not preclude attempts to resolve a dispute by means of Alternative Dispute Resolution (see Section 107). The person should understand that a committee appointed to hear the grievance functions to study the case and to make recommendations; it is not empowered to reverse decisions.

107.0201 A person submitting grievance shall follow the stated procedures at each level.

107.0202 Department Chair (or Supervisor)

A. The aggrieved person shall first discuss the grievance with the appropriate department chair.

B. If the matter is not resolved at this level, the person should prepare a written statement clearly delineating the grievance, supplying appropriate documentation.

C. Simultaneously, the department chair shall prepare a written statement to justify his or her action.

D. These documents shall be forwarded to the next highest administrative level.

107.0203 Dean of College (or comparable Administrator)

A. Upon receipt of the documents, the dean of the college shall review the grievance in consultation, if necessary, with the person involved, the department chair, and/or any other persons who might provide useful information.

B. If the grievance is not resolved at this level, the dean shall prepare a written statement describing his or her actions and justifying his or her decision.

C. The folder of documents including the dean's statement shall be forwarded to the next highest administrative level.

107.0204 Provost and Vice President for Academic Affairs

A. The Provost and Vice President shall review all statements concerning the case. He or she may consult with the involved dean, department chair, and faculty or staff member before rendering a decision on the grievance.

B. If the person filing the grievance is not satisfied with the decision, the Vice President shall forward the folder including a written statement of the decision and justification to the chair of the Subcommittee on Faculty and Staff Grievances.

107.0205 Chair of the Subcommittee on Faculty and Staff Grievances

A. Any petition or material which has not gone through the stated procedures described above (from the level of the department chair or supervisor up through the level of the Provost and Vice President for Academic Affairs) will be returned to the petitioner with a copy of the pages of the *Faculty Handbook* describing the grievance procedures on campus. The petitioner will be informed that the Faculty and Administrative Staff Personnel Committee of the Faculty Senate has no authority to act on grievances which have not properly gone through channels.

B. Upon receipt of the folio concerning the grievance, the chair of this subcommittee shall consult with the chair of the Faculty and Administrative Staff Personnel Committee. They shall discuss the grievance petition and identify persons who might be best suited to constitute a committee to hear this grievance. The appointed committee shall be constituted in an effort to ensure that the aggrieved person receives a fair and impartial hearing.

1. In most cases, a four-member committee of faculty members will be selected to hear a given grievance: one from the College of Arts & Sciences, one from the College of Business, one from the College of Education, and one from the Library or some other segment of the campus.

2. The chair of the Subcommittee on Faculty and Staff Grievances will contact on an individual basis the persons identified as prospective committee members to determine their willingness to serve and their acceptability (re: impartiality, fairness, absence of conflict of interest). Their service as committee members will also be agreed to by any involved administrators and by the faculty member submitting the grievance.

3. Under normal circumstances, the chair of the Subcommittee on Faculty and Staff Grievances will serve as the chair of each of the grievance hearing committees established.

4. The chair of the Subcommittee on Faculty and Staff Grievances is required to convene meetings to hear given grievance petitions and is responsible for writing the final draft of each committee's report with regard to a given grievance.

C. The Hearing Committee has the authority to conduct inquiries into faculty grievances, to attempt the resolution of these grievances by mediation, and to present to the President (via the appropriate channels) its recommendations for appropriate responses to the grievances it has considered. It is the responsibility of the Hearing Committee to seek to determine whether there is substance to the grievances brought before it and, if so, to attempt to resolve these grievances. In carrying out this responsibility, the Hearing Committee reviewing a given grievance may examine decision-making processes related to that grievance to determine whether or not such processes were handled fairly, professionally, and in accordance with university policy. To this end, faculty members, administrators, and designated committee members involved in or knowledgeable about particular issues pertaining to the grievance may be asked by the committee hearing the grievance to provide clarifying information and/or to discuss and defend their actions related to grievance charges. Hearing committee members may interview persons *that* the aggrieved faculty member and/or the administration feels would be helpful in getting the clearest picture of what has occurred.

The aggrieved individual should be provided every opportunity to fully state his or her contentions to the Hearing Committee, and the Hearing Committee should make every reasonable effort to understand the facts and the substance of an aggrieved person's allegations before rendering its report and recommendation(s).

Respecting due process and confidentiality, faculty members serving on a Hearing Committee will not discuss a given grievance or set of grievances with the aggrieved individual, other administrative or non-administrative colleagues, or with students, except when as such contacts are agreed to by the Hearing Committee as an authorized part of their role in reviewing said grievance(s).

D. Should the Hearing Committee determine that a formal hearing is appropriate, the following guidelines for conducting such a hearing shall be adhered to:

1. An oath or affirmation shall be administered to all persons expected to testify in the hearing by any person authorized by law to administer oaths in the State of Georgia.

2. All witnesses (except the principal parties), if they expect to testify, shall leave the room following the administration of the oath until called upon to testify.
3. The burden of proof is on the aggrieved party to sustain his or her allegations by appropriate evidence, and the administrative spokesperson or other appropriate party shall have the opportunity to respond.
4. The Hearing Committee shall allocate an amount of time to each side. Time shall be charged only against the party asking the questions. Time used by the Hearing Committee members in questioning witnesses shall not be charged against either party.
5. The Subcommittee on Faculty and Staff Grievances has no subpoena powers, so the parties involved in a formal grievance hearing are responsible for producing witnesses, advisors and evidence. The Hearing Committee, however, may request the appearance of witnesses whose testimony it believes would be helpful to its purposes.
6. Each party may present an opening statement of not more than 10-15 minutes. The aggrieved person makes his or her presentation first, and then the opposing party shall have an opportunity to make its presentation.
7. Following the opening statements, the aggrieved party may then call witnesses to present evidence in support of his or her side of the case. He or she may question these witnesses or ask that the witnesses be permitted to make a narrative statement. When the aggrieved person has concluded his or her questioning of a given witness, the administrative spokesperson or other appropriate party shall be provided an opportunity to question (cross-examine) this witness.
8. When the aggrieved person has concluded with his or her witnesses, the administration or other appropriate party may proceed with its witnesses, if it chooses to call any. The administration or other appropriate party may question its witnesses, or ask that the witnesses be permitted to make a narrative statement. When the administrative spokesperson or other appropriate party has concluded his or her questioning of a given witness, the aggrieved party shall be provided an opportunity to question (cross-examine) this witness.
9. The Hearing Committee may question each witness after both parties have concluded their questions. During the hearing, once each party's witnesses have testified, the Hearing Committee may question both parties in an effort to clarify various aspects of the grievance petition.
10. The aggrieved person and the administration's spokesperson (or other appropriate party) shall be present during the entire proceeding, including the examination of all witnesses.
11. Witnesses and any other evidence must be addressed to issues discussed in the grievance petition, not to inconsequential matters. Any evidence which may assist the Hearing Committee in reaching a decision should be admitted into the record. However, the Chair may exercise discretion and exclude any evidence which is not pertinent to the case. The scope of questions asked by appropriate persons shall not be limited by the Chair unless it appears that the questions are wholly irrelevant to the purpose of the hearing or the questions are asked solely to embarrass, harass, or intimidate the witness.
12. The chair may allow informal exchanges and comments between parties or among Hearing Committee members and participants. The chair may require that the hearing be conducted on a more formal basis when he or she believes this approach will be more conducive to an orderly hearing. Neither party shall be allowed to interfere with the orderly presentation of the other's case. Personal abuse, harassment or obscene language is to be considered out-of-order.
13. Each party may bring to the hearing an advisor who may be present during the entire proceeding, but shall not be called as a witness or speak for the parties. In addition, each party may bring up to three other persons (not witnesses) to act as observers, if desired.
14. The hearing shall be tape-recorded.

15. All witnesses and parties to this matter must be present at the time designated for the swearing in, regardless of their time of appearance. When a witness can not appear because of illness or other cause acceptable to the Hearing Committee, the sworn statement (affidavit) of the witness may be introduced into the record and served on the opposing party, who should be allowed additional time, not to exceed three (3) working days following the completion of the hearing, to file counter-affidavits.

16. The party introducing written evidence should identify the evidence for the record (unless the opposite party agrees to its authenticity), preferably by calling a witness with firsthand knowledge of the document. Since the legal rules of evidence do not apply, however, it shall be sufficient if the party simply describes the documents, their source, and what the introduction of such documents is intended to prove. The chair should announce that the document is admitted into the record if that is his or her decision. Documentary (written) evidence introduced by the Hearing Committee or by either party should be marked for identification by the person making a record of the hearing. Generally, Hearing Committee evidence should be marked C-1, C-2, C-3, etc.

17. Evidence presented by the person bringing the grievance should be marked G-1, G-2, G-3, etc. Evidence presented by the administration or other appropriate party in response to the grievance will be marked A-1, A-2, A-3, or R-1, R-2, R-3, respectively.

18. If the hearing cannot be concluded in the time established by the Hearing Committee, the chair of the Hearing Committee shall adjourn the hearing for the day and reconvene at the earliest possible time convenient to all parties involved.

19. At the conclusion of the hearing, the administration (or other appropriate party) may make a closing statement (not more than 15 minutes in length). Then the aggrieved person may make a closing statement (not more than 15 minutes in length). As the aggrieved person bears the burden of proof in this hearing, he or she may wish to reserve part of his or her closing statement for rebutting the closing argument of the administrative spokesperson or other appropriate party.

20. Each party shall have three (3) working days following the hearing to file any counter-affidavits or responses with the Hearing Committee. If neither party wishes to submit additional documentary evidence after the hearing is concluded, the Chair shall announce that the record is closed. If either party asks to present additional evidence, additional time not to exceed three (3) working days may be granted, with the other party granted an additional three (3) working days to rebut the evidence. The Chair shall announce the record then be closed, and thereafter no further evidence shall be received. Copies of evidence presented shall be sent by the party presenting it to the opposite party.

21. The Hearing Committee shall develop its findings and formulate its recommendations based on the evidence submitted to it by the parties involved. This evidence includes all written material submitted to it prior to the hearing and attested to at the hearing, all evidence produced at the hearing itself, and any counter-affidavits or responses filed with the Hearing Committee before the record is closed.

22. Immediately after the conclusion of the hearing, the Hearing Committee shall meet privately to discuss their initial reaction to the case and the evidence. As soon as the record (transcript, tape, etc.) of the hearing is available, each Hearing Committee member shall carefully review it before reaching a decision. The Hearing Committee shall then meet again, discuss the case and reach its decision, which is then written and signed. The decision does not have to be unanimous and a minority report may be filed.

E. This committee shall forward its decision with justifications to the chair of the Faculty and Administrative Staff Personnel Committee who shall present it to the full committee for consideration.

F. The report of the Hearing Committee will follow the guidelines stated below:

1. Findings of Fact: A brief summary of the facts as determined by the Committee hearing the grievance from the evidence presented at the hearing, including a statement as to the nature of the case. This summary will state findings of fact on each major issue raised by the parties.

2. Violations: A general statement of Regents' Policies or institution rules and regulations violated, if any, and/or the stated reasons for the action.
3. Recommendation: A statement specifying the action the Hearing Committee recommends. The Hearing Committee will keep its purpose in mind and limit the scope of its recommendations to the case before it. To reduce the length of the decision without sacrificing clarity, the Hearing Committee report should include only such factual recitals as necessary to present and decide the issues.

G. This committee shall forward its report to the chair of the Faculty and Administrative Staff Personnel Committee who shall present it to the Faculty and Administrative Staff Personnel Committee for its consideration. The chair of the Faculty and Administrative Staff Personnel Committee may request that one or more members of the Hearing Committee be present when the report is presented to the Faculty and Administrative Staff Personnel Committee.

1. The chair of the Faculty and Administrative Staff Personnel Committee shall submit the evidence and the report accepted by the full committee to the Provost and Vice President for Academic Affairs.
2. Simultaneously, a letter stating that action has been taken concerning the grievance and a copy of the report approved by the Faculty and Administrative Staff Personnel Committee shall be transmitted to the aggrieved person.
3. The Provost and Vice President for Academic Affairs shall assume responsibility for transmitting all information back down through the appeal chain.

107.0206 President of the University

If the grievance is not resolved at this point, the aggrieved person may appeal to the next highest level -- the President of the University.

107.03 Office of the University Ombuds

The Office of the University Ombuds has been established to provide an accessible, informal channel of communication to facilitate non-adversarial means of dispute resolution and to promote conflict management and cooperation throughout the University community. The office will work to resolve concerns, complaints and questions about University policies, procedures and practices in a neutral, impartial and confidential manner.

In their dealings with visitors (i.e.: faculty, staff and students), Ombuds staff will act with integrity and will advocate, not for any individual, but for fairness, equitable treatment, and respect throughout the University community. Ombuds staff shall be properly trained and will adhere to the Code of Ethics and Standard Operating Practices of the International Ombudsman Association. They shall also serve as sensors and resource persons in identifying systemic institutional problems.

107.0301 Purpose and Scope

The University Ombuds Office is an independent source of assistance to faculty, staff and students who seek guidance in dealing with problems, issues and conflicts. The office works outside the formal organizational structure of the University to resolve concerns and complaints. Ombuds personnel promote communication, fairness and civility in work relationships and in the resolution of conflicts. The office supplements, rather than replaces, other alternative dispute resolution (ADR) processes at the University. It strives to help parties reach mutually acceptable resolutions of disputes in non-adversarial fashion. Ombuds staff also design and conduct training programs in conflict resolution and related areas for the University community.

Without violating the confidential nature of the information, Ombuds staff may make recommendations for institutional change to the President when appropriate (e.g.: policy change, needed training, or other procedures that may enhance the campus climate). They also may provide feedback with regard to trends or issues.

107.0302 Organization and Procedures

Professional staff in the University Ombuds office are appointed by, and report to, the President of the University. The office shall operate independent of the ordinary line and staff structure of the University. All staff with the title of Ombuds shall be appropriately trained and affiliated with the University Ombuds office.

The office shall have access to any University office and will be provided information in an expeditious manner. It shall safeguard the confidentiality of that information. Ombuds serve neither as advocates nor as adjudicators and do not exercise decision-making authority. The office acts in an informal manner outside usual administrative procedures, but does not subvert those procedures. It shall not be involved in any compliance function of the institution. Contact with the Ombuds office is voluntary and shall not be required.

Ombuds provide informal, confidential guidance to visitors and assist the University community in the development of policies and procedures. They listen, offer information on University policies and procedures, discuss options, make inquiries and referrals and facilitate communication. Ombuds will explain the limits of services to visitors and the policy of confidentiality. No member of the University community shall experience reprisal in seeking the services of the office.

Ombuds do not take sides in a conflict and strive to ensure fair and equitable treatment for all concerned. Ombuds must consider the interests of all individuals affected.

With the permission of the visitor, the Ombuds will meet with all parties involved in a conflict. If the Ombuds determines that formal mediation may be appropriate, the parties involved in the conflict will be referred to the ADR liaisons who will arrange the mediation. Ombuds will advise visitors of proper procedures to follow, including the lodging of a formal grievance if necessary. At that point, the Ombuds will withdraw from the process. The Ombuds office shall not conduct formal investigations nor will it provide testimony in formal or legal proceedings unless required by subpoena or court order.

The Ombuds office may initiate review without a specific complaint in the determination of procedural or systemic problems. An Ombuds may decline or withdraw from involvement in any matter which is inappropriate for the engagement of the office. An Ombuds shall avoid situations in which there is appearance of conflict of interest.

Contact with the Ombuds office is not regarded as official notice to the University on any matter nor is an Ombuds required to report any such communication to the University. If a visitor wishes to put the University on notice, the Ombuds will make a referral to the appropriate official.

Communication with the Ombuds office is confidential. Statistical data maintained by the office will not reveal confidential information. Records of communications will not be kept and informal notes will be destroyed promptly. Oral communication is preferred and use of e-mail in communicating confidential matters with the office is not encouraged.

107.0303 Code of Ethics and Standard Operating Procedures

The Ombuds office at the University of West Georgia will adhere to the Code of Ethics and Standards of Practice of the International Ombudsman Association (see appendices). In the exercise of duties, Ombuds shall be “truthful and act with integrity, shall foster respect for all members of the organization he or she serves, and shall promote procedural fairness in the content and administration of those organizations’ practices, processes, and policies.”

A. Independence

The Ombuds office reports to the President of the University. It shall function free from interference and will not be constrained by the organizational structure of the institution. Ombuds staff will have no other affiliation or function at the University which might compromise their independence. To fulfill Ombuds functions, the Ombuds office shall have a specific, allocated budget, adequate space, and sufficient resources to meet operating needs and pursue continuing professional development. The Ombuds shall have the authority to manage the budget and operations of

the Ombuds office. The Ombuds shall report to the office of the University President for administrative and budget matters.

B. Neutrality and Impartiality

An Ombuds shall not advocate for any individual but shall strive for fair and equitable treatment for all members of the University community. Ombuds must avoid participation in matters which would create a conflict of interest or otherwise compromise neutrality, including involvement in a compliance function.

C. Confidentiality

The Ombuds office shall not reveal the name of any party with whom it has communicated and shall maintain confidentiality in communications, disclosing confidential information, at the discretion of the Ombuds, only when given permission, when compelled by law, judicial subpoena or court order or when there is an imminent risk of possible violence or physical harm to self or others as determined by the Ombuds. Ombuds staff do not keep notes or records on individual cases. 62

D. Informality

Ombuds will not participate in any internal formal grievance process or external formal process or action, even if given permission to do so. Use of the office is voluntary and shall not be required.

The Ombuds office does not keep records for the University and in carrying out its mission is not authorized to:

- Make, change, or set aside a law, policy, or administrative decision;
- Make binding decisions or determine rights;
- Compel anyone to implement recommendations;
- Conduct investigations that substitute for administrative or judicial proceedings;
- Give legal advice;
- Determine “guilt” or “innocence” of anyone accused of wrong-doing;
- Provide testimony in formal grievance or disciplinary procedures or litigation except to explain the role of the office and provide publicly available information (unless ordered to do so by a judge);
- Maintain formal written case records identifying users of the office;
- Assist individuals with an issue that is currently pending in a formal forum (e.g.: a grievance) unless all parties and the presiding officer in that action explicitly consent to suspend the formal process;
- Assist individuals with no affiliation with the campus community;

107.0304 Evaluation

Evaluation of the Ombuds office and staff will be conducted periodically by the University President through external review and shall include an assessment of visitor satisfaction.

107.0305 Reporting

The Ombuds office shall at least annually make reports to the University President, the Committee on Alternative Dispute Resolution and the campus community on conflict trends and areas of general concern regarding policies and procedures.

107.0306 Adoption

These Terms of Reference and any subsequent amendments shall be approved by the Committee on Alternative

Dispute Resolution, the Faculty Senate and the President of the University. They shall be effective on the date approved by the President and shall be incorporated into the dispute resolution and grievance procedures in the faculty, employee and student handbooks.

Addendum IX

107 Dispute Resolution and Grievance Procedures

The University of West Georgia recognizes the value of constructive dispute resolution. Faculty, staff, and students at the University of West Georgia are encouraged to seek resolution of any conflict through informal discussion with those persons involved. If such informal efforts do not resolve the dispute, the parties may choose to utilize the Office of the University of West Georgia Ombuds (see section 107.011), the services of the Alternative Dispute Resolution (ADR) Program at the University of West Georgia (see section 107.024) and/or may pursue resolution of disputes through established Grievance Procedures (see section 107.032).

107.01 Office of the University Ombuds

The Office of the University Ombuds has been established to provide an accessible, informal channel of communication to facilitate non-adversarial means of dispute resolution and to promote conflict management and cooperation throughout the University community. The office will work to resolve concerns, complaints and questions about University policies, procedures and practices in a neutral, impartial and confidential manner.

In their dealings with visitors (i.e.: faculty, staff and students), Ombuds staff will act with integrity and will advocate, not for any individual, but for fairness, equitable treatment, and respect throughout the University community. Ombuds staff shall be properly trained and will adhere to the Code of Ethics and Standard Operating Practices of the International Ombudsman Association. They shall also serve as sensors and resource persons in identifying systemic institutional problems.

107.0101 Purpose and Scope

The University Ombuds Office is an independent source of assistance to faculty, staff and students who seek guidance in dealing with problems, issues and conflicts. The office works outside the formal organizational structure of the University to resolve concerns and complaints. Ombuds personnel promote communication, fairness and civility in work relationships and in the resolution of conflicts. The office supplements, rather than replaces, other alternative dispute resolution (ADR) processes at the University. It strives to help parties reach mutually acceptable resolutions of disputes in non-adversarial fashion. Ombuds staff also design and conduct training programs in conflict resolution and related areas for the University community.

Without violating the confidential nature of the information, Ombuds staff may make recommendations for institutional change to the President when appropriate (e.g.: policy change, needed training, or other procedures that may enhance the campus climate). They also may provide feedback with regard to trends or issues.

107.0102 Organization and Procedures

Professional staff in the University Ombuds office are appointed by, and report to, the President of the University. The office shall operate independent of the ordinary line and staff structure of the University. All staff with the title of Ombuds shall be appropriately trained and affiliated with the University Ombuds office.

The office shall have access to any University office and will be provided information in an expeditious manner. It shall safeguard the confidentiality of that information. Ombuds serve neither

as advocates nor as adjudicators and do not exercise decision-making authority. The office acts in an informal manner outside usual administrative procedures, but does not subvert those procedures. It shall not be involved in any compliance function of the institution. Contact with the Ombuds office is voluntary and shall not be required.

Ombuds provide informal, confidential guidance to visitors and assist the University community in the development of policies and procedures. They listen, offer information on University policies and procedures, discuss options, make inquiries and referrals and facilitate communication. Ombuds will explain the limits of services to visitors and the policy of confidentiality. No member of the University community shall experience reprisal in seeking the services of the office.

Ombuds do not take sides in a conflict and strive to ensure fair and equitable treatment for all concerned. Ombuds must consider the interests of all individuals affected.

With the permission of the visitor, the Ombuds will meet with all parties involved in a conflict. If the Ombuds determines that formal mediation may be appropriate, the parties involved in the conflict will be referred to the ADR liaisons who will arrange the mediation. Ombuds will advise visitors of proper procedures to follow, including the lodging of a formal grievance if necessary. At that point, the Ombuds will withdraw from the process. The Ombuds office shall not conduct formal investigations nor will it provide testimony in formal or legal proceedings unless required by subpoena or court order.

The Ombuds office may initiate review without a specific complaint in the determination of procedural or systemic problems. An Ombuds may decline or withdraw from involvement in any matter which is inappropriate for the engagement of the office. An Ombuds shall avoid situations in which there is appearance of conflict of interest.

Contact with the Ombuds office is not regarded as official notice to the University on any matter nor is an Ombuds required to report any such communication to the University. If a visitor wishes to put the University on notice, the Ombuds will make a referral to the appropriate official.

Communication with the Ombuds office is confidential. Statistical data maintained by the office will not reveal confidential information. Records of communications will not be kept and informal notes will be destroyed promptly. Oral communication is preferred and use of e-mail in communicating confidential matters with the office is not encouraged.

107.0303 Code of Ethics and Standard Operating Procedures

The Ombuds office at the University of West Georgia will adhere to the Code of Ethics and Standards of Practice of the International Ombudsman Association (see appendices). In the exercise of duties, Ombuds shall be “truthful and act with integrity, shall foster respect for all members of the organization he or she serves, and shall promote procedural fairness in the content and administration of those organizations’ practices, processes, and policies.”

A. Independence

The Ombuds office reports to the President of the University. It shall function free from interference and will not be constrained by the organizational structure of the institution. Ombuds staff will have no other affiliation or function at the University which might compromise their independence. To

fulfill Ombuds functions, the Ombuds office shall have a specific, allocated budget, adequate space, and sufficient resources to meet operating needs and pursue continuing professional development. The Ombuds shall have the authority to manage the budget and operations of the Ombuds office. The Ombuds shall report to the office of the University President for administrative and budget matters.

B. Neutrality and Impartiality

An Ombuds shall not advocate for any individual but shall strive for fair and equitable treatment for all members of the University community. Ombuds must avoid participation in matters which would create a conflict of interest or otherwise compromise neutrality, including involvement in a compliance function.

C. Confidentiality

The Ombuds office shall not reveal the name of any party with whom it has communicated and shall maintain confidentiality in communications, disclosing confidential information, at the discretion of the Ombuds, only when given permission, when compelled by law, judicial subpoena or court order or when there is an imminent risk of possible violence or physical harm to self or others as determined by the Ombuds. Ombuds staff do not keep notes or records on individual cases. 62

D. Informality

Ombuds will not participate in any internal formal grievance process or external formal process or action, even if given permission to do so. Use of the office is voluntary and shall not be required.

The Ombuds office does not keep records for the University and in carrying out its mission is not authorized to:

- Make, change, or set aside a law, policy, or administrative decision;
- Make binding decisions or determine rights;
- Compel anyone to implement recommendations;
- Conduct investigations that substitute for administrative or judicial proceedings;
- Give legal advice;
- Determine “guilt” or “innocence” of anyone accused of wrong-doing;
- Provide testimony in formal grievance or disciplinary procedures or litigation except to explain the role of the office and provide publicly available information (unless ordered to do so by a judge);
- Maintain formal written case records identifying users of the office;
- Assist individuals with an issue that is currently pending in a formal forum (e.g.: a grievance) unless all parties and the presiding officer in that action explicitly consent to suspend the formal process;
- Assist individuals with no affiliation with the campus community;

107.0104 Evaluation

Evaluation of the Ombuds office and staff will be conducted periodically by the University President through external review and shall include an assessment of visitor satisfaction.

107.0105 Reporting

The Ombuds office shall at least annually make reports to the University President, the Committee on Alternative Dispute Resolution and the campus community on conflict trends and areas of general concern regarding policies and procedures.

107.0106 Adoption

These Terms of Reference and any subsequent amendments shall be approved by the Committee on Alternative Dispute Resolution, the Faculty Senate and the President of the University. They shall be effective on the date approved by the President and shall be incorporated into the dispute resolution and grievance procedures in the faculty, employee and student handbooks.

107.021 Oversight and Administration of Alternative Dispute Resolution Program.

The University of West Georgia ADR program is administered by the University Co-Liaisons for Alternative Dispute Resolution in cooperation and consultation with the Committee on Alternative Dispute Resolution.

107.02101 The university co-liaisons for ADR will be appointed by the President. One co-liaison will be a member of the staff; the second co-liaison will be a member of the faculty.

The co-liaisons will serve as the first point of contact for any member of the university community who wishes to utilize mediation to pursue resolution of a conflict; screen requests for mediation to determine the appropriateness of mediation (including the willingness of parties to participate in mediation); secure the consent of all parties involved and arrange for an approved neutral or neutrals to mediate the dispute; and maintain all necessary records, forms of consent, and evaluations required during the mediation process.

107.02102 The Committee on Alternative Dispute Resolution will consist of persons recommended by the co-liaisons and appointed by the President. Every major constituency in the university will be represented on the committee. The committee will meet at least once a semester and participate in a variety of tasks associated with mediation, including but not limited to: overseeing the general operations of the ADR program; distributing and updating information about the program's policies and procedures; coordinating mediation training for faculty, staff, and students; and overseeing all ADR-related tasks requested by the Board of Regents.

107.02102.1 At its first meeting of the year, the committee will elect a chair from its membership to serve for a two year term. The chair may be re-elected for one subsequent term.

107.02103 The Committee on Alternative Dispute Resolution will recruit mediators from the faculty, staff and students at the university. Persons wishing to mediate within the institution should submit a written request to the committee. Each person wishing to mediate must have successfully completed an appropriate course designed to train mediators. In those cases where it may be deemed appropriate to obtain the services of a mediator from off-campus, the co-liaisons will contact the office of the Consortium on Negotiation and Conflict Resolution (CNCR).

Every effort will be made to provide appropriate training to faculty who are interested in becoming mediators within the University System of Georgia.

107.02104 Requests for Mediation

Any member of the University Community may request a mediation to resolve disputes with any other member.

Seeking a solution through mediation does not take away an individual's rights to pursue claims through the grievance process or litigation.

Under ordinary circumstances, parties involved in a dispute would ideally attempt mediation before pursuing claims through the grievance process or litigation. There may be cases, however, in which parties involved in a dispute may wish to request suspension or delay of a grievance process in order to pursue possibilities for a mediated resolution of their dispute. If a grievance process is interrupted in this way and a solution is not reached in mediation within ten (10) working days from the initial request for mediation, aggrieved parties may return to the grievance process.

107. 02105 The Mediation Process

If the co-liaisons have determined that mediation is appropriate, they will appoint a mediator or co-mediators to assist parties in resolution of their dispute(s). It will be the responsibility of the mediator(s) to arrange for an appropriate time and place to conduct the mediation, and to conduct the mediation according to all applicable policies and procedures.

Procedures that govern the mediation process include the following:

- A. Mediation is a form of dispute resolution in which a neutral party, a trained mediator, attempts to assist parties in conflict to negotiate a mutually satisfactory resolution to their dispute. A mediator does not decide who wins or loses the dispute. A mediator does not act as judge or jury, does not take sides in disputes, and does not guarantee the results of mediation. Instead, a mediator is in the role of a neutral third-party who establishes a fair and structured process which facilitates communication and mutual decision-making between and among parties to a dispute.
- B. At the beginning of the mediation session, the mediator(s) will inform the parties involved of the policies and procedures that will be followed and will ensure that participation in mediation is purely voluntary. No mediation will occur without the consent of all parties involved.
- C. If the mediator(s) allow the parties to have an advisor present, the mediator(s) will decide to what degree the advisor may participate in the process.
- D. All parties will be given the opportunity to present their side of the matters at issue in their own words. Because mediation is essentially a communication process and not a legal proceeding, the customary rules of evidence do not apply. Parties are free to discuss any matters related to the issue(s) they believe will support resolution of their dispute(s).

E. Confidentiality. The discussions held during mediation are strictly confidential with the following exceptions: confidentiality does not extend to a situation in which conduct by either party is criminal in nature or statements are made during the process of mediation that involve threats of imminent violence to self or others and lead the mediator(s) to reasonably believe that someone's safety is at risk.

In light of this commitment to confidentiality, the mediator(s) will not retain any notes taken during the mediation, no recording will be permitted during the mediation process by any parties involved and it is understood that mediators cannot testify for or against any party should the dispute be subsequently pursued through grievance and/or legal proceedings.

F. A successful mediation is one in which the parties involved in the dispute reach an agreement described as "win/win." In mediation, parties agree only to things that are acceptable to them, to resolutions which each believes will actually resolve the dispute(s) between/among them. Because parties jointly work to resolve the dispute, the resolutions are frequently more creative and have the potential to enhance, or at least preserve, relationships better than other forms of dispute resolution.

G. If an agreement is reached, the agreement will be written by the mediator(s), and signed by all parties. A copy of the agreement will be given to the parties but not retained by the mediator(s).

H. The mediator(s) will inform the co-liaisons only that an agreement was or was not reached

I. Each participant in mediation will be given the opportunity to evaluate the mediation process at the conclusion of the mediation.

J. It is important to understand that: time spent in mediation will be considered part of the working day and will not require any person to take leave to participate. All supervisors will make reasonable efforts to enable employees to be available for participation in mediation.

K. The acceptance or refusal of either party to submit a dispute to a mediator will not influence the outcome of any subsequent grievance proceeding.

107.02406 Limitations to Mediation

It is important to understand that not all disputes are appropriate for mediation. Some examples of disputes that are not appropriate for mediation include those that have been the subject of a final ruling or decision in accordance with University policies and procedures; disputes involving purely academic decisions (i.e., faculty assessment of students' work); disputes involving trivial matters; allegations of sexual harassment; complaints of discrimination based on protected class; and disputes that have no relation to the University. It is also important to understand that mediation will not result in resolution for every dispute.

107.032 Grievance Procedures

~~Within ninety days after becoming aware of the grievance, a person having a grievance shall attempt to resolve it at all levels through that of the Provost and Vice President for Academic Affairs before submitting it to the chair on the Subcommittee on Faculty and Staff Grievances.~~

Before requesting a grievance hearing, a person having a grievance and all parties involved through the level of the Provost shall attempt to resolve the issue within 60 working days of the initiation of the grievance process through the level of the Provost. The Provost will submit a formal grievance to the chair of the Faculty Development Committee.

The initialization of a grievance shall not preclude attempts to resolve a dispute by means of Alternative Dispute Resolution (see Section 107). The person should understand that a committee appointed to hear the grievance functions to study the case and to make recommendations; it is not empowered to reverse decisions.

107.03201 A person submitting a grievance shall follow the stated procedures at each level.

107.03202 Department Chair (or Supervisor)

A. The aggrieved person shall first discuss the grievance with the appropriate department chair (or supervisor). If the grievance is with the department chair (or supervisor), the grievance process will begin with the dean of the college (or comparable administrator).

B. If the matter is not resolved at this level, the person should prepare a written statement clearly delineating the grievance, supplying appropriate documentation.

C. Simultaneously, the department chair shall prepare a written statement to justify his or her action.

D. These documents shall be forwarded to the next highest administrative level.

107.03203 Dean of College (or comparable Administrator)

A. Upon receipt of the documents, the dean of the college shall review the grievance in consultation, if necessary, with the person involved, the department chair, and/or any other persons who might provide useful information.

B. If the grievance is not resolved at this level, the dean shall prepare a written statement describing his or her actions and justifying his or her decision.

C. The folder of documents, including the dean's statement, shall be forwarded to the next highest administrative level.

107.03204 Provost and Vice President for Academic Affairs

A. The Provost and Vice President shall review all statements concerning the case. He or she may consult with the involved dean, department chair, and faculty ~~or staff~~ member before rendering a decision on the grievance.

B. If the person filing the grievance is not satisfied with the decision, the Provost and Vice President shall forward the folder including a written statement of the decision and justification to the chair of the Faculty Senate Faculty Development Committee, who will initiate the formation of a Subcommittee on Faculty and Staff Grievances. A new Subcommittee on Faculty Grievances will be formed each time a grievance is submitted.

C. Any petition or material which has not gone through the stated procedures described above (from the level of the department chair or supervisor up through the level of the Provost and Vice President for Academic Affairs) will be returned to the petitioner with a copy of the pages of the Faculty Handbook describing the grievance procedures on campus. The petitioner will be informed that the Faculty Development Committee of the Faculty Senate has no authority to act on grievances which have not properly gone through channels.

107.03205 ~~The Formation and Work of a Chair of the Subcommittee on Faculty and Staff Grievances~~

A. The Faculty Development Committee will choose by majority vote a chair for the Subcommittee on Faculty Grievances from among tenured UWG faculty. The Chair of the Faculty Development Committee may not serve as the chair of the Subcommittee on Faculty Grievances. A new Subcommittee on Faculty Grievances will be formed each time a grievance is submitted, with a new chair chosen for each grievance. The service of the chair of the Subcommittee on Faculty Grievances will be agreed upon by any involved administrators and by the faculty member submitting the grievance.

~~B. Any petition or material which has not gone through the stated procedures described above (from the level of the department chair or supervisor up through the level of the Provost and Vice President for Academic Affairs) will be returned to the petitioner with a copy of the pages of the Faculty Handbook describing the grievance procedures on campus. The petitioner will be informed that the Faculty and Administrative Staff Personnel Committee of the Faculty Senate has no authority to act on grievances which have not properly gone through proper channels.~~

B. Upon receipt of the folio concerning the grievance, the chair ~~of chair of the Subcommittee on Faculty Grievances this subcommittee~~ shall consult with the chair of the Faculty ~~Development and Administrative Staff Personnel~~ Committee. They shall discuss the grievance petition and identify persons who might be best suited to constitute a committee to hear this grievance. The appointed committee shall be constituted in an effort to ensure that the aggrieved person receives a fair and impartial hearing.

1. In most cases, a ~~four-seven~~-member committee of faculty members will be selected to hear a given grievance: one from the College of Arts ~~and & Humanities Sciences~~, one from the College of Science and Mathematics, one from the College of Social Sciences, one from the Richards College of Business, one from the College of Education, one from the School of Nursing, and one from the Library ~~or some other segment of the campus~~.

2. The chair of the Subcommittee on Faculty ~~and Staff~~ Grievances will contact on an individual basis the persons identified as prospective committee members to determine their willingness to serve and their acceptability (re: impartiality, fairness, absence of conflict of interest). Their service as committee members will also be agreed to by any involved administrators and by the faculty member submitting the grievance.

~~3. Under normal circumstances, the chair of the Subcommittee on Faculty and Staff Grievances will serve as the chair of each of the grievance hearing committees established.~~

4. The chair of the Subcommittee on Faculty ~~and Staff~~ Grievances is required to convene meetings to hear ~~given~~ grievance petitions and is responsible for writing the final draft of each committee's report ~~with regard to~~regarding a given grievance.

C. The ~~Subcommittee on Faculty Grievances Hearing Committee~~ has the authority to conduct inquiries into faculty grievances, ~~to attempt the resolution of these grievances by mediation,~~ and to present to the President (via the ~~Provost and Vice President for Academic Affairs~~appropriate channels) its recommendations for appropriate responses to the grievances it has considered. It is the responsibility of the ~~Subcommittee on Faculty Grievances Hearing Committee~~ to seek to determine whether there is substance to the grievances brought before it and, if so, to attempt to resolve these grievances. In carrying out this responsibility, the ~~Subcommittee on Faculty Grievances Hearing Committee~~ reviewing a given grievance may examine decision-making processes related to that grievance to determine whether or not such processes were handled fairly, professionally, and in accordance with university policy. To this end, faculty members, administrators, and designated committee members involved in or knowledgeable about particular issues pertaining to the grievance may be asked by the committee hearing the grievance to provide clarifying information and/or to discuss and defend their actions related to grievance charges. ~~The Subcommittee on Faculty Grievances Hearing committee~~ members may interview persons that the aggrieved faculty member and/or the administration feels would be helpful in getting the clearest picture of what has occurred.

The aggrieved individual should be provided every opportunity to fully state his or her contentions to the ~~Subcommittee on Faculty Grievances Hearing Committee~~, and the ~~Subcommittee on Faculty Grievances Hearing Committee~~ should make every reasonable effort to understand the facts and the substance of an aggrieved person's allegations before rendering its report and recommendation(s).

Respecting due process and confidentiality, faculty members serving on a ~~Subcommittee on Faculty Grievances Hearing Committee~~ will not discuss a given grievance or set of grievances with the aggrieved individual, other administrative or non-administrative colleagues, or with students, except when ~~as~~ such contacts are agreed to by the ~~Subcommittee on Faculty Grievances Hearing Committee~~ as an authorized part of their role in reviewing said grievance(s).

D. Should the ~~Subcommittee on Faculty Grievances Hearing Committee~~ determine by majority vote that a formal hearing is appropriate, the following guidelines for conducting such a hearing shall be adhered to:

1. An oath or affirmation shall be administered to all persons expected to testify in the hearing by any person authorized by law to administer oaths in the State of Georgia.
2. All witnesses (except the principal parties), if they expect to testify, shall leave the room following the administration of the oath until called upon to testify.
3. The burden of proof is on the aggrieved party to sustain his or her allegations by appropriate evidence, and the administrative spokesperson or other appropriate party shall have the opportunity to respond.
4. The ~~Subcommittee on Faculty Grievances Hearing Committee~~ shall allocate an amount of time to each side. Time shall be charged only against the party asking the questions. Time used by the ~~Subcommittee on Faculty Grievances Hearing Committee~~ members in questioning witnesses shall not be charged against either party.

5. The Subcommittee on Faculty ~~and Staff~~ Grievances has no subpoena powers, so the parties involved in a formal grievance hearing are responsible for producing witnesses, advisors and evidence. The ~~Subcommittee on Faculty Grievances Hearing Committee~~, however, may request the appearance of witnesses whose testimony it believes would be helpful to its purposes.

6. Each party may present an opening statement of not more than 10-15 minutes. The aggrieved person makes his or her presentation first, and then the opposing party shall have an opportunity to make its presentation.

7. Following the opening statements, the aggrieved party may then call witnesses to present evidence in support of his or her side of the case. He or she may question these witnesses or ask that the witnesses be permitted to make a narrative statement. When the aggrieved person has concluded his or her questioning of a given witness, the administrative spokesperson or other appropriate party shall be provided an opportunity to question (cross-examine) this witness.

8. When the aggrieved person has concluded with his or her witnesses, the administration or other appropriate party may proceed with its witnesses, if it chooses to call any. The administration or other appropriate party may question its witnesses, or ask that the witnesses be permitted to make a narrative statement. When the administrative spokesperson or other appropriate party has concluded his or her questioning of a given witness, the aggrieved party shall be provided an opportunity to question (cross-examine) this witness.

9. The ~~Subcommittee on Faculty Grievances Hearing Committee~~ may question each witness after both parties have concluded their questions. During the hearing, once each party's witnesses have testified, the ~~Subcommittee on Faculty Grievances Hearing Committee~~ may question both parties in an effort to clarify various aspects of the grievance petition.

10. The aggrieved person and the administration's spokesperson (or other appropriate party) shall be present during the entire proceeding, including the examination of all witnesses.

11. Witnesses and any other evidence provided must ~~be addressed to~~ issues discussed in the grievance petition, not ~~to~~ inconsequential matters. Any evidence which may assist the ~~Subcommittee on Faculty Grievances Hearing Committee~~ in reaching a decision should be admitted into the record. ~~h~~ However, the chair may exercise discretion ~~and to~~ exclude any evidence which is not pertinent to the case. The scope of questions asked by appropriate persons shall not be limited by the chair unless it appears that the questions are wholly irrelevant to the purpose of the hearing or the questions are asked solely to embarrass, harass, or intimidate the witness.

12. The chair may allow informal exchanges and comments between parties or among ~~Subcommittee on Faculty Grievances Hearing Committee~~ members and participants. The chair may require that the hearing be conducted on a more formal basis when he or she believes this approach will be more conducive to an orderly hearing. Neither party shall be allowed to interfere with the orderly presentation of the other's case. Personal abuse, harassment, or obscene language is to be considered out-of-order.

13. Each party may bring to the hearing an advisor who may be present during the entire proceeding, but shall not be called as a witness or speak for the parties. In addition, each party may bring up to three other persons (not witnesses) to act as observers, if desired.
14. The hearing shall be ~~audiotape~~-recorded.
15. All witnesses and parties to this matter must be present at the time designated for the swearing in, regardless of their time of appearance. When a witness ~~can not~~cannot appear because of illness or other cause acceptable to the ~~Subcommittee on Faculty Grievances Hearing Committee~~, the sworn statement (affidavit) of the witness may be introduced into the record and served on the opposing party, who should be allowed additional time, not to exceed three (3) working days following the completion of the hearing, to file counter-affidavits.
16. The party introducing written evidence should identify the evidence for the record (unless the opposite party agrees to its authenticity), preferably by calling a witness with firsthand knowledge of the document. Since the legal rules of evidence do not apply, however, it shall be sufficient if the party simply describes the documents, their source, and what the introduction of such documents is intended to prove. The chair should announce that the document is admitted into the record if that is his or her decision. Documentary (written) evidence introduced by the ~~Subcommittee on Faculty Grievances Hearing Committee~~ or by either party should be marked for identification by the person making a record of the hearing. Generally, ~~Subcommittee on Faculty Grievances Hearing Committee~~ evidence should be marked C-1, C-2, C-3, etc.
17. Evidence presented by the person bringing the grievance should be marked G-1, G-2, G-3, etc. Evidence presented by the administration or other appropriate party in response to the grievance will be marked A-1, A-2, A-3, or R-1, R-2, R-3, respectively.
18. If the hearing cannot be concluded in the time established by the ~~Subcommittee on Faculty Grievances Hearing Committee~~, the chair of the ~~Subcommittee on Faculty Grievances Hearing Committee~~ shall adjourn the hearing for the day and reconvene at the earliest possible time convenient to all parties involved.
19. At the conclusion of the hearing, the administration (or other appropriate party) may make a closing statement (not more than 15 minutes in length). Then the aggrieved person may make a closing statement (not more than 15 minutes in length). As the aggrieved person bears the burden of proof in this hearing, he or she may wish to reserve part of his or her closing statement for rebutting the closing argument of the administrative spokesperson or other appropriate party.
20. Each party shall have three (3) working days following the hearing to file any counter-affidavits or responses with the Hearing Committee. If neither party wishes to submit additional documentary evidence after the hearing is concluded, the ~~Chair~~ shall announce that the record is closed. If either party asks to present additional evidence, additional time not to exceed three (3) working days may be granted, with the other party granted an additional three (3) working days to rebut the evidence. The ~~Chair~~ shall announce the record then be closed, and thereafter no further evidence shall be received. Copies of evidence presented shall be sent by the party presenting it to the opposite party.

21. The Subcommittee on Faculty Grievances Hearing Committee shall develop its findings and formulate its recommendations, based on the evidence submitted to it by the parties involved. This evidence includes all written material submitted to it prior to the hearing and attested to at the hearing, all evidence produced at the hearing itself, and any counter-affidavits or responses filed with the Hearing Committee before the record is closed.

22. Immediately after the conclusion of the hearing, the Subcommittee on Faculty Grievances Hearing Committee shall meet privately to discuss their initial reaction to the case and the evidence. As soon as the record (transcript, tape, etc.) of the hearing is available, each Hearing Committee member shall carefully review it before reaching a decision. The Subcommittee on Faculty Grievances Hearing Committee shall then meet again, discuss the case and reach its decision, which is then written and signed. The decision does not have to be unanimous, and a minority report may be filed.

E. This committee shall forward its decision with justifications to the chair of the Faculty Development and Administrative Staff Personnel Committee who shall present it to the full committee for consideration.

F. The report of the Subcommittee on Faculty Grievances Hearing Committee will follow the guidelines stated below:

1. Findings of Fact: A brief summary of the facts as determined by the Committee hearing the grievance from the evidence presented at the hearing, including a statement as to the nature of the case. This summary will state findings of fact on each major issue raised by the parties.
2. Violations: A general statement of Regents' Policies or institution rules and regulations violated, if any, and/or the stated reasons for the action.
3. Recommendation: A statement specifying the action the Hearing Committee recommends. The Hearing Committee will keep its purpose in mind and limit the scope of its recommendations to the case before it. To reduce the length of the decision without sacrificing clarity, the Hearing Committee report should include only such factual recitals as necessary to present and decide the issues.

G. This committee shall forward its report to the chair of the Faculty Development and Administrative Staff Personnel Committee who shall present it to the Faculty Development and Administrative Staff Personnel Committee for its consideration. The chair of the Faculty Development and Administrative Staff Personnel Committee may request that one or more members of the Subcommittee on Faculty Grievances Hearing Committee be present when the report is presented to the Faculty Development and Administrative Staff Personnel Committee.

1. The chair of the Faculty Development and Administrative Staff Personnel Committee shall submit the evidence and the report accepted by the full committee to the Provost and Vice President for Academic Affairs.
2. Simultaneously, a letter stating that action has been taken concerning the grievance and a copy of the report approved by the Faculty Development and Administrative Staff Personnel Committee shall be transmitted to the aggrieved person.

3. The Provost and Vice President for Academic Affairs shall assume responsibility for transmitting all information back down through the appeal chain.

107.03206 President of the University

If the grievance is not resolved at this point, the aggrieved person may appeal to the next highest level -- the President of the University.

107.03 Office of the University Ombuds

~~The Office of the University Ombuds has been established to provide an accessible, informal channel of communication to facilitate non-adversarial means of dispute resolution and to promote conflict management and cooperation throughout the University community. The office will work to resolve concerns, complaints and questions about University policies, procedures and practices in a neutral, impartial and confidential manner.~~

~~In their dealings with visitors (i.e.: faculty, staff and students), Ombuds staff will act with integrity and will advocate, not for any individual, but for fairness, equitable treatment, and respect throughout the University community. Ombuds staff shall be properly trained and will adhere to the Code of Ethics and Standard Operating Practices of the International Ombudsman Association. They shall also serve as sensors and resource persons in identifying systemic institutional problems.~~

107.0301 Purpose and Scope

~~The University Ombuds Office is an independent source of assistance to faculty, staff and students who seek guidance in dealing with problems, issues and conflicts. The office works outside the formal organizational structure of the University to resolve concerns and complaints. Ombuds personnel promote communication, fairness and civility in work relationships and in the resolution of conflicts. The office supplements, rather than replaces, other alternative dispute resolution (ADR) processes at the University. It strives to help parties reach mutually acceptable resolutions of disputes in non-adversarial fashion. Ombuds staff also design and conduct training programs in conflict resolution and related areas for the University community.~~

~~Without violating the confidential nature of the information, Ombuds staff may make recommendations for institutional change to the President when appropriate (e.g.: policy change, needed training, or other procedures that may enhance the campus climate). They also may provide feedback with regard to trends or issues.~~

107.0302 Organization and Procedures

~~Professional staff in the University Ombuds office are appointed by, and report to, the President of the University. The office shall operate independent of the ordinary line and staff structure of the University. All staff with the title of Ombuds shall be appropriately trained and affiliated with the University Ombuds office.~~

~~The office shall have access to any University office and will be provided information in an expeditious manner. It shall safeguard the confidentiality of that information. Ombuds serve neither as advocates nor as adjudicators and do not exercise decision-making authority. The office acts in an informal manner outside usual administrative procedures, but does not subvert those procedures. It~~

~~shall not be involved in any compliance function of the institution. Contact with the Ombuds office is voluntary and shall not be required.~~

~~Ombuds provide informal, confidential guidance to visitors and assist the University community in the development of policies and procedures. They listen, offer information on University policies and procedures, discuss options, make inquiries and referrals and facilitate communication. Ombuds will explain the limits of services to visitors and the policy of confidentiality. No member of the University community shall experience reprisal in seeking the services of the office.~~

~~Ombuds do not take sides in a conflict and strive to ensure fair and equitable treatment for all concerned. Ombuds must consider the interests of all individuals affected.~~

~~With the permission of the visitor, the Ombuds will meet with all parties involved in a conflict. If the Ombuds determines that formal mediation may be appropriate, the parties involved in the conflict will be referred to the ADR liaisons who will arrange the mediation. Ombuds will advise visitors of proper procedures to follow, including the lodging of a formal grievance if necessary. At that point, the Ombuds will withdraw from the process. The Ombuds office shall not conduct formal investigations nor will it provide testimony in formal or legal proceedings unless required by subpoena or court order.~~

~~The Ombuds office may initiate review without a specific complaint in the determination of procedural or systemic problems. An Ombuds may decline or withdraw from involvement in any matter which is inappropriate for the engagement of the office. An Ombuds shall avoid situations in which there is appearance of conflict of interest.~~

~~Contact with the Ombuds office is not regarded as official notice to the University on any matter nor is an Ombuds required to report any such communication to the University. If a visitor wishes to put the University on notice, the Ombuds will make a referral to the appropriate official.~~

~~Communication with the Ombuds office is confidential. Statistical data maintained by the office will not reveal confidential information. Records of communications will not be kept and informal notes will be destroyed promptly. Oral communication is preferred and use of e-mail in communicating confidential matters with the office is not encouraged.~~

107.0303 Code of Ethics and Standard Operating Procedures

~~The Ombuds office at the University of West Georgia will adhere to the Code of Ethics and Standards of Practice of the International Ombudsman Association (see appendices). In the exercise of duties, Ombuds shall be "truthful and act with integrity, shall foster respect for all members of the organization he or she serves, and shall promote procedural fairness in the content and administration of those organizations' practices, processes, and policies."~~

A. Independence

~~The Ombuds office reports to the President of the University. It shall function free from interference and will not be constrained by the organizational structure of the institution. Ombuds staff will have no other affiliation or function at the University which might compromise their independence. To fulfill Ombuds functions, the Ombuds office shall have a specific, allocated budget, adequate space, and sufficient resources to meet operating needs and pursue continuing professional development.~~

~~The Ombuds shall have the authority to manage the budget and operations of the Ombuds office. The Ombuds shall report to the office of the University President for administrative and budget matters.~~

~~B. Neutrality and Impartiality~~

~~An Ombuds shall not advocate for any individual but shall strive for fair and equitable treatment for all members of the University community. Ombuds must avoid participation in matters which would create a conflict of interest or otherwise compromise neutrality, including involvement in a compliance function.~~

~~C. Confidentiality~~

~~The Ombuds office shall not reveal the name of any party with whom it has communicated and shall maintain confidentiality in communications, disclosing confidential information, at the discretion of the Ombuds, only when given permission, when compelled by law, judicial subpoena or court order or when there is an imminent risk of possible violence or physical harm to self or others as determined by the Ombuds. Ombuds staff do not keep notes or records on individual cases. 62~~

~~D. Informality~~

~~Ombuds will not participate in any internal formal grievance process or external formal process or action, even if given permission to do so. Use of the office is voluntary and shall not be required.~~

~~The Ombuds office does not keep records for the University and in carrying out its mission is not authorized to:~~

- ~~• Make, change, or set aside a law, policy, or administrative decision;~~
- ~~• Make binding decisions or determine rights;~~
- ~~• Compel anyone to implement recommendations;~~
- ~~• Conduct investigations that substitute for administrative or judicial proceedings;~~
- ~~• Give legal advice;~~
- ~~• Determine “guilt” or “innocence” of anyone accused of wrong doing;~~
- ~~• Provide testimony in formal grievance or disciplinary procedures or litigation except to explain the role of the office and provide publicly available information (unless ordered to do so by a judge);~~
- ~~• Maintain formal written case records identifying users of the office;~~
- ~~• Assist individuals with an issue that is currently pending in a formal forum (e.g.: a grievance) unless all parties and the presiding officer in that action explicitly consent to suspend the formal process;~~
- ~~• Assist individuals with no affiliation with the campus community;~~

~~107.0304 Evaluation~~

~~Evaluation of the Ombuds office and staff will be conducted periodically by the University President through external review and shall include an assessment of visitor satisfaction.~~

~~107.0305 Reporting~~

~~The Ombuds office shall at least annually make reports to the University President, the Committee on Alternative Dispute Resolution and the campus community on conflict trends and areas of general concern regarding policies and procedures.~~

~~107.0306 Adoption~~

~~These Terms of Reference and any subsequent amendments shall be approved by the Committee on Alternative Dispute Resolution, the Faculty Senate and the President of the University. They shall be effective on the date approved by the President and shall be incorporated into the dispute resolution and grievance procedures in the faculty, employee and student handbooks.~~

Addendum X

107 Dispute Resolution and Grievance Procedures

The University of West Georgia recognizes the value of constructive dispute resolution. Faculty, staff, and students at the University of West Georgia are encouraged to seek resolution of any conflict through informal discussion with those persons involved. If such informal efforts do not resolve the dispute, the parties may choose to utilize the Office of the University of West Georgia Ombuds (see section 107.01), the services of the Alternative Dispute Resolution (ADR) Program at the University of West Georgia (see section 107.02) and/or may pursue resolution of disputes through established Grievance Procedures (see section 107.03).

107.01 Office of the University Ombuds

The Office of the University Ombuds has been established to provide an accessible, informal channel of communication to facilitate non-adversarial means of dispute resolution and to promote conflict management and cooperation throughout the University community. The office will work to resolve concerns, complaints and questions about University policies, procedures and practices in a neutral, impartial and confidential manner.

In their dealings with visitors (i.e., faculty, staff and students), Ombuds staff will act with integrity and will advocate, not for any individual, but for fairness, equitable treatment, and respect throughout the University community. Ombuds staff shall be properly trained and will adhere to the Code of Ethics and Standard Operating Practices of the International Ombudsman Association. ~~They shall also serve as sensors and resource persons in identifying systemic institutional problems.~~

107.0101 Purpose and Scope

The University Ombuds Office is an independent source of assistance to faculty, staff and students who seek guidance in dealing with problems, issues and conflicts. The office works outside the formal organizational structure of the University to resolve concerns and complaints. Ombuds personnel promote communication, fairness and civility in work relationships and in the resolution of conflicts. The office supplements, rather than replaces, other alternative dispute resolution (ADR) processes at the University. It strives to help parties reach mutually acceptable resolutions of disputes in non-adversarial fashion. Ombuds staff also design and conduct training programs in conflict resolution and related areas for the University community.

Without violating the confidential nature of the information, Ombuds staff may make recommendations for institutional change to the President when appropriate (e.g., policy change, needed training, or other procedures that may enhance the campus climate). They also may provide feedback regarding trends or issues.

107.0102 Organization and Procedures

Professional staff in the University Ombuds office are appointed by, and report to, the President of the University. The office shall operate independent of the ordinary line and staff structure of the University. ~~All staff with the title of Ombuds shall be appropriately trained and affiliated with the University Ombuds office.~~

The office shall have access to any University office and will be provided information in an expeditious manner. It shall safeguard the confidentiality of that information. Ombuds serve neither

as advocates nor as adjudicators and do not exercise decision-making authority. ~~The office acts in an informal manner outside usual administrative procedures, but does not subvert those procedures.~~ It shall not be involved in any compliance function of the institution. Contact with the Ombuds office is voluntary and shall not be required.

Ombuds provide informal, confidential guidance to visitors and assist the University community in the development of policies and procedures. They listen, offer information on University policies and procedures, discuss options, make inquiries and referrals, and facilitate communication. Ombuds will explain the limits of services to visitors and the policy of confidentiality. No member of the University community shall experience reprisal in seeking the services of the office.

Ombuds do not take sides in a conflict and strive to ensure fair and equitable treatment for all concerned. Ombuds must consider the interests of all individuals affected.

With the permission of the visitor, the Ombuds will meet with all parties involved in a conflict. If the Ombuds determines that formal mediation may be appropriate, the parties involved in the conflict will be referred to the ADR liaisons who will arrange the mediation. Ombuds will advise visitors of proper procedures to follow, including the lodging of a formal grievance, if necessary. At that point, the Ombuds will withdraw from the process. ~~The Ombuds office shall not conduct formal investigations nor will it provide testimony in formal or legal proceedings, unless required by subpoena or court order.~~

The Ombuds office may initiate review without a specific complaint in the determination of procedural or systemic problems. An Ombuds may decline or withdraw from involvement in any matter which is inappropriate for the engagement of the office. An Ombuds shall avoid situations in which there is appearance of conflict of interest.

Contact with the Ombuds office is not regarded as official notice to the University on any matter nor is an Ombuds required to report any such communication to the University. If a visitor wishes to put the University on notice, the Ombuds will make a referral to the appropriate official.

~~Communication with the Ombuds office is confidential. Statistical data maintained by the office will not reveal confidential information. Informal notes will be destroyed promptly. Oral communication is preferred and use of e-mail in communicating confidential matters with the office is not encouraged.~~

107.0103 Code of Ethics and Standard Operating Procedures

The Ombuds office at the University of West Georgia will adhere to the Code of Ethics and Standards of Practice of the International Ombudsman Association (~~see appendices~~). ~~In the exercise of duties, Ombuds shall be "truthful and act with integrity, shall foster respect for all members of the organization he or she serves, and shall promote procedural fairness in the content and administration of those organizations' practices, processes, and policies."~~

A. Independence

The Ombuds office reports to the President of the University. It shall function free from interference and will not be constrained by the organizational structure of the institution. Ombuds staff will have no other affiliation or function at the University which might compromise their independence. To

fulfill Ombuds functions, the Ombuds office shall have a specific, allocated budget, adequate space, and sufficient resources to meet operating needs and pursue continuing professional development. The Ombuds shall have the authority to manage the budget and operations of the Ombuds office. ~~The Ombuds shall report to the office of the University President for administrative and budget matters.~~

B. Neutrality and Impartiality

An Ombuds shall not advocate for any individual but shall strive for fair and equitable treatment for all members of the University community. Ombuds must avoid participation in matters which would create a conflict of interest or otherwise compromise neutrality, including involvement in a compliance function.

C. Confidentiality

The Ombuds office shall not reveal the name of any party with whom it has communicated and shall maintain confidentiality in communications, disclosing confidential information only when given permission, when compelled by law, judicial subpoena or court order or when there is an imminent risk of possible violence or physical harm to self or others as determined by the Ombuds.

D. Informality

Ombuds will not participate in any internal formal grievance process or external formal process or action, even if given permission to do so.

The Ombuds office does not keep records for the University and in carrying out its mission is not authorized to:

- Make, change, or set aside a law, policy, or administrative decision;
- Make binding decisions or determine rights;
- Compel anyone to implement recommendations;
- Conduct investigations that substitute for administrative or judicial proceedings;
- Give legal advice;
- Determine “guilt” or “innocence” of anyone accused of wrong-doing;
- Provide testimony in formal grievance or disciplinary procedures or litigation except to explain the role of the office and provide publicly available information (unless ordered to do so by a judge);
- Maintain formal written case records identifying users of the office; and
- Assist individuals with an issue that is currently pending in a formal forum (e.g.: a grievance) unless all parties and the presiding officer in that action explicitly consent to suspend the formal process.

107.0104 Evaluation

Evaluation of the Ombuds office and staff will be conducted periodically by the University President through external review and shall include an assessment of visitor satisfaction.

107.0105 Reporting

The Ombuds office shall at least annually make reports to the University President, the Committee on Alternative Dispute Resolution and the campus community on conflict trends and areas of general concern regarding policies and procedures.

107.0106 Adoption

These Terms of Reference and any subsequent amendments shall be approved by the Committee on Alternative Dispute Resolution, the Faculty Senate and the President of the University. They shall be effective on the date approved by the President and shall be incorporated into the dispute resolution and grievance procedures in the faculty, employee and student handbooks.

107.02 Ombuds Office Initiation of Intake for Alternative Dispute Resolution.

Ombuds Office functions the intake point for the UWG ADR Program, whose services an individual may use as s/he seeks to resolve a conflict.

107.0201

The ADR program is run by the Committee on Alternative Dispute Resolution, which will consist of persons recommended by the Ombuds Office [and appointed by the President]. Each college or school and the library will be represented on the committee. The committee will ~~meet at least once a semester and~~ participate in a variety of tasks associated with mediation, including but not limited to: overseeing the general operations of the ADR program; distributing and updating information about the program's policies and procedures; coordinating mediation training for faculty; screening requests for mediation to determine the appropriateness of mediation (including the willingness of parties to participate in mediation); securing the consent of all parties involved and arranging for an approved neutral or neutrals to mediate the dispute; and maintaining all necessary records, forms of consent, and evaluations required during the mediation process; and overseeing all ADR-related tasks requested by the Board of Regents.

107.0202.1 At its first meeting of the year, the committee will elect a chair from its membership to serve for a two year term. The chair may be re-elected for one subsequent term.

107.0203 The Committee on Alternative Dispute Resolution will recruit mediators from the faculty and staff at the university. Each person wishing to mediate must have successfully completed an appropriate course designed to train mediators. In those cases where it may be deemed appropriate to obtain the services of a mediator from off-campus, the ADR committee will contact the office of the Consortium on Negotiation and Conflict Resolution (CNCR).

Every effort will be made to provide appropriate training to faculty who are interested in becoming mediators within the University System of Georgia.

107.0204 Requests for Mediation

Any member of the University Community may request a mediation to resolve disputes with any other member.

Seeking a solution through mediation does not take away an individual's rights to pursue claims through the grievance process or litigation.

Under ordinary circumstances, parties involved in a dispute would ideally attempt mediation before pursuing claims through the grievance process or litigation. There may be cases, however, in which parties involved in a dispute may wish to request suspension or delay of a grievance process in order to pursue possibilities for a mediated resolution of their dispute. If a grievance process is interrupted in this way and a solution is not reached in mediation within twenty (20) working days from the initial request for mediation, aggrieved parties may return to the grievance process.

107. 0205 The Mediation Process

If the Ombuds office has determined that mediation is appropriate, ~~it they~~ will forward requests to the ADR committee to assist parties in resolution of their dispute(s). It will be the responsibility of the mediator(s) to arrange for an appropriate time and place to conduct the mediation, and to conduct the mediation according to all applicable policies and procedures.

Procedures that govern the mediation process include the following:

A. Mediation is a form of dispute resolution in which a neutral party, a trained mediator, attempts to assist parties in conflict to negotiate a mutually satisfactory resolution to their dispute. A mediator does not decide who wins or loses the dispute. A mediator does not act as judge or jury, does not take sides in disputes, and does not guarantee the results of mediation. Instead, a mediator is in the role of a neutral third-party who establishes a fair and structured process which facilitates communication and mutual decision-making between and among parties to a dispute.

B. At the beginning of the mediation session, the mediator(s) will inform the parties involved of the policies and procedures that will be followed and will ensure that participation in mediation is purely voluntary. No mediation will occur without the consent of all parties involved.

C. If the mediator(s) allow the parties to have an advisor present, the mediator(s) will decide to what degree the advisor may participate in the process.

D. All parties will be given the opportunity to present their side of the matters at issue in their own words. Because mediation is essentially a communication process and not a legal proceeding, the customary rules of evidence do not apply. Parties are free to discuss any matters related to the issue(s) they believe will support resolution of their dispute(s).

E. Confidentiality. The discussions held during mediation are strictly confidential with the following exceptions: confidentiality does not extend to a situation in which conduct by either party is criminal in nature or statements are made during the process of mediation that involve threats of imminent violence to self or others, ~~and lead the mediator(s) to reasonably believe that someone's safety is at risk.~~

Confidentiality does not include discrimination as defined by Title IX of the Education Amendments of 1972.

In light of this commitment to confidentiality, the mediator(s) will not retain any notes taken during the mediation, no recording will be permitted during the mediation process by any parties involved and it is understood that mediators cannot testify for or against any party should the dispute be subsequently pursued through grievance and/or legal proceedings.

F. A successful mediation is one in which the parties involved in the dispute reach an agreement described as “win/win.” In mediation, parties agree only to things that are acceptable to them, to resolutions which each believes will actually resolve the dispute(s) between/among them. Because parties jointly work to resolve the dispute, the resolutions are frequently more creative and have the potential to enhance, or at least preserve, relationships better than other forms of dispute resolution.

G. If an agreement is reached, the agreement will be written by the mediator(s), and signed by all parties. A copy of the agreement will be given to the parties but not retained by the mediator(s).

H. The mediator(s) will inform the Ombuds office only that an agreement was or was not reached.

I. Each participant in mediation will be given the opportunity to evaluate the mediation process at the conclusion of the mediation.

J. It is important to understand that: time spent in mediation will be considered part of the working day and will not require any person to take leave to participate. All supervisors will make reasonable efforts to enable employees to be available for participation in mediation.

K. The acceptance or refusal of either party to submit a dispute to a mediator will not influence the outcome of any subsequent grievance proceeding.

107.0206 Limitations to Mediation

It is important to understand that not all disputes are appropriate for mediation. Some examples of disputes that are not appropriate for mediation include those that have been the subject of a final ruling or decision in accordance with University policies and procedures; disputes involving purely academic decisions (i.e., faculty assessment of students’ work); disputes involving trivial matters; allegations of sexual harassment; complaints of discrimination based on protected class; and disputes that have no relation to the University. It is also important to understand that mediation will not result in resolution for every dispute.

Addendum XI

UWG

PARKING CODE

2015-2016



Parking and Transportation

Row Hall

Questions?

678-839-6629

parking@westga.edu

www.westga.edu/parking

Revised February 23, 2015

I. GOVERNING AUTHORITY

The University of West Georgia (UWG) Parking and Transportation Services Department is delegated authority and responsibility for the administration of parking regulations and procedures designed to provide a safe and efficient parking system.

II. MOTOR VEHICLE REGISTRATION

All faculty, staff and currently enrolled students who park on the UWG Carrollton campus are required to register with Parking and Transportation Services. Failure to register a vehicle will result in a citation being issued.

All UWG Newnan students and students taking online classes who visit the Carrollton campus must have their vehicle registered and display a current University of West Georgia hangtag or follow the procedures found in Section II-E, Visitor Registration.

A. Registration Procedure

Individuals intending to park on campus must come to the Parking Services Office in Row Hall to register their vehicle. Failure to do so will result in a citation being issued.

The person registering a vehicle is responsible for all parking violations incurred by that vehicle and/or hangtag/decals regardless of who is operating the vehicle or to whom the vehicle is registered.

Motorized carts or motorized scooters below engine size of 50 cc. or similar vehicles may not be registered as a personal vehicle. Parking Services may grant, on a case-by-case basis, permission to register the use of a personal motorized cart for students and employees with accessibility (mobility) issues.

B. Student Registration

1. Each academic year, all students must register their vehicles within the first five days of the semester. Parking hangtags must be suspended from the windshield mirror anytime the vehicle is parked on campus. The hangtag must face outward from the vehicle and be totally unobstructed. If no mirror is available, the hangtag must be placed face-up on the driver-side dashboard.
 - a. The hangtag may be used on any vehicle brought onto campus by the student.
 - b. Citations are issued to the hangtag and not the vehicle. However, if no hangtag is visible, the citation is issued to the vehicle.
2. Student fees for parking are included with class registration fees.
3. Students are limited to one hangtag per academic year. Replacement for a lost hangtag is \$15.00.
4. Refunds for hangtags will not be offered.
5. Courtesy warning tickets will be issued the first five class days of each semester for vehicles that do not display a current hangtag. Vehicles will still be cited for violations of State Law and restricted parking such as handicap, red curb, yellow curb, faculty/staff, meters, and reserved parking.

C. Employee Registration

1. UWG Employees must register their vehicle immediately following the first contract date of the year or within one business day following orientation for new faculty/staff.
2. All Aramark employees (full-time and part-time) must register their vehicle within one business day

- following orientation. Aramark employees will be issued an “ARAMARK” hang tag.
3. Upon vehicle registration, individuals will be issued a parking decal which must be attached on the upper passenger’s side of the front windshield anytime the vehicle is parked on campus. The decal must face outward from the vehicle and be totally unobstructed by the sun shade strip. Citations are issued to the decal and not the vehicle. However, if the decal is missing, the citation is issued to the vehicle.
 4. Employee registration fee is \$15.00.
 5. Replacement for a lost decal(s) is \$15.00.
 6. Refunds for decals will not be offered.
 7. Faculty/staff and contract employees cannot receive a decal for a new academic year until all outstanding fines are paid.
 8. Full-time faculty/staff may be issued a gate access card upon request. This card is not to be loaned to anyone. The card remains the property of UWG and must be returned to Parking Services at the end of employment. The replacement cost for a lost or stolen gate access card is \$10.00.
 9. **Family members of faculty/staff who are enrolled in classes on the University of West Georgia campus must register their vehicles as students.**
 10. Graduate assistants (GAs/GRAs), student assistants, and Federal Work Study Program (FWSP) students are not permitted to register their vehicles as faculty/staff. UWG students employed by Aramark are not permitted to register their vehicles as faculty/staff. Additionally, student assistants may not park in designated faculty/staff areas until after 5:00 p.m. Monday through Friday.
 11. Vice Presidents and College Deans can request from Parking and Transportation Services a “Special Parking Permit for Meters and Service Spaces” for selected individuals. This permit entitles the bearer to park in service and metered spaces while attending UWG meetings or office visits **away** from assigned office. This permit may only be displayed on a registered vehicle bearing a current Faculty/Staff decal. This permit is not designed to provide convenient parking next to the bearer’s office. All other use is prohibited. Abuse of this permit will result in citations, impoundment, and revocation.

D. Visitor Registration

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 Hangtag. After business hours, registration may be made via voicemail to the Parking Office at 678-839-6629, or via email addressed to parking@westga.edu. Visitors are allowed to park in any area designated for faculty, staff, metered, or student parking. Visitors are not allowed to park in any area that is designated as a tow away zone, reserved, restricted, red, or yellow curbs. If a citation is received, the visitor should follow the instructions printed on the citation. If possible, visitors should bring the citation to Parking Services on the same day the citation was issued. If this is not possible, please either email or call Parking Services for instructions.

Parking and Transportation Services will issue a Visitor’s Parking Hangtag to all authorized visitors. This hangtag will be suspended from the windshield mirror facing outward. When using voicemail or email, visitors must provide vehicle information including make, model, and tag number as well as purpose of visit.

Visitors with disabilities 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 Hangtag. After business hours, registration may be made via voicemail to the Parking Office at 678-839-6629, or via email addressed to parking@westga.edu. Visitors with disabilities are allowed to park in “Permit Parking Only” accessible parking spaces, as well as any area designated for faculty, staff, student, and metered parking. Visitors are not allowed to park in any area that is designated as tow away zone, reserved, restricted, red, or yellow curbs. If a citation is received, the visitor should follow the instructions printed on the citation.

E. Persons with Disabilities

Under Official Code of Georgia section 40-6-226, it is illegal to utilize a State-issued Disability Parking Permit for fraudulent purposes. Violators' vehicles will be cited and towed.

UWG students, faculty and staff with either permanent or temporary disabilities must obtain a "H/C" decal from Parking Services if they intend to park in "Permit Parking Only" accessible parking spaces on campus. Persons with disabilities are allowed to park in student or faculty/staff spaces if "Permit Parking Only" accessible spaces are filled. Parking in service-vehicle spaces, reserved spaces, metered spaces (without paying) or in any areas that are restricted by UWG signage or state law is not allowed. While parked on campus, the "H/C" decal must be attached either to a student hangtag or faculty/staff decal. The current UWG hangtag with "H/C" decal will be displayed in front of any State-issued Disability Parking Permit.

1. Permanent disabilities

An "H/C" decal is required from Parking Services which must be affixed to the driver's UWG hangtag or decal. Gate cards that allow access to restricted gated lots will be issued to individuals issued a special accessibility decal. Gate cards must be returned to Parking Services whenever classes are no longer being taken at UWG or employment is concluded. Failure to return the card will result in a \$10.00 charge and a hold placed on the UWG Banner account.

2. Temporary disabilities

A hangtag may be issued for persons with temporary disabilities. The driver must present to Parking Services a doctor's statement that communicates the need for accommodation and the duration of the request. The statement must be on letterhead with original signature. The hangtag must be displayed in clear view. As needed, persons with temporary disabilities 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 the UWG Banner account.

3. Persons with disabilities with a non-registered vehicle

Non-registered vehicles that display a disabled license plate or state issued Disability Parking Permit may receive a warning citation to remind the occupant to register with Parking Services. Further violations will be subject to fines and impoundment as outlined in Section V of this code.

F. Temporary Parking Permits

Hangtag/decals shall be properly displayed in any temporary vehicle. Should the student, faculty, or staff employee fail to transfer the hangtag/decal, s/he should call Parking Services at 678-839-6629 before or upon arrival to campus and advise the vehicle will be on campus without a hangtag/decal. After business hours, call 678-839-6629 and follow instructions on the Parking Services voice mail, or email parking@westga.edu. Individuals must include ID number (917) and all vehicle information including make, model, and tag number. Citations for non-registered vehicles parked in their correct zone after-hours will be excused if a message is left or email is received by Parking Services prior to the issuance of the citation.

III. PARKING REGULATIONS

Students, Faculty, Staff, and Visitors must abide by the parking regulations at all times when on the campus of the University of West Georgia.

A. UWG Definitions

Motorcycle - a motorized 2-wheel vehicle with an engine size of 50 cc. or greater. Certificate of origin must state: "Manufactured for lawful highway use". A special decal will be issued for motorcycles.

Scooter - motorized 2-wheel vehicle with an engine size of less than 50 cc.

Motorized Cart - a cart-type vehicle that is powered by an electric or internal-combustion engine which is generally used to transport people. These include, but are not limited to, golf carts, utility terrain vehicles (UTVs), low-speed vehicles (LSVs), and utility carts.

B. Regulations

1. The Parking Code is in effect at all times.
2. Motorcycles must park in a regular parking space and in the same manner as an automobile. 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.
3. Scooters are only allowed to park in bicycle racks on campus.
4. Overnight or extended parking of campers, vans, buses, etc. utilized as living and sleeping quarters within the university's boundaries is not permitted unless approved by the Assistant Vice President of Auxiliary Services.
5. Parallel parking against the flow of traffic on the street is prohibited.
6. Parking meter hours of operation are from 7:00 a.m.-5:00 p.m., Monday – Friday. Parking meters are available to anyone; **however, hangtags/decals must be displayed for faculty/staff and currently enrolled students.** Meters accept nickels, dimes and quarters only. Time is purchased at the rate of ten cents for ten minutes. Depending upon the meter, the maximum number of minutes which can be purchased is limited regardless of the amount of coins inserted. All meters have a maximum of 30 minutes except the Bookstore meters which have a maximum of 40 minutes. Expired meter citations can be issued twice a day if a vehicle is not moved from a metered space within a four-hour period.
7. If a vehicle becomes inoperable in an area other than an authorized parking area, the operator should notify Parking Services at **678-839-6629** as soon as possible along with the approximate length of time before the vehicle will be moved. Parking Services does not provide roadside assistance services. The owner is liable for all parking citations issued before Parking Services is notified. The 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.
8. Special parking permissions may be granted by Parking Services for short periods of time for loading and unloading. The maximum length of this time is 15 minutes.
9. Police and/or service vehicles may stop or park irrespective of the parking regulations while performing

necessary official business. Service vehicles may not be left unattended blocking a fire hydrant or traffic flow or access for persons with disabilities.

10. Service spaces are limited to use by the university service vehicles, personal vehicles with valid permits, and contractors/vendors on official business.
11. Parking is at the risk of the driver. The University does not carry insurance for damage or loss to vehicles or contents. It is recommended that individuals:
 - a. Avoid leaving valuable items in vehicles.
 - b. Call University Police (678-839-6000) to report damaged or stolen property.
 - c. Pay attention to warning signs and park away from athletic fields.
12. UWG motorized carts:
 - a. Parking is permitted in:
 - (1) parking lots in accordance with the other sections of this code.
 - (2) cart spaces that have been constructed for this purpose.
 - b. Parking is prohibited:
 - (1) On landscaped and lawn areas.
 - (2) In front of electrical transformers and other equipment that could require immediate access.
 - (3) On sidewalks, ramps, and other conveyances that serve pedestrian traffic or serve as a means of egress from a building.
 - (4) On streets, driveways, and parking lot access points, unless in designated parking spots.
 - (5) In any location, or in any manner, that would impede emergency responders.
 - (6) In any location that would impede the normal operations of the campus.

IV. IMPOUNDMENT

Motor vehicles in violation of Article B of the Parking Code may be impounded at the owner's expense. The vehicle operator/owner is responsible for any wrecker fees and storage fees except where noted.

- A. 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., Monday–Friday, or the University Police (678-839-6000) from 5 p.m. until 7:30 a.m., Monday–Thursday, and from 5 p.m. Friday through 7:30 a.m. Monday, and during university holidays.
- B. Vehicles may be impounded for any of the following reasons:
 1. Non-Registered vehicles having three or more unpaid parking fines.
 2. Vehicles parked in such a manner to create a fire/safety hazard or obstruct the free flow of traffic.
 3. Parking in designated tow-away zones, at red curb areas, blocking a fire hydrant, on or blocking a sidewalk, in handicapped spaces (unauthorized) or blocking a handicapped ramp or curb cut, or on the grass, lawns, or athletic fields.
 4. In case of emergency or in the interest of public safety.
 5. After attempted contact with the owner, when a vehicle is presumed to be abandoned, or in a visible state of disrepair.
 6. Vehicles that have five (5) outstanding violations may be impounded.

V. PARKING AREA COLOR CODING AND DESIGNATIONS

- A. The following curb/surface color scheme, and/or appropriate signs, shall designate parking on campus. **In the event of a discrepancy between a sign and a curb color, the sign shall take precedence.**
1. **Yellow** - No parking zone anytime. Violators are subject to citation and impoundment.
 2. **Red** - Emergency lanes. No parking anytime. Violators are subject to citation and impoundment.
 3. **Green** - Faculty/staff parking.
 4. **White** - Open parking for all currently registered vehicles (except Residential Freshmen from Monday at 7:00 a.m. through Friday at 5:00 p.m.).
 5. **Blue** – Accessibility (Disabilities) parking. Enforced 24/7. Individuals without special accessibility decals or accessibility hangtags are subject to citation and impoundment.
 6. **Grey** - Residential Freshmen parking.
 7. **Visitors** - Visitor parking. Enforced 24/7. Faculty, staff, and students may neither park their personal nor service vehicles in designated visitor spaces at any time. Violators are subject to citation and impoundment.
- B. **Faculty/Staff parking** is in effect from 7:00 a.m. to 5:00 p.m., Monday through Friday unless otherwise designated by signage (for example the Humanities Parking Lot is open parking after 5:00 p.m. and on weekends) on class days and during final examination periods. This is to include fee payment, pre-registration, registration, and drop/add days. Faculty/Staff parking becomes open parking for students between the hours of 5:00 p.m. to 7:00 a.m.; **with the exception of parking reserved 24/7**, such as reserved for Deans or those areas marked by signage (e.g. Back Campus Drive) or gates.
- C. **Student-Zoned** parking is in effect 24/7.
1. Student “E” permits may park in the 24-hour restricted areas EAST of Foster Street.
These areas are designated by signs and include the residential areas of Gunn Hall, Bowdon Hall and The Oaks.
 2. Student “W” permits may park in the 24 hour restricted areas WEST of Brumbelow Road.
These areas are designated by signs and include the residential areas of Tyus Hall, University Suites, Center Pointe Suites, and Arbor View Apartments.
 3. Student “C” permits may park in restricted Commuter lots.
 4. Student “E,” “W,” “C,” and Faculty/Staff permits are authorized to park in any designated Open Parking Lot designated either by white curb color or signage.
 5. Student “G/V” permits are authorized to park in the Greek Village Housing Complex or in any designated Open Parking lot. Student “E,” “W,” “C”, and “RF” permits are not authorized to park in the Greek Village Housing Complex.
 6. **Student “RF”- Please See “Special Instructions for Residential Freshmen” section below.**
 7. Any student moving from one residence hall or other zoned area to a different zoned area except Residential Freshmen must get a replacement hangtag from Parking Services. There will be NO charge for a replacement hangtag provided the original hangtag is surrendered to Parking Services.
 8. Residence Life Coordinators and Residence Directors, 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 or decals are not to be “loaned” to ANYONE.
 9. Loading/Unloading spaces are for residents only with a parking limit of 20 minutes. Violators will be ticketed and may be towed at the discretion of Parking Services.
 10. Graduate Assistants (G/A) are permitted to park only in the gated Townsend Center lot and other Open lots.

D. Special Instructions for Residential Freshmen

Residential Freshmen (RF) will only park at either the Residential Freshmen parking lots at the Athletic Complex (Parking Lots, C, D, E, G) or the designated spaces of the Evergreen and Tyus Hall Parking Lots from Monday at 7:00 a.m. until Friday at 1:00 p.m. Prior to home football game days and other designated events, Residential Freshmen will receive detailed instructions to temporarily move their vehicles to other lots on campus without penalty. The failure to follow these instructions will result in citations or impoundment.

E. Electric Vehicle Charging Spaces

These publically available spaces are reserved for electric vehicles (EV) only. EVs must be in active session connected to the charger to use the spaces. Any non-electric vehicles or EVs not in active session are subject to citation and impoundment.

VI. PARKING APPEALS

A. Time Limit

All appeals must be made within ten (10) business days of the date of the citation.

B. Appeals Procedure

1. All appeals must be submitted following the instructions located at the Parking Services website: http://www.westga.edu/parking/index_21932.php or at the Parking Services Office, located in Row Hall.
2. Students, Faculty, and Staff must include their campus email address on the appeal form submitted.
3. Appeals may be submitted through the following:
 - a. Online.....<https://parking.westga.edu/ticket.php>
 - b. In-person.....submit to Parking Services office located at Row Hall (must have citation attached to appeal form)

Monday – Friday 8:00 a.m.–5:00 p.m. except holidays
 - c. Mail.....Parking Services

University of West Georgia
1601 Maple Street
Carrollton, GA 30118 (must have citation attached to appeal form)
 - d. Fax.....678-839-5504 (must have citation attached to appeal form)
4. There is no hearing to attend. Therefore, any evidence or documentation must be submitted with the appeal form.
5. Individuals should clearly explain their situation.
6. The following citations and/or explanations cannot be appealed:
 - a. Yellow curb violation
 - b. Fire lane/Red curb violation
 - c. Fire hydrant violation
 - d. Persons with disabilities parking space violations
 - e. Meter violations

- f. Unable to find a space
- g. Lack of knowledge of the regulations (e.g., new to campus or have not reviewed the regulations).
- h. Other vehicles were parked improperly.
- i. Only parking illegally for a short period time
- j. Late to class or appointment
- k. Inability to pay the amount of the fine.
- l. Displaying someone else's hangtag

7. Notification of appeal decisions are made via-email sent to the campus email address submitted with the appeal.

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 may use discretion to waive or reduce fines.

D. Parking Appeals Committee

- 1. The Parking Appeals Committee is composed 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 or University Police. No member of the committee or the Appeals Judge may rule on or approve their own parking citation appeal.
- 2. All Appeal Judge's decisions, including relevant information, will be forwarded to the Parking Appeals Committee for review.
- 3. The Parking Appeals Committee will review the decision of the Appeal Judge to ensure that correct interpretation of the parking code is being applied.
- 4. 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.
- 5. Within the constraints of Board of Regents policy, the decisions of the Parking Appeals Committee are final.

VII. SCHEDULE OF FINES AND PAYMENTS

Per University registration policy, students must clear all holds (including parking) and pay all fees before registering.

All student citations issued on or after January 1, 2012 must be paid (cash or check) in the Bursar's Office located on the first floor of Aycock Hall. UWG students can also pay citations through their Banweb account with debit or credit card. Holds are placed on University of West Georgia student accounts until paid in full or citation(s) are resolved. Hours of operation and payment information can be found on the Bursar's Office website at <http://www.westga.edu/bursar/>. Please note: All citations issued before January 1, 2012 must be paid in the Parking Services office located in Row Hall.

A. 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
(displaying someone else's hangtag)
2. Altering any Parking Services permanent or temporary permit.....\$100.00
3. Obtaining a hangtag/decals for an unauthorized person.....\$100.00
4. Falsely registering a vehicle.....\$100.00
5. Unauthorized parking in a handicap space or falsely using an official State-issued handicap hangtag (subject to impoundment).....\$100.00
6. Restricted Parking includes: Parking at a fire hydrant/fire lane, blocking a dumpster, roadway, service vehicle space, loading dock, Electric Vehicle Space, reserved space or any other designated/signed tow-away zone (subject to impoundment).....\$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. Parking meter violations.....\$25.00
11. Non-registered vehicle.....\$20.00
12. Failure to display a valid hangtag.....\$20.00
13. Displaying expired hangtag.....\$20.00
14. Parking on a sidewalk, lawn area, driveway, athletic field (subject to impoundment).....\$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 or out of space.....\$10.00
19. Unauthorized use of "Special Parking Permit for Meters and Service Spaces".....\$10.00

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 the Facilities and Services Committee of the Faculty Senate

Rev. Approved by Faculty Senate

Rev. Approved by Mr. Reeves

Rev. Approved by Mr. Sutherland

Rev. Approved by Dr. Marrero

Addendum XII

UWG

PARKING CODE

2015-2016



Parking and Transportation

Row Hall

Questions?

678-839-6629

parking@westga.edu

www.westga.edu/parking

Revised February 23, 2015

I. GOVERNING AUTHORITY

The University of West Georgia (UWG) Parking and Transportation Services Department is delegated authority and responsibility for the administration of parking regulations and procedures designed to provide a safe and efficient parking system.

II. MOTOR VEHICLE REGISTRATION

All faculty, staff and currently enrolled students who park on the UWG Carrollton campus are required to register with Parking and Transportation Services. Failure to register a vehicle will result in a citation being issued.

All UWG Newnan students and students taking online classes who visit the Carrollton campus must have their vehicle registered and display a current University of West Georgia hangtag or follow the procedures found in Section II-E, Visitor Registration.

A. Registration Procedure

Individuals intending to park on campus must come to the Parking Services Office in Row Hall to register their vehicle. Failure to do so will result in a citation being issued.

The person registering a vehicle is responsible for all parking violations incurred by that vehicle and/or hangtag/decals regardless of who is operating the vehicle or to whom the vehicle is registered.

Motorized carts or motorized scooters below engine size of 50 cc. or similar vehicles may not be registered as a personal vehicle. Parking Services may grant, on a case-by-case basis, permission to register the use of a personal motorized cart for students and employees with accessibility (mobility) issues.

B. Student Registration

1. Each academic year, all students must register their vehicles within the first five days of the semester. Parking hangtags must be suspended from the windshield mirror anytime the vehicle is parked on campus. The hangtag must face outward from the vehicle and be totally unobstructed. If no mirror is available, the hangtag must be placed face-up on the driver-side dashboard.
 - a. The hangtag may be used on any vehicle brought onto campus by the student.
 - b. Citations are issued to the hangtag and not the vehicle. However, if no hangtag is visible, the citation is issued to the vehicle.
2. Student fees for parking are included with class registration fees.
3. Students are limited to one hangtag per academic year. Replacement for a lost hangtag is \$15.00.
4. Refunds for hangtags will not be offered.
5. Courtesy warning tickets will be issued the first five class days of each semester for vehicles that do not display a current hangtag. Vehicles will still be cited for violations of State Law and restricted parking such as handicap, red curb, yellow curb, faculty/staff, meters, and reserved parking.

C. Employee Registration

1. UWG Employees must register their vehicle immediately following the first contract date of the year or within one business day following orientation for new faculty/staff.
2. All Aramark employees (full-time and part-time) must register their vehicle within one business day

- following orientation. Aramark employees will be issued an “ARAMARK” hang tag.
3. Upon vehicle registration, individuals will be issued a parking decal which must be attached on the upper passenger’s side of the front windshield anytime the vehicle is parked on campus. The decal must face outward from the vehicle and be totally unobstructed by the sun shade strip. Citations are issued to the decal and not the vehicle. However, if the decal is missing, the citation is issued to the vehicle.
 4. Employee registration fee is \$15.00.
 5. Replacement for a lost decal(s) is \$15.00.
 6. Refunds for decals will not be offered.
 7. Faculty/staff and contract employees cannot receive a decal for a new academic year until all outstanding fines are paid.
 8. Full-time faculty/staff may be issued a gate access card upon request. This card is not to be loaned to anyone. The card remains the property of UWG and must be returned to Parking Services at the end of employment. The replacement cost for a lost or stolen gate access card is \$10.00.
 9. **Family members of faculty/staff who are enrolled in classes on the University of West Georgia campus must register their vehicles as students.**
 10. Graduate assistants (GAs/GRAs), student assistants, and Federal Work Study Program (FWSP) students are not permitted to register their vehicles as faculty/staff. UWG students employed by Aramark are not permitted to register their vehicles as faculty/staff. Additionally, student assistants may not park in designated faculty/staff areas until after 5:00 p.m. Monday through Friday.
 11. Vice Presidents and College Deans can request from Parking and Transportation Services a “Special Parking Permit for Meters and Service Spaces” for selected individuals. This permit entitles the bearer to park in service and metered spaces while attending UWG meetings or office visits **away** from assigned office. This permit may only be displayed on a registered vehicle bearing a current Faculty/Staff decal. This permit is not designed to provide convenient parking next to the bearer’s office. All other use is prohibited. Abuse of this permit will result in citations, impoundment, and revocation.

D. Visitor Registration

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 Hangtag. After business hours, registration may be made via voicemail to the Parking Office at 678-839-6629, or via email addressed to parking@westga.edu. Visitors are allowed to park in any area designated for faculty, staff, metered, or student parking. Visitors are not allowed to park in any area that is designated as a tow away zone, reserved, restricted, red, or yellow curbs. If a citation is received, the visitor should follow the instructions printed on the citation. If possible, visitors should bring the citation to Parking Services on the same day the citation was issued. If this is not possible, please either email or call Parking Services for instructions.

Parking and Transportation Services will issue a Visitor’s Parking Hangtag to all authorized visitors. This hangtag will be suspended from the windshield mirror facing outward. When using voicemail or email, visitors must provide vehicle information including make, model, and tag number as well as purpose of visit.

Visitors with disabilities 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 Hangtag. After business hours, registration may be made via voicemail to the Parking Office at 678-839-6629, or via email addressed to parking@westga.edu. Visitors with disabilities are allowed to park in “Permit Parking Only” accessible parking spaces, as well as any area designated for faculty, staff, student, and metered parking. Visitors are not allowed to park in any area that is designated as tow away zone, reserved, restricted, red, or yellow curbs. If a citation is received, the visitor should follow the instructions printed on the citation.

E. Persons with Disabilities

Under Official Code of Georgia section 40-6-226, it is illegal to utilize a State-issued Disability Parking Permit for fraudulent purposes. Violators' vehicles will be cited and towed.

UWG students, faculty and staff with either permanent or temporary disabilities must obtain a "H/C" decal from Parking Services if they intend to park in "Permit Parking Only" accessible parking spaces on campus. Persons with disabilities are allowed to park in student or faculty/staff spaces if "Permit Parking Only" accessible spaces are filled. Parking in service-vehicle spaces, reserved spaces, metered spaces (without paying) or in any areas that are restricted by UWG signage or state law is not allowed. While parked on campus, the "H/C" decal must be attached either to a student hangtag or faculty/staff decal. The current UWG hangtag with "H/C" decal will be displayed in front of any State-issued Disability Parking Permit.

1. Permanent disabilities

An "H/C" decal is required from Parking Services which must be affixed to the driver's UWG hangtag or decal. Gate cards that allow access to restricted gated lots will be issued to individuals issued a special accessibility decal. Gate cards must be returned to Parking Services whenever classes are no longer being taken at UWG or employment is concluded. Failure to return the card will result in a \$10.00 charge and a hold placed on the UWG Banner account.

2. Temporary disabilities

A hangtag may be issued for persons with temporary disabilities. The driver must present to Parking Services a doctor's statement that communicates the need for accommodation and the duration of the request. The statement must be on letterhead with original signature. The hangtag must be displayed in clear view. As needed, persons with temporary disabilities 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 the UWG Banner account.

3. Persons with disabilities with a non-registered vehicle

Non-registered vehicles that display a disabled license plate or state issued Disability Parking Permit may receive a warning citation to remind the occupant to register with Parking Services. Further violations will be subject to fines and impoundment as outlined in Section V of this code.

F. Temporary Parking Permits

Hangtag/decals shall be properly displayed in any temporary vehicle. Should the student, faculty, or staff employee fail to transfer the hangtag/decal, s/he should call Parking Services at 678-839-6629 before or upon arrival to campus and advise the vehicle will be on campus without a hangtag/decal. After business hours, call 678-839-6629 and follow instructions on the Parking Services voice mail, or email parking@westga.edu. Individuals must include ID number (917) and all vehicle information including make, model, and tag number. Citations for non-registered vehicles parked in their correct zone after-hours will be excused if a message is left or email is received by Parking Services prior to the issuance of the citation.

III. PARKING REGULATIONS

Students, Faculty, Staff, and Visitors must abide by the parking regulations at all times when on the campus of the University of West Georgia.

A. UWG Definitions

Motorcycle - a motorized 2-wheel vehicle with an engine size of 50 cc. or greater. Certificate of origin must state: "Manufactured for lawful highway use". A special decal will be issued for motorcycles.

Scooter - motorized 2-wheel vehicle with an engine size of less than 50 cc.

Motorized Cart - a cart-type vehicle that is powered by an electric or internal-combustion engine which is generally used to transport people. These include, but are not limited to, golf carts, utility terrain vehicles (UTVs), low-speed vehicles (LSVs), and utility carts.

B. Regulations

1. The Parking Code is in effect at all times.
2. Motorcycles must park in a regular parking space and in the same manner as an automobile. 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.
3. Scooters are only allowed to park in bicycle racks on campus.
4. Overnight or extended parking of campers, vans, buses, etc. utilized as living and sleeping quarters within the university's boundaries is not permitted unless approved by the Assistant Vice President of Auxiliary Services.
5. Parallel parking against the flow of traffic on the street is prohibited.
6. Parking meter hours of operation are from 7:00 a.m.-5:00 p.m., Monday – Friday. Parking meters are available to anyone; **however, hangtags/decals must be displayed for faculty/staff and currently enrolled students.** Meters accept nickels, dimes and quarters only. Time is purchased at the rate of ten cents for ten minutes. Depending upon the meter, the maximum number of minutes which can be purchased is limited regardless of the amount of coins inserted. All meters have a maximum of 30 minutes except the Bookstore meters which have a maximum of 40 minutes. Expired meter citations can be issued twice a day if a vehicle is not moved from a metered space within a four-hour period.
7. If a vehicle becomes inoperable in an area other than an authorized parking area, the operator should notify Parking Services at **678-839-6629** as soon as possible along with the approximate length of time before the vehicle will be moved. Parking Services does not provide roadside assistance services. The owner is liable for all parking citations issued before Parking Services is notified. The 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.
8. Special parking permissions may be granted by Parking Services for short periods of time for loading and unloading. The maximum length of this time is 15 minutes.
9. Police and/or service vehicles may stop or park irrespective of the parking regulations while performing

necessary official business. Service vehicles may not be left unattended blocking a fire hydrant or traffic flow or access for persons with disabilities.

10. Service spaces are limited to use by the university service vehicles, personal vehicles with valid permits, and contractors/vendors on official business.
11. Parking is at the risk of the driver. The University does not carry insurance for damage or loss to vehicles or contents. It is recommended that individuals:
 - a. Avoid leaving valuable items in vehicles.
 - b. Call University Police (678-839-6000) to report damaged or stolen property.
 - c. Pay attention to warning signs and park away from athletic fields.
12. UWG motorized carts:
 - a. Parking is permitted in:
 - (1) parking lots in accordance with the other sections of this code.
 - (2) cart spaces that have been constructed for this purpose.
 - b. Parking is prohibited:
 - (1) On landscaped and lawn areas.
 - (2) In front of electrical transformers and other equipment that could require immediate access.
 - (3) On sidewalks, ramps, and other conveyances that serve pedestrian traffic or serve as a means of egress from a building.
 - (4) On streets, driveways, and parking lot access points, unless in designated parking spots.
 - (5) In any location, or in any manner, that would impede emergency responders.
 - (6) In any location that would impede the normal operations of the campus.

IV. IMPOUNDMENT

Motor vehicles in violation of Article B of the Parking Code may be impounded at the owner's expense. The vehicle operator/owner is responsible for any wrecker fees and storage fees except where noted.

- A. 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., Monday–Friday, or the University Police (678-839-6000) from 5 p.m. until 7:30 a.m., Monday–Thursday, and from 5 p.m. Friday through 7:30 a.m. Monday, and during university holidays.
- B. Vehicles may be impounded for any of the following reasons:
 1. Non-Registered vehicles having three or more unpaid parking fines.
 2. Vehicles parked in such a manner to create a fire/safety hazard or obstruct the free flow of traffic.
 3. Parking in designated tow-away zones, at red curb areas, blocking a fire hydrant, on or blocking a sidewalk, in handicapped spaces (unauthorized) or blocking a handicapped ramp or curb cut, or on the grass, lawns, or athletic fields.
 4. In case of emergency or in the interest of public safety.
 5. After attempted contact with the owner, when a vehicle is presumed to be abandoned, or in a visible state of disrepair.
 6. Vehicles that have five (5) outstanding violations may be impounded.

V. PARKING AREA COLOR CODING AND DESIGNATIONS

A. The following curb/surface color scheme, and/or appropriate signs, shall designate parking on campus. **In the event of a discrepancy between a sign and a curb color, the sign shall take precedence.**

1. **Yellow** - No parking zone anytime. Violators are subject to citation and impoundment.
2. **Red** - Emergency lanes. No parking anytime. Violators are subject to citation and impoundment.
3. **Green** - Faculty/staff parking.
4. **White** - Open parking for all currently registered vehicles (except Residential Freshmen from Monday at 7:00 a.m. through Friday at 5:00 p.m.).
5. **Blue** – Accessibility (Disabilities) parking. Enforced 24/7. Individuals without special accessibility decals or accessibility hangtags are subject to citation and impoundment.
6. **Grey** - Residential Freshmen parking.
7. **Visitors** - Visitor parking. Enforced 24/7. Faculty, staff, and students may neither park their personal nor service vehicles in designated visitor spaces at any time. Violators are subject to citation and impoundment.

B. **Faculty/Staff parking** is in effect from 7:00 a.m. to 5:00 p.m., Monday through Friday unless otherwise designated by signage (for example the Humanities Parking Lot is open parking after 5:00 p.m. and on weekends) on class days and during final examination periods. This is to include fee payment, pre-registration, registration, and drop/add days. Faculty/Staff parking becomes open parking for students between the hours of 5:00 p.m. to 7:00 a.m.; **with the exception of parking reserved 24/7**, such as reserved for Deans or those areas marked by signage (e.g. Back Campus Drive) or gates.

C. **Student-Zoned** parking is in effect 24/7.

1. Student “E” permits may park in the 24-hour restricted areas EAST of Foster Street.
These areas are designated by signs and include the residential areas of Gunn Hall, Bowdon Hall and The Oaks.
2. Student “W” permits may park in the 24 hour restricted areas WEST of Brumbelow Road.
These areas are designated by signs and include the residential areas of Tyus Hall, University Suites, Center Pointe Suites, and Arbor View Apartments.
3. Student “C” permits may park in restricted Commuter lots.
4. Student “E,” “W,” “C,” and Faculty/Staff permits are authorized to park in any designated Open Parking Lot designated either by white curb color or signage.
5. Student “G/V” permits are authorized to park in the Greek Village Housing Complex or in any designated Open Parking lot. Student “E,” “W,” “C”, and “RF” permits are not authorized to park in the Greek Village Housing Complex.
6. **Student “RF”- Please See “Special Instructions for Residential Freshmen” section below.**
7. Any student moving from one residence hall or other zoned area to a different zoned area except Residential Freshmen must get a replacement hangtag from Parking Services. There will be NO charge for a replacement hangtag provided the original hangtag is surrendered to Parking Services.
8. Residence Life Coordinators and Residence Directors, 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 or decals are not to be “loaned” to ANYONE.
9. Loading/Unloading spaces are for residents only with a parking limit of 20 minutes. Violators will be ticketed and may be towed at the discretion of Parking Services.
10. Graduate Assistants (G/A) are permitted to park only in the gated Townsend Center lot and other Open lots.

D. **Special Instructions for Residential Freshmen**

Residential Freshmen (RF) will only park at either the Residential Freshmen parking lots at the Athletic Complex (Parking Lots, C, D, E, G) or the designated spaces of the Evergreen and Tyus Hall Parking Lots from Monday at 7:00 a.m. until Friday at 1:00 p.m. Prior to home football game days and other designated events, Residential Freshmen will receive detailed instructions to temporarily move their vehicles to other lots on campus without penalty. The failure to follow these instructions will result in citations or impoundment.

E. Electric Vehicle Charging Spaces

These publically available spaces are reserved for electric vehicles (EV) only. EVs must be in active session connected to the charger to use the spaces. Any non-electric vehicles or EVs not in active session are subject to citation and impoundment.

VI. PARKING APPEALS

A. Time Limit

All appeals must be made within ten (10) business days of the date of the citation.

B. Appeals Procedure

1. All appeals must be submitted following the instructions located at the Parking Services website: http://www.westga.edu/parking/index_21932.php or at the Parking Services Office, located in Row Hall.
2. Students, Faculty, and Staff must include their campus email address on the appeal form submitted.
3. Appeals may be submitted through the following:
 - a. Online.....<https://parking.westga.edu/ticket.php>
 - b. In-person.....submit to Parking Services office located at Row Hall (must have citation attached to appeal form)

Monday – Friday 8:00 a.m.–5:00 p.m. except holidays
 - c. Mail.....Parking Services

University of West Georgia
1601 Maple Street
Carrollton, GA 30118 (must have citation attached to appeal form)
 - d. Fax.....678-839-5504 (must have citation attached to appeal form)
4. There is no hearing to attend. Therefore, any evidence or documentation must be submitted with the appeal form.
5. Individuals should clearly explain their situation.
6. The following citations and/or explanations cannot be appealed:
 - a. Yellow curb violation
 - b. Fire lane/Red curb violation
 - c. Fire hydrant violation
 - d. Persons with disabilities parking space violations
 - e. Meter violations

- f. Unable to find a space
- g. Lack of knowledge of the regulations (e.g., new to campus or have not reviewed the regulations).
- h. Other vehicles were parked improperly.
- i. Only parking illegally for a short period time
- j. Late to class or appointment
- k. Inability to pay the amount of the fine.
- l. Displaying someone else's hangtag

7. Notification of appeal decisions are made via-email sent to the campus email address submitted with the appeal.

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 may use discretion to waive or reduce fines.

D. Parking Appeals Committee

- 1. The Parking Appeals Committee is composed 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 or University Police. No member of the committee or the Appeals Judge may rule on or approve their own parking citation appeal.
- 2. All Appeal Judge's decisions, including relevant information, will be forwarded to the Parking Appeals Committee for review.
- 3. The Parking Appeals Committee will review the decision of the Appeal Judge to ensure that correct interpretation of the parking code is being applied.
- 4. 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.
- 5. Within the constraints of Board of Regents policy, the decisions of the Parking Appeals Committee are final.

VII. SCHEDULE OF FINES AND PAYMENTS

Per University registration policy, students must clear all holds (including parking) and pay all fees before registering.

All student citations issued on or after January 1, 2012 must be paid (cash or check) in the Bursar's Office located on the first floor of Aycock Hall. UWG students can also pay citations through their Banweb account with debit or credit card. Holds are placed on University of West Georgia student accounts until paid in full or citation(s) are resolved. Hours of operation and payment information can be found on the Bursar's Office website at <http://www.westga.edu/bursar/>. Please note: All citations issued before January 1, 2012 must be paid in the Parking Services office located in Row Hall.

A. 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
(displaying someone else's hangtag)
2. Altering any Parking Services permanent or temporary permit.....\$100.00
3. Obtaining a hangtag/decals for an unauthorized person.....\$100.00
4. Falsely registering a vehicle.....\$100.00
5. Unauthorized parking in a handicap space or falsely using an official State-issued handicap hangtag (subject to impoundment).....\$100.00
6. Restricted Parking includes: Parking at a fire hydrant/fire lane, blocking a dumpster, roadway, service vehicle space, loading dock, Electric Vehicle Space, reserved space or any other designated/signed tow-away zone (subject to impoundment).....\$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. Parking meter violations.....\$25.00
11. Non-registered vehicle.....\$20.00
12. Failure to display a valid hangtag.....\$20.00
13. Displaying expired hangtag.....\$20.00
14. Parking on a sidewalk, lawn area, driveway, athletic field (subject to impoundment).....\$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 or out of space.....\$10.00
19. Unauthorized use of "Special Parking Permit for Meters and Service Spaces".....\$10.00

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 the Facilities and Services Committee of the Faculty Senate

Rev. Approved by Faculty Senate

Rev. Approved by Mr. Reeves

Rev. Approved by Mr. Sutherland

Rev. Approved by Dr. Marrero

Addendum XIII

Faculty Senate Rules Committee: Proposed Changes to the UWG Shared Governance Procedures

http://www.westga.edu/assetsDept/vpaa/UWG_Shared_Governance_Procedures_for_Modifications_to_Academic_Programs_Final_Adopted_by_the_senate_9March2012.pdf

UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs

Many changes also need approval by the BOR, SACS, and/or specialized accreditors prior to implementation. This document only addresses the UWG internal approval process.

The Provost serves as the Chief Academic Officer for the Institution. As such, all changes to programs and courses need approval of the Provost. The Dean, serving under the Provost, serves as the Chief Academic Officer for the college or school of his or her appointment. It is the responsibility of both the Dean and members of the faculty to engage in improvements and innovations in pedagogy, curriculum, and programming in an effort to increase student learning. Many of these changes should flow naturally out of market conditions, environments, national norms, and data collected and analyzed through the assessment of student learning outcomes.

The process for new or modified academic programs and curriculum normally (but not exclusively) initiates within a college or school. As such, it is the responsibility of the Dean as the chief academic officer of the college or school to manage the curriculum creation/modification process within his/her area of appointment. Each college or school has the opportunity to define internal processes for the creation and modification of curriculum and academic programs, within the boundaries of UWG and BOR policy and procedures.

When the creation or modification of an academic program or curriculum is approved by the Dean, many changes should also be submitted for consideration by the faculty senate and its committees, while others should be reported directly to the Office of the Provost and Vice President for Academic Affairs. The process of notification and approval for the creation/modification of academic programs and curriculum is outlined below:

1. The following are **actions items** by the Senate:

- Any changes to degree requirements within a college or across colleges
- Modifying the total hours required to complete a course
- o New academic programs and new courses (degrees, minors, certificates, etc...)
- o Changes to a course level (i.e. changing from 3000 to 4000 level)
- o Adding or removing a course from the Core Curriculum
- o Changes to course prerequisites that span across colleges
- o Modifying the requirements to complete an academic program
- o New or modified concentrations within a degree program

2. The following are **information items** for the Senate:

- o Modifications to XIDS courses (Action Item by the Committee)
- o Changes in admission standards for an academic program
- o Suspending (deactivating) or eliminating (terminating) academic programs
- o Offering an existing academic program more than 95% online
- o Offering an approved academic program more than 50%, but less than 95% online

3. The following are **reviewed by the Senate graduate and undergraduate programs** committees to assure quality of academic programs

- Comprehensive Program Reviews
- Academic program learning outcome assessments

4. The following are **not items considered** by the Senate and should be reported directly to office of the Provost:

- Modifications/additions/deletions to existing academic program learning outcomes
- Offering less than 25% or 25-50% of an academic program at an off-site location or online (separate notifications for each change)
- Minor modifications to courses including : course name, description, course learning outcomes, course deletions (with the exception of Core courses) and prerequisites within a college or school
- Creation or modifications of assessment artifacts
- Moving an approved course to online delivery

*This document was approved by the Senate on March 9, 2012 and adopted by the president on May 9, 2012
Amended by the Senate on December 7, 2012 and approved by the president on March 20, 2013*