

Memorandum

To: General Faculty

Date: March 28, 2018

Regarding: Faculty Senate agenda for March 30, 2018 in TLC 1-203 at 3 p.m.

The agenda for the March 30, 2018 Faculty Senate meeting is as follows:

1. Call to order
2. Roll call
3. Approval of Minutes from February 23, 2018 ([Addendum I](#))
4. Committee Reports

Committee I: Undergraduate Programs Committee (Nick Sterling, Chair)

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

A) College of Arts and Humanities

1) History Department

a) [Bachelor of Arts with a Major in History, General](#)

Request: Modify

b) [Minor in History](#)

Request: Modify

2) English and Philosophy Department

a) [ENGL 1101L: English Composition Lab](#)

Request: Add

B) College of Education

1) Early Childhood through Secondary Education Department

a) [Post-baccalaureate Initial Certification in Elementary Education](#)

Request: Modify

C) College of Science and Mathematics

1) Mathematics Department

a) [MATH 1111L: Support for College Algebra](#)

Request: Add

D) College of Social Sciences

1) Political Science Department

a) [POLS 4520: International Relations Theory](#)

Request: Add

- b) [Bachelor of Science with a Major in Organizational Leadership](#)

Request: Modify

- c) [Minor in Public Administration](#)

Request: Modify

- d) [International Security Studies Certificate](#)

Request: Add

- e) [Bachelor of Science with a Major in Political Science](#)

Request: Modify

- f) [Bachelor of Arts with a Major in Political Science](#)

Request: Modify

E) Interdisciplinary Studies and Honors College (Addenda III-IV)

- 1) XIDS 2002: First-Year Seminar Proposals (**Addendum III**)

Request: Add (approves topic proposals for AY 2018-19)

- 2) XIDS 2100: Walt Disney and the American Way of Life (**Addendum IV**)

Request: Add

Information Item:

- A) Jeff Zamostny will serve as chair of UPC during AY 2018-19

Committee II: Graduate Program Committee (Susan Hall Webb, Chair)

Action Items (Addendum V):

- A) College of Education

- 1) Communication Sciences and Professional Counseling Department

- a) [Master of Education with a Major in Professional Counseling, School Counseling Track](#)

Request: Modify

- b) [CEPD 7121: Issues and Trends in Professional School Counseling](#)

Request: Add

- 2) Literacy and Special Education Department

- a) [Master of Education with a Major in Special Education and Teaching, General, Online](#)

Request: Modify

Information Item:

A) Colleen Vasconcellos will serve as chair of GPC during AY 2018-19

Committee III: Academic Policies Committee (Emily McKendry-Smith, Chair)

Action Items:

A) Undergraduate Student Catalog

1) Undergraduate Academic Policies and Class Absence ([Addendum VI](#))

Request: Modify

Information Item:

A) Nancy Pencoie will serve as chair of APC during AY 2018-19

Committee V: Institutional Planning (Katy Green, Chair)

Information Item:

A) Felix Tweraser will serve as chair of IP during AY 2018-19

Committee VIII: Intercollegiate Athletics and University Advancement Committee (Ashley Smallwood, Chair)

Information Item:

A) Lisa Robinson will serve as chair of IAUA during AY 2018-19

Committee X: Rules (Susan Welch, chair)

Information Item:

A) Susana Velez-Castrillon will serve as chair of Rules during AY 2018-19

Committee XI: Diversity and Internationalization (Lara Willox, Chair)

Action Item ([Addendum VII](#)):

A) UWG Faculty Senate Resolution on Diversifying the Faculty

Committee XII: Teaching, Learning, and Assessment Committee (Jennifer Edelman, Chair)

Information Items:

A) Committee Response to the USG's "low-cost/no-cost" course materials designation requirement, beginning in fall 2018 ([Addendum VIII](#))

1) UWG faculty are sensitive to student financial situations. Therefore, we support faculty decisions that provide students with the best educational resources at reasonable prices. This means that faculty retain their rights under academic freedom to select materials that best meet the course learning objectives. For example, faculty

should feel free to use open educational resources (OERs), traditional textbooks, and other educational materials based on their expert judgement and pedagogical concerns. However, faculty are not required to meet the low-cost/no-cost designations for courses.

B) John Morris will serve as chair of TLA during AY 2018-19

5. Old Business

A) Revisions to the Use of University E-Mail List, policy 10.2.4, Jane Simpson ([Addendum IX](#))

Request: Approve

6. New Business

A) USG Faculty Council Proposed Summer Salary Resolution, Chair Farmer ([Addendum X](#))

7. Announcements

A) Senate Liaison Reports

8. Adjournment

Addendum I

Senate Meeting Minutes

February 23, 2018

Draft

1. Call to order

Chair Farmer called the meeting to order at 3:02 p.m.

2. Roll call

Present:

Barbour, Bertau, Cormican, DeFoor, Dutt, Edelman, Elman, Fleming, Fujita, Green, Henderson, Hipchen, Hoang, Hong, Johnson, Khodkar, Lee (Yates, sub.), McKendry-Smith, Merrem, Miller (Loicano, sub.), Moon, Morris, Neely (McCord, sub.)Perryman, Reber, Remshagen, Robinson, Rutledge, Schroer, Self, Trotman-Scott (Council, sub.), Stanfield, Stuart, Tweraser (Hunt, sub.), Vasconcellos, Velez-Castrillon, Welch, Webb, Williams, Zamostny (Fuentes, sub.), and Zot.

Absent:

Bohannon (Drummond, sub.), Chwialkowska, Dahms, Guo, Pencoe, Schoon, Smallwood, Sterling, Varga, and Willox.

3. Approval of Minutes

A) Minutes from January 26, 2018 were approved unanimously via e-mail on January 29, 2018

4. Committee Reports

Committee I: Undergraduate Programs Committee (Nick Sterling, Chair)

Action Items:

A) College of Arts and Humanities

1) English and Philosophy Department

a) ENGL 0999: Support for English Composition

Request: Add

Item approved unanimously

B) Richards College of Business

1) Marketing and Real Estate Department

a) MKTG 4825: Fashion Marketing and Merchandizing

Request: Add

Item approved unanimously

C) College of Science and Mathematics

- 1) Biology Department
 - a) BIOL 3825: Research Methods
Request: Modify

Item approved unanimously

- D) College of Social Sciences
 - 1) Anthropology Department
 - a) Bachelor of Science with a Major in Anthropology
Request: Modify

Item approved unanimously

- E) Interdisciplinary Studies and Honors College
 - 1) XIDS 2002: What Do You Know About Multicultural Achievement?
Request: Add

Item approved unanimously

- 2) HONR 2102: Sophomore Honors Colloquium: Inquiry
Request: Add

Item approved unanimously

- 3) HONR 3102: Junior Honors Colloquium: Engagement
Request: Add

Item approved unanimously

- 4) HONR 4102: Senior Honors Colloquium
Request: Add

Item approved unanimously

Committee II: Graduate Program Committee (Susan Hall Webb, Chair)

Information Items (Figures 1-):

- A) Academic Affairs, Graduate School
 - 1) Graduate School
 - a) GRE Score Policy Catalog Description (**Figure 1**)
Request: Add
 - b) Admission as a UWG Undergraduate, Graduating Senior Catalog Description (**Figure 2**)
Request: Modify
- B) College of Social Sciences
 - 1) Political Science Department
 - a) Master of Public Administration (MPA) Admission Requirements

Request: Modify

C) Richards College of Business

1) Accounting and Finance Department

- a) Master of Professional Accounting (MPAcc) Retake Policy Catalog Description

Request: Modify

2) Management Department

- a) Master of Business Administration (MBA) Retake Policy Catalog Description

Request: Modify

- b) Master of Business Administration (MBA) Admission Requirements

Request: Modify

D) College of Education

1) Dean's Office, Graduate Studies

- a) College of Education, Graduate Programs Catalog Description (**Figure 3**)

Request: Modify

Please note: a corrected document, featured below in Figure 3, was submitted by the COE on February 22, 2018 and shown in the meeting during discussion of this modification.

2) Communication Sciences and Professional Counseling Department

- a) Master of Education with a Major in Professional Counseling, College Student Affairs Track Admission Requirements

Request: Modify

Committee IV: Faculty Development Committee (Megumi Fujita, Chair)

Action Items:

- A) *Faculty Handbook*, section 103.02 (**Figure 4**)

Request: Approve

Item approved unanimously

Committee X: Rules Committee (Susan Welch, Chair)

Action Items (Figures 5-7):

- A) *UWG Faculty Handbook*, 202 Record of Student Absences

1) *UWG Faculty Handbook*

- a) Section 202, Record of Student Absences (**Figure 5**)

Request: Modify

Item approved unanimously

- B) *UWG Procedure 2.7.4*, Record of Student Absences/Attendance

1) *UWG Academic Affair Policies*

- a) UWG Procedure 2.7.4, Record of Student Absences/Attendance (**Figure 6**)

Request: Approve

- C) UWG Faculty Handbook, 204 Attendance Policy

- 1) UWG Faculty Handbook

- a) Section 204, Attendance Policy (**Figure 7**)

Request: Modify

Item approved unanimously

5. Old Business

6. New Business

- A) Revisions to the Use of University E-Mail List, policy 10.2.4, Jane Simpson

Request: Approve

Note: this item was not voted upon. After discussion, it was decided that Senators would bring the policy to their respective departments and units for discussion.

7. Announcements

- A) Senate Liaison Reports

- 1) *Emily McKendry-Smith, chair of APC, advised that she is on the Calendar Committee and that they are meeting. She will bring information to the full Senate as necessary.*
- 2) *Craig Schroer announced that Ingram Library is distributing free copies of the novel Bombingham by author Anthony Grooms. Mr. Grooms will speak at UWG's Spring Book Discussion on Monday, April 2nd at 7 p.m. in the Campus Center Ballroom.*

8. Adjournment

Chair Farmer adjourned the meeting at 3:43 p.m.

Figure 1

DIVISION OF ACADEMIC AFFAIRS

GRE Score Policy – Draft

January 31, 2018

The only official reports of Graduate Record Examination (GRE) scores are those issued by ETS and sent directly to the University of West Georgia using our school code: 5900. Scores obtained from other sources or sent in other formats will not be accepted. Scores must be current, taken within 5 years of the application deadline date for the specific program of study. Academic programs may offer an exemption or waiver for the GRE under specific circumstances that must be outlined in the graduate catalog. Please consult the program of study's admission criteria for more information.

Once received, the University of West Georgia will not issue or release GRE scores to students, applicants, or other institutions in any format.

Figure 2

Admission as a UWG Undergraduate-Graduating Senior

A UWG undergraduate senior within eight (8) hours of completing requirements for a bachelor's degree may be permitted to enroll in courses for master's degree credit provided that the following conditions are met:

1. The UWG student must obtain the permission of the Department Chair and Graduate Program Director that schedule and/or provide advising for the master's degree course/s. Permission must also be given by the Dean of the college or school of the undergraduate major.
2. The UWG student is qualified for admission to master's degree study except for the award of the undergraduate degree.
3. The UWG student registers for no more than twelve (12) semester credit hours. For example, a student who needs eight (8) hours to complete the baccalaureate degree could register for those eight (8) undergraduate hours plus an additional four (4) hours of master's degree credit. The graduate credit would apply to a master's degree, essentially accelerating the student's completion of a master's degree after admission to a UWG master's program. Under no circumstances may a course be used for both graduate and undergraduate credit.

Figure 3

Good Academic Standing

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

Academic Probation

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

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

M.A.T. Students

A M.A.T student in good standing who fails one or more courses, regardless of the term or cumulative GPA, will begin the next term on Academic Probation. A student must earn a term GPA of 3.0 or higher each term while on Academic Probation. One of three possible actions will be implemented for a student on Academic Probation at the end of each term enrollment:

1. A student who earns a term GPA of 3.0 or higher and raises his or her cumulative GPA to 3.0 or higher will return to Good Academic Standing.
2. If a student's term GPA is 3.0 or higher, but the cumulative GPA remains below 3.0, he or she will remain on Academic Probation.
3. If a student earns a second term GPA below 3.0 (which may or may not include a failing grade(s) while on Academic Probation or while in good standing, regardless of the cumulative GPA, he or she will be suspended for one term.
4. If a reinstated student earns a term GPA below 3.0 or fails another course, regardless of the cumulative GPA, he or she will be academically dismissed from the University.

Unsatisfactory Grades

Students Enrolled in Field Experience Courses (Internship/ Externship/Practicum)

- 1. Students who earn a grade of Unsatisfactory will be placed on Academic Probation, regardless of the cumulative GPA.**
- 2. Students who earn a second grade of Unsatisfactory, will be dismissed from the program, regardless of the cumulative GPA**
- 3. A student who earns a Satisfactory grade the subsequent semester will return to Good Academic Standing.**

Students Enrolled in Comprehensive Exam Courses

- 1. Students who earn a grade of Unsatisfactory will be placed on Academic Probation, regardless of the cumulative GPA.**
- 2. A student who earns a Satisfactory grade the subsequent semester will return to Good Academic Standing.**
- 3. If a student earns a second Unsatisfactory grade while in Good Academic standing, he or she will be placed on Academic Probation. If a student earns a second Unsatisfactory grade while on Academic Probation, he or she will remain on Academic Probation.**
- 4. Students required to pass a comprehensive, exit, or National exam to successfully complete their graduate program must pass the identified exam within three attempts. Those who do not pass within the specified attempts will be dismissed from the program.**

Doctoral Students

- 1. Doctoral students who earn a grade of Unsatisfactory will be placed on Academic Probation, regardless of the cumulative GPA.**
- 2. Doctoral students who earn a second grade of Unsatisfactory, will be dismissed from the University, regardless of the cumulative GPA.**
- 3. A student who earns a Satisfactory grade the subsequent semester will return to Good Academic Standing.**

Academic Suspension

A student who fails a course, regardless of the term or cumulative GPA, will be suspended from the University for one term. Also, a student on Academic Probation who earns a term GPA below 3.0 will be suspended from the University for one term. One term is defined as the Fall, Spring, or Summer term. The Summer term includes all sessions; thus, a suspended student is required to sit out all sessions that comprise the Summer term. An Academic Suspension Appeal may only be reviewed through a grade appeal or hardship withdrawal.

The student on Academic Suspension is not guaranteed the opportunity to return to the University. The suspended student must apply for reinstatement to return to the University and program after the one term absence. Reinstatement criteria are established by the college or school which houses the student's graduate program and are listed in the Reinstatement Procedures section which follows the College, Department, or Program-Specific Standards section of this policy. A student may only be suspended from a program once. If a student is suspended a second time, he or she will be academically dismissed from the University.

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

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

College of Education Reinstatement

1. The student may apply for reinstatement by submitting a written letter of request to the COE Graduate Studies Office. The letter of request should clearly address the following two questions:
 1. What were the factors that contributed to your failure to maintain good academic standing?
 2. If reinstated, what is your plan to address those contributing circumstances and ensure academic success?
2. The COE Graduate Studies Office will determine if the student will be able to graduate with a 3.0 using the courses that the student has remaining. Once determined, the COE Graduate Studies Office will consult with the chair and/or the graduate faculty of the department and a final decision with regard to the reinstatement will be made. Reinstatement must be approved three weeks before the first day of classes of the term of reinstatement.
3. The COE Graduate Studies Office will inform the student of the decision in writing.

Academic Dismissal

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

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

A reinstated student on Academic Probation who fails a second course will be dismissed from the University. In other words, graduate students are only able to earn one failing grade before being dismissed from the University.

A student who fails two courses, regardless of term or cumulative GPA, will be academically dismissed from the University.

An Academic dismissal may only be reviewed through a grade appeal or hardship withdrawal.

Limited Course Withdrawals

Graduate students may withdraw from courses with a grade of "W" (Withdraw Passing) a maximum of three times during their entire graduate enrollment at the University of West Georgia. Students must withdraw from courses during the Withdrawal "W" Period, as noted on the Registrar's Calendar in The Scoop. Retroactive withdrawals for prior terms are not permitted. The Withdrawal "W" Period typically begins after Drop/Add and closes at mid-term. Grades of "W" do not count toward the grade point average.

It is recommended that students consult with the instructor, academic advisor, Financial Aid, Bursar, and International Student Admissions and Programs (if applicable) before making the decision to withdraw from a course, since undesirable consequences may follow. For example:

- International students on an F1 or J1 visa must maintain full-time status to protect their immigration status.
- Withdrawing from a course will delay progress toward graduation.
- May result in financial aid disruption.

Students who attempt to withdraw from a course after reaching their maximum of three withdrawals will continue to be enrolled and will receive a grade at the end of the term, unless the Dean (or Dean's designee) approves the exception. See Petition for Exceptions below.

Automatic Exceptions

The following exceptions do not count toward the maximum of three course withdrawals:

- Grades of W placed on the transcript prior to Summer 2018
- Hardship withdrawal
- Military withdrawal
- Administrative withdrawal
- Formal withdrawal from the university

Petition for Exceptions

After the limit of three withdrawals is reached, students are permitted to request exceptions only for circumstances beyond their control. Students appeal in writing to the Dean (or Dean's designee) of the College of Education. The written request (typewritten) should include the following: (1) description of the exact nature of the appeal, (2) reason for the appeal, and (3) supporting documentation, if applicable. Appeals are not heard unless the student has reached the maximum number of withdrawals allowed.

Repeating a Course to Replace a Grade

Beginning summer semester 2018, a graduate student in the College of Education may repeat only one course in which he/she has earned a grade of F or WF at the University of West Georgia. This repeated course will not replace the grade for the original course; in other words, all grades will be calculated to comprise the cumulative GPA.

1. *M.A.T. Students*

- a. M.A.T. students may repeat no more than three courses in which they earn a F/WF.**

Figure 4

103.02 Procedures

By the end of the first week of fall semester classes, the Provost and Vice President for Academic Affairs shall establish the date by which recommendations shall be submitted at each level of the promotion/tenure process. Any faculty member who meets the criteria for promotion and tenure established herein and who desires to be considered shall submit an electronic dossier to his or her department chair, library supervisor, or other designated supervisor (in the absence of a department chair). Effective Fall 2018, dossiers must be submitted electronically in a format approved by the Provost. Department chairs or supervisors shall see that dossiers are organized uniformly according to the appropriate criteria specified. Each dossier shall include, at a minimum, the following:

- a curriculum vitae appropriate to the candidate's discipline;
- the Student Evaluations of Instruction as specified in Section 103.06;
- any letters of recommendation which the department chair has received; and
- reprints of scholarly publications or other evidence of scholarly or creative work.

Note: The language in this figure should not replace the entire handbook section but should only replace paragraphs/bullets to which it corresponds.

Figure 5

202 Record of Student Absences/Attendance

All faculty (teaching face-to-face and/or online courses) shall state their attendance expectations and requirements in the syllabus. Instructors of online courses should define attendance based upon students accessing the course via the online platform or by other action as specified by the instructor.

Faculty must accurately identify students who never attended the course prior to the deadline for roster verification. Faculty wishing to drop a student during the Drop/Add period must contact the Registrar's Office.

Per the Class Roster (203) policy, faculty must indicate on each class roster the attendance of all students. Accurate attendance information is important for a variety of stakeholders, including Financial Aid (accuracy of aid issued and Title IV regulations), Student Affairs (housing, health services, etc.), and Business and Finance (withdraw refunds).

Verification of attendance is also important because grades of I, U, or F require entering a last date of attendance per the Registrar's Office. Faculty will not be able to submit grades until this field is populated for these grades (I, U, or F). All other grades (A-D or S) do not require a last date of attendance.

Excused absences: Students are encouraged to vote in all federal, state, and local elections. Board of Regents' policy states: "A student whose class schedule would otherwise prevent him or her from voting will be permitted an excused absence for the interval reasonably required for voting" (BOR Minutes, 1977-78, p. 245) ([BOR 4.1.3](#)).

Note: The title of the section in the handbook must also be changed, as must the table of contents.

Figure 6



UWG PROCEDURE NUMBER: UWG Procedure 2.7.4, Record of Student Absences/Attendance

Authority: UWG POLICY: UWG Policy 2.7, Teaching Responsibilities

The University of West Georgia faculty, pursuant to the authority of UWG Policy 2.7, establishes the following procedure for compliance with UWG Policy 2.7 on **Teaching Responsibilities**:

Purpose of the procedure is to clearly communicate to University of West Georgia faculty the record of student absences/attendance procedure.

A. Definitions.

1. Class roster verification- a process initiated by the Registrar's Office via email to faculty requesting verification of class attendance.
2. Drop/Add timeframe- A timeframe at the start of the semester, as noted on the academic calendar, during which students have the opportunity to drop or add any classes.

B. Procedures:

1. All faculty (teaching face-to-face and/or online courses) shall state their attendance expectations and requirements in the syllabus.
2. Faculty must accurately identify students who never attended the course prior to the deadline for roster verification. Faculty wishing to drop a student during the Drop/Add period must contact the Registrar's Office.

C. Compliance [or Penalties].

The University of West Georgia follows the Board of Regents policies on this matter, and to the extent the language conflicts, the Board of Regents language prevails. (See Section [BOR 4.1.3](#) , BOR Manual).

D. Additional comments

1. Grades of I, U, or F require entering a last date of attendance per the Registrar's Office. Faculty will not be able to submit grades until this field is populated for these grades (I, U, or F). All other grades (A-D or S) do not require a last date of attendance.

Issued by the [title of person charged with writing procedure], *the* ____ *day of* _____, 2018.

Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Figure 7

~~204 Attendance Policy~~

~~Instructors shall state their attendance policy in the syllabus.~~

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

~~In fully online or hybrid courses each instructor has the authority to specify in the syllabus what qualifies as attendance at the initial class meeting and during the Drop/Add Period to drop students who fail to meet that requirement. Instructors may require students to attend a face-to-face meeting, to log in to the online course delivery system by a specified date, or to take other specified steps at the beginning of the session. Students in courses meeting for the first time after the end of the Drop/Add Period may drop or be dropped on the first business day immediately following the first scheduled class meeting. Students wishing to drop a course must do so in the Enrollment Services Center. Faculty wishing to drop a student in such a case should email the Registrar's Office at registra@westga.edu.~~

~~In exceptional cases students may be dropped or added to courses after the Drop/Add Period with the approval of the instructor, the department chair, and the dean or the dean's designee.~~

~~After the close of the Drop/Add Period (or the first business day following the close of the Drop/Add Period for courses that do not meet for the first time during the Drop/Add Period) faculty may not withdraw a student from a course for failure to attend.~~

Note: this policy is being deleted.

Addendum II

Program View (Read-Only)

Originator	College of Arts and Humanities	History Department	Department	McCullers, Molly	Originator
What would you like to do?					
<input type="radio"/> Add New Track/Concentration					
<input type="radio"/> Modify Existing Program					
<input type="radio"/> Deactivate Existing Program					
<input type="radio"/> Terminate Existing Program					
<input type="radio"/> Add New Program					
Modifications					
<input type="checkbox"/> Program Name					
<input checked="" type="checkbox"/> Program Description					
<input type="checkbox"/> Degree Name					
<input type="checkbox"/> See Comments					
<input type="checkbox"/> Shared Governance Process					
Senate Action Item (See Procedure)					
Program Selection					
College of Arts and Humanities					
Minor in History					
Existing Program (as shown in the DMA)					
On Campus					
Program Location					
Undergraduate					
Degree Level					
Fall					
Effective Semester/Year					
2018					
Minor					
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)					

Modification Details

We would like to modify the requirements for a history minor to allow methodology (HIST 2302) to count toward the minor.

(Max 4000 characters)

Rationale

The minor currently requires 3 survey courses and 4 upper level courses. We would like to create an option for students to replace one of the survey courses with methodology. This will not only make the minor more flexible but, as our minor is growing and methodology is a foundational course, also better prepare students for upper level classes.

(Max 4000 characters)

Comments

(Max 4000 characters)

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to sienks@westga.edu

Check all that apply to this program

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- Program deactivation
- None of these apply

College Approvals

Pauline Gagnon [APPROVED 2018-03-09]
Dean, College of Arts and Humanities

Steve Goodson [APPROVED 2018-02-28]
Chair, Course Department

Other Approvals

Nicholas Sterling [APPROVED 2018-03-15]
Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]
Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
Final Approver

Program View (Read-Only)

Originator	College of Arts and Humanities College	History Department Department	McCullers, Molly Originator
What would you like to do?			
<input type="radio"/> Add New Track/Concentration <input checked="" type="radio"/> Modify Existing Program <input type="radio"/> Deactivate Existing Program <input type="radio"/> Terminate Existing Program <input type="radio"/> Add New Program			
Modifications			
<input type="checkbox"/> Program Name	<input checked="" type="checkbox"/> Program Description	<input type="checkbox"/> Degree Name	<input type="checkbox"/> See Comments
Program Selection			
College of Arts and Humanities College	Bachelor of Arts with a Major in History, General Existing Program (as shown in the DMA)	Track or Concentration	Track or Concentration (to not specify a track, do not c
Bachelor of Arts with a Major in History, General Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)	Bachelor of Arts Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)	On Campus Program Location	Undergrad Degree Level
		Fall Effective Semester/Year	2018

Modification Details

Require a minimum passing grade of a C in HIST 2302 - Methodology

(Max 4000 characters)

Rationale

SSC/EAB data suggest that earning a C or better is positively correlated to graduation rates. A currently a passing grade, but only 26% of students who earned a D went on to graduate, while those who earned a C graduated. This is a foundational course for the major and we hope that minimum grade will not only improve graduation rates but encourage students to take the course seriously.

(Max 4000 characters)

Comments

(Max 4000 characters)

SACSCOC Substantive Change
 Please review the [Policy Summary](#) and [Decision Matrix](#)
 Send questions to clenks@westga.edu

Check all that apply to this program

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- Program deactivation
- None of these apply

College Approvals	<p>Steve Goodson [APPROVED 2018-02-26] Chair, Course Department</p> <p>Pauline Gagnon [APPROVED 2018-03-09] Dean, College of Arts and Humanities</p>	Final Approval
Other Approvals	<p>Nicholas Sterling [APPROVED 2018-03-15] Chair, Undergraduate Programs Committee</p> <p>Julia Farmer [REQUIRED] Chair of the Faculty Senate</p>	<p>David Jenks [REQUIRED] Final Approver</p>

Course View (Read Only)

Originator

English and Philosophy Department
Department

College of Arts and Humanities
College

Pearson, Meg
Originator

What would you like to do?

- Add New Course
- Modify Existing Course
- Delete Existing Course

Modifications

- Prerequisites
- Corequisites
- Description
- Title
- Credit
- See Comments

Shared Governance Process

Senate Action Item [\(See Procedure\)](#)

Course Details

ENGL Prefix
1101L Number

English Composition Lab
Course Title

This Learning Support course provides co-requisite support in reading and writing for students enrolled in ENGL 1101 – English Composition I. Topics will parallel those being studied in ENGL 1101 and the essential reading and writing skills needed to be successful in ENGL 1101. Taken with ENGL 1101, this is a composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also including introductory use of a variety of research skills.

Course Catalog Description

Lec Hrs

2
Lab Hrs

1
Credit Hrs

Fall - 2018
Effective Term

Every Term
Frequency

Letter Grade
Grading

Prerequisites

Corequisites

ENGL 1101

Rationale

We are creating this course in order to comply with the instructions handed down from Dr. Tristan Denley, Executive Vice Chancellor for Academic Affairs and Chief Academic Officer of the USG. Per the Chancellor: All entering students will be enrolled in ENGL 1101 English Composition I and the co-requisite LS course, (ENGL 1101L), unless they meet one of the exemption criteria to be determined by Admissions and Advising. (TBD)

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 250

Comments

Please note that the information for ENGL 1101L is the same as ENGL 0999 except for the new CH and course title. New information from the Board was received, and so we have made a new course to meet their requirements. This course will be a lighter financial and credit hour load on students than 0999.

College Approvals

Meg Pearson [APPROVED
2018-02-18]

Chair, Course Department

Pauline Gagnon [APPROVED
2018-03-09]

Dean, College of Arts and Humanities

Other Approvals

Nicholas Sterling [APPROVED
2018-03-15]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

**University of West Georgia - Initial Certification
Elementary Education**

Proposed Program Sheet

NAME: _____

ID# _____

A. Prerequisites to Admission to Teacher Education Program (TEP):

1. Overall cumulative GPA of 2.7 ___yes ___no ___gpa
2. Passing scores on GACE Program Admission Assessment (or SAT/ACT/GRE exemption) R___ W___ M___
3. Completion of the Georgia Educator Ethics-Program Entry Assessment

Students cannot enroll in Professional Education courses until admitted to the Teacher Education program.

B. Professional Education

PROFESSIONAL ECED Certification	HRS	GR	TRF/ SUB	PROFESSIONAL SPED/ECED Dual Certification	HRS	GR	TRF/ SUB
Professional Education *1 *2	66			Professional Education *1 *2			
Block I	17			Block I	17		
CEPD 4101 Educational Psychology	3			CEPD 4101 Educational Psychology	3		
ECED 3271 Integ C, I, & CM	3			SPED 3713 Intro to SPED & Mild Disabilities	3		
ECED 3282 Practicum I	1			ECSE 4782 Practicum I	1		
PHED 4650 Health & Physical Act in Elem School	2			SPED 4710 Ethics, Policies, & Procedures	2		
MATH 3803 Algebra for Teachers	3			MATH 3803 Algebra for Teachers I	3		
ECED 3214 Explor Act in Music & the Fine Arts	2			ECSE 3214 Exploratory Curriculum	2		
READ 3251 Children's Literature	3			READ 3251 Children's Literature	3		
				Block II	16		
Block II	17			MATH 3703 Geometry for Teachers	3		
MATH 3703 Geometry for Teachers	3			ECSE 4761 Tchng C&P Social Studies	3		
ECED 4261 Tchng C&P: Soc Stud Ed	3			ECSE 4762 Tchng C&P Science	3		
ECED 4262 Tchng C&P: Science Ed	3			ECSE 4763 Tchng C&P Math	3		
ECED 4263 Tchng C&P: Math Ed	3			ECSE 4764 Tchng C&P Literacy	3		
ECED 4283 Practicum II	2			ECSE 4783 Practicum II	1		
READ 3262 Tchng C&P: Rdg Ed	3			Summer	6		
Block III	18			SPED 3702 Assess of Child with Dis	3		
ECED 4251 Assess & Corr: Math Ed	3			EDRS 4042 Introduction to Class Assess	3		
ECED 4251L Assess & Corr: Clinical Lab	1			Block III	18		
ECED 4284 Practicum III	2			SPED 3714 Behavior & Class Managmt	3		
EDRS 4042 Intro to Class Assess	3			READ 4251 Assess & Corr. Reading Ed	3		
READ 3263 Tchng C&P: Integ Lit	3			READ 3263 Tchng C&P: Integ Literacy	3		
READ 4251 Assess & Corr: Rdg Ed	3			SPED 4712 Lang. Comm. & Tech. Mild	3		
SPED 3715 The Incl Classrm: Diff Inst	3			ECED 4251 Assess & Correct Math Ed	3		
				ECED 4251L Assess & Corr: Math Ed	1		
Block IV	12			ECSE 4784 Practicum III	2		
ECED 4286 Teaching Internship	9			Block IV	9		
ECED 4289 Teaching Internship Seminar	3						
Summer	2			ECSE 4786 Teaching Internship	6		
MEDT 3402 Integ Technology into the Classroom*3	2			ECSE 4789 Teaching Internship Seminar	3		
Program Total	66			Program Total	66		

Candidates: Please indicate one of the options below by checking the appropriate box:

I plan to pursue the ECED Certification preparation.

I plan to pursue the SPED/ECED Dual Certification preparation.

* Field Placement applications must be submitted by posted deadlines.

Notes:

1. MATH 2008 Foundations of Numbers and Operations or equivalent is a prerequisite to other required math courses.
2. Candidates must earn a grade of C or better in each course and a GPA of 2.7 overall average.
3. MEDT 3401 may be substituted for MEDT 3402.

Student

Date

Evaluator/Advisor

Date

Expiration Date: _____

01/19/18

University of West Georgia - Initial Certification Early Childhood Education

NAME: _____ ID# _____

A. Prerequisites to Admission to Teacher Education Program (TEP):

1. Overall cumulative GPA of 2.7 yes no gpa
2. Passing scores on GACE Program Admission Assessment (or SAT/ACT/GRE exemption) R ___ W ___ M ___
3. Completion of the Georgia Educator Ethics - Program Entry Assessment

Students cannot enroll in Professional Education courses until they have been admitted to the Teacher Education Program.

B. Professional Education

Courses	Hrs Required	Hrs Completed (Trf/Sub)	Hrs Remaining
Block I	17		
CEPD 4101 Educational Psychology	3		
ECED 3282 Practicum I [^]	1		
PHED 4650 Health & Physical Act in Elem School	2		
MATH 3803 Algebra for Teachers I [†]	3		
ECED 3214 Explor Act in Music & the Fine Arts	2		
READ 3251 Children's Literature	3		
ECED 3271 Integ C,I, & CM for PreK-5	3		
Block II	17		
MATH 3703 Geometry for Teachers [†]	3		
ECED 4261 Tchng C&P: Soc Stud Ed	3		
ECED 4262 Tchng C&P: Science Ed	3		
ECED 4263 Tchng C&P: Math Ed [†]	3		
ECED 4283 Practicum II [^]	2		
READ 3262 Tchng C&P: Rdg Ed	3		
Block III	18		
ECED 4251 Assess & Corr Math Ed and ECED 4251L	4		
ECED 4284 Practicum III [^]	2		
MATH 4713 Probability and Statistics [†]	3		
READ 3263 Tchng C&P: Integ Literacy Ed & Process Writing	3		
READ 4251 Assess & Correction Rdg Ed	3		
SPED 3715 Inclusive Clsm: Diff Instruc	3		
Block IV	12		
ECED 4286 Internship [^]	9		
ECED 4289 Internship Seminar	3		
MEDT 3402 Integrating Tech into Curric [‡]	2		
Program Total:	66		

[^] Field Placement applications must be submitted by posted deadlines.

Notes:

1. MATH 2008 Foundations of Number and Operations or equivalent is a prerequisite to other required math courses.
2. Candidates must earn a grade of C or better in each course and a GPA of 2.7 overall average.
3. This agreement reflects analysis of unofficial transcripts and may be rendered invalid should discrepancies be noted in official transcripts submitted to Graduate Office.
4. MEDT 3401 may be substituted for MEDT 3402.

Student _____ Date _____ Evaluator/Advisor _____ Date _____

Course View (Read Only)

Attachments

Current File: MATH1111L.docx

Originator

Mathematics Department
Department

College of Science and Mathematics
College

Sykes, Scott
Originator

What would you like to do?

Add New Course Modify Existing Course Delete Existing Course

Modifications

Prerequisites Corequisites Description Title Credit See Comments

Shared Governance Process

Senate Action Item [\(See Procedure\)](#)

Course Details

MATH 1111L Support for College Algebra
Prefix Number Course Title

This Support course is intended to provide corequisite support for students requiring assistance in mathematics while they are enrolled in MATH 1111 – College Algebra. Topics will parallel topics being studied in MATH 1111 as well as the essential quantitative skills needed to be successful in MATH 1111. Taken with MATH 1111, this course provides an in-depth study of the properties of algebraic, exponential and logarithmic functions as needed for calculus. Emphasis is on using algebraic and graphical techniques for solving problems involving linear, quadratic, piece-wise defined, rational, polynomial, exponential and logarithmic functions.

Course Catalog Description

2 Lec Hrs 0 Lab Hrs 1 Credit Hrs

Fall - 2018
Effective Term

Every Term
Frequency

Letter Grade
Grading

Prerequisites

Math 1001 or 1101 with a grade of C or higher, or high school GPA of 3.0 or higher, or ACT MATH score of 14 or higher or MATH SAT score of 340 or higher

Corequisites

Math 1111

Rationale

The course is part of the Momentum Year Initiative from the Board Office. It is designed to be taken during the same semester as MATH 1111 to give students additional background to help them pass College Algebra. The schedule for this class will parallel the schedule in MATH 1111.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

Is this a SACS substantive change? **NO** (See Policy)
Present or Projected Annual Enrollment: 200

Comments

Attachments

Current File: MATH1111L.docx

College Approvals

Rui Xu [APPROVED 2018-02-27]

Chair, Course Department

Shea Rose [APPROVED 2018-03-05]

Coordinator, COSM Curriculum Committee

Other Approvals

Nicholas Sterling [APPROVED
2018-03-15]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

MATH 1111L Support for College Algebra (1 credit hours)

Prerequisites: Credit for MATH 1001 or MATH 1101 with a “passing” grade (as defined by institution, typically “C” or higher) OR high school GPA 3.0 or higher OR ACT Mathematics score of 14 or higher OR “old” SAT Mathematics score of 340 or higher OR “new” SAT Math test score of 19 or higher OR Accuplacer Elementary Algebra score of 67 or higher OR Accuplacer Next-Generation Quantitative Reasoning, Algebra, and Statistics score of XX* or higher. [Institutions may set higher prerequisites for enrollment in MATH 1111 with corequisite support.]

* A score for Next-Generation Quantitative Reasoning, Algebra, and Statistics will be provided when the College Board provides concordance information for Accuplacer Elementary Algebra and Accuplacer Next-Generation Quantitative Reasoning, Algebra, and Statistics scores (expected in spring 2018).

Corequisite: MATH 1111 College Algebra

Description: This Support course is intended to provide corequisite support for students requiring assistance in mathematics while they are enrolled in MATH 1111 – College Algebra. Topics will parallel topics being studied in MATH 1111 as well as the essential quantitative skills needed to be successful in MATH 1111. Taken with MATH 1111, this course provides an in-depth study of the properties of algebraic, exponential and logarithmic functions as needed for calculus. Emphasis is on using algebraic and graphical techniques for solving problems involving linear, quadratic, piece-wise defined, rational, polynomial, exponential and logarithmic functions.

TEXT: (Same as text for MATH 1111 with supplementary materials to be created)

LEARNING OUTCOMES: (Same as MATH 1111)

Students should be able to demonstrate:

1. An understanding of the equations of circles and lines
2. An understanding of functions and how to graph functions
3. An understanding of operations on functions including function composition
4. An understanding of polynomial graphs, including intercepts and end-behavior
5. An understanding of how to find the zeros of a polynomial and how to factor polynomials
6. An understanding of inverse functions and how to find them graphically and algebraically
7. An understanding of the properties of exponential and logarithmic equations
8. An understanding of how to solve exponential and logarithmic equations
9. An understanding of how to solve a system of equation

SCHEDULE:

This class is designed to give students additional background to help them pass MATH 1111. The schedule for this class will parallel the schedule in MATH 1111 and give students extra assistance in mastering the topics from MATH 1111.

- Week 1: Rules of Exponents and Square Roots
- Week 2: Factoring and Simplifying Expressions
- Week 3: Linear Equations
- Week 4: Solving Other Equations
- Week 5: Solving Inequalities
- Week 6: Cartesian Coordinates
- Week 7: Basics of Functions
- Week 8: Linear Functions
- Week 9: Graphs of Functions and Algebra of Functions
- Week 10: Quadratic Functions
- Week 11: Higher Order Polynomials
- Week 12: Systems of Equations
- Week 13: Logarithmic Functions
- Week 14: Exponential Functions
- Week 15: Review

GRADING METHOD: TBD (Note: Grades will be tied to grade in the accompanying section of MATH 1111 so that students that pass MATH 1111 will also pass MATH 1111L)

Course View (Read Only)

Attachments

Current File: POLS 4520 IR Theory.docx

Originator

Political Science Department

College of Social Sciences

McLean, Dylan

Originator

What would you like to do?

Add New Course Modify Existing Course Delete Existing Course

Modifications

Prerequisites Corequisites Description Title Credit See Comments

Shared Governance Process

Senate Action Item [\(See Procedure\)](#)

Course Details

POLS 4520
Prefix Number

International Relations Theory
Course Title

This is a course on theory, specifically theories of international politics. World leaders are continually confronted with a variety of circumstances and problems that must be addressed through the practice of statecraft and the implementation of foreign policy. This course seeks to develop an understanding of where those problems come from, what forces lead to them, and what forces influence and constrain the solutions decision-makers employ to address them.

Course Catalog Description

3 Lec Hrs

0 Lab Hrs

3 Credit Hrs

Spring - 2019
Effective Term

Other Frequency

Letter Grade Grading

Prerequisites

POLS 1101

Corequisites

none

Rationale

Student interest in the international relations sub-field of political science is strong. A course that covers the various theories of international politics is an essential component of an international relations curriculum. This course will also give our POLS students another option to satisfy sub-field requirements in both theory and international politics.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 25

Comments

none

Attachments

Current File: POLS 4520 IR Theory.docx

College Approvals

Chapman Rackaway [APPROVED
2018-02-19]

Chair, Course Department

Kathleen Skott-Myhre [APPROVED
2018-03-01]

Coordinator, COSS Executive Committee

Other Approvals

Nicholas Sterling [APPROVED
2018-03-15]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

COURSE SYLLABUS

POLS 4520 INTERNATIONAL RELATIONS THEORY

University of West Georgia
Department of Political Science

Instructor: Dylan S. McLean, Ph.D.

Office: Pafford 128

Telephone: 678-839-4989

Email: dmclean@westga.edu

Office Hours: M & W 11a – 12:30p & 2p – 4p; Tues. 3:30p – 4:30p

Course Description and Objectives:

This is a course on theory, specifically theories of international politics. World leaders are continually confronted with a variety of circumstances and problems that must be addressed through the practice of statecraft and the implementation of foreign policy. This course seeks to develop an understanding of where those problems come from, what forces lead to them, and what forces influence and constrain the solutions decision-makers employ to address them.

The course begins by providing a basic framework for understanding what a social scientific theory is and how theories should be evaluated. It then proceeds to use these tools to review some of the main theoretical currents in the field of international relations. The focus of the course is primarily on classic theoretical approaches seeking to explain international conflict; however, some time is allotted for a brief consideration of international cooperation. A fair amount of time is spent on the various strains of realism and liberalism. The course then proceeds to explore strategic bargaining and deterrence theory, as well as a selection of progressive theoretical research programs such as the democratic peace, power transition theory, and the geopolitical approach. The concluding weeks are devoted to the study of terrorism from a theoretical perspective. We explore the strategies of both terrorists and counter-terrorists, deal with the subjectivity of terrorism, and address the question of terrorism's effectiveness as a political strategy.

This is an upper level undergraduate course and, as such, is not designed to be easy. It *is* designed to be intellectually rewarding. In order for a student to be successful in this course they must actively engage with all of the assigned reading and attend class regularly. Lecture provides background and context for each week's topic while clarifying essential concepts from the reading.

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

- Describe what makes social science scientific.
- Criticize scholarly theory.
- Identify and discuss the most significant theoretical debates in the field of international relations.
- Differentiate Realism from Liberalism and describe their most common variants.
- Describe how strategic bargaining theory has influenced our thinking about war.
- Identify circumstances that make international cooperation more, or less, likely.
- Discuss several explanations for the cause of international conflict.
- Discuss what distinguishes terrorism from other types of violence.

Required Readings

There is no text book for this course. All of the readings listed below will be posted on CourseDen.

Course Requirements

The final course grades will be based off of the following criteria:

1) 3 Tests (60%)

There will be 3 tests given in this course. They will cover material from both the lectures and readings. Each is non-cumulative and only evaluates the material covered since the last test. The format will be discussed in more detail as the semester progresses; however, it will most likely consist of some combination of multiple-choice, true/false, and short-answer.

Unless otherwise announced in class and on CourseDen, these will all be administered in the classroom during regular class time.

2) Talking Points (30%)

Every student is expected to submit two talking points, drawn from the readings, for each topic. These are to be uploaded to the appropriate assignments folder on CourseDen by 8 AM on the due dates (dates posted in CourseDen calendar, often start of new topic but not always). These talking points should focus on the most interesting *general* question, point, or argument identified by the student in the week's readings; the student should analyze, evaluate, or extend this question, point, or argument (not simply summarize it). Alternatively, they can also be a critique of some aspect of the reading. They should be written in the form of a short paragraph. No more or less than two distinct talking points should be submitted for each set of readings. Each talking point should be around 160 words. Talking points that arrive late will also not be accepted; *late submissions will receive no credit*. Unless there was only one required reading for that week, the talking points must come from different readings. *These must be analytical!* Simple summarization is not acceptable. Be creative with these!

These talking points will be used to guide the portion of the class in which we engage in focused discussion of the week's readings. *Students should come to class with a copy of their talking points* and, if asked by the instructor, be prepared to present their talking point to the class in order to foster discussion. *Students will be asked to do this* at some point, quite possibly several times. Students can avoid being put on the spot by volunteering to present one of their talking points when volunteers are solicited by the instructor.

The lowest talking point score will be dropped.

3) Participation (10%)

It is expected that each student will attend class and participate in class discussions regularly. We will cover a variety of topics in this course which will likely, and hopefully, prompt lively and thought provoking discussion. All students should feel encouraged, and are expected, to participate in such discussions on a regular basis. The instructor takes note of which students participate and how frequently.

Final Course Grades

All graded components of the course will combine in the manner outlined above and will result in a 0-100 percent score. This will be used to determine a student's final course grade as follows:

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

CourseDen

CourseDen will be this course's official companion website. The schedule, grades, and important announcements will be posted there and it is the student's responsibility to check it regularly. Also, mandatory components of the course, such as talking point submission, will involve CourseDen.

The direct url is: <https://westga.view.usg.edu/d2l/home>

Technology note: it is the student's responsibility to maintain access to a reliable computer and internet connection. This is particularly important for talking point submission. Students must reasonably ensure that their internet connection and computer are functional and reliable. In the event that a technology problem prevents an assignment from being completed it is the student's responsibility to provide evidence to substantiate this. To avoid potential problems, it is expected that the student will plan properly and take advantage of all of the resources, especially campus resources, available to the student.

Attendance Policy

Class attendance is mandatory. Attendance will be taken for every class, in the form of a sign-in sheet or a piece of graded work such as an exam. It is the student's responsibility to ensure that he or she signs the sign-in sheet for every class they attend. It is likewise their responsibility to ensure that all graded work is turned in before the conclusion of that class and their name is on it. A student may miss *four* classes, except for classes in which an exam is being administered, before their grade begins to decrease. Every absence thereafter will result in a one percentage point deduction from the final course grade. Absences will not be *directly* used to reduce a student's course grade beyond *five percent of the total*. However, students should be aware that missing material that is presented in class will indirectly lower their grade below this five percent floor.

In the event of *any* absence, it is the student's responsibility to seek out the material they missed in class from the text and their student colleagues, not the instructor. The instructor will not inform students what they missed in class. That is what classmates, the text, the CourseDen website, and the syllabus are for.

Make-up Policy

Make-up exams or quizzes are available only to students with a documented medical or personal emergency (i.e. death in the family). In order for a make-up to be offered, the student must provide the instructor with documentation of the emergency that prevented them from being able to take the exam/quiz when it was originally scheduled. The student has two complete business days, beginning at the end of the scheduled exam/quiz period, to provide this documentation to the instructor.

Failure to comply with these requirements will result in the denial of a make-up exam or quiz and an automatic zero for that exam or quiz.

Email Policy

Email is a valuable communication tool. Students are expected to check their University of West Georgia email address on a regular basis. Important course announcements will be distributed via email. The instructor will make every effort to respond to substantive questions via email as quickly and completely as reasonably possible. Some matters are better addressed during office hours. The instructor will not tolerate, and will not respond to, emails concerning matters *that are clearly addressed in this syllabus or on the course's companion website*.

The instructor will not provide grades over email. Scores for all graded material will be posted on CourseDen. The student can use this information, and the breakdown used for the final grades above, to determine their progress. Grades will only be discussed during office hours.

For the sake of efficiency and professionalism, the following guidelines must be followed for all email communications:

- DO NOT use the email utility in CourseDen!!! The instructor will not receive your message.
- Emails to the instructor must be sent from the student's official University of West Georgia email address (i.e. super.student@my.westga.edu). Emails from any other address will be ignored.
- Every single email sent to the instructor must have "IR Theory" (exactly like what is between the quotation marks) in the subject line. Emails that do not include this exact subject line will not be read by the instructor.
 - To be clear, cut and paste what is between the quotation marks above into every email you send the instructor.
 - You may include more information in the subject line but you must include this.
 - For example, a subject line may look like this: IR Theory zombies?

Office Phone Policy

Students should only expect that the instructor will be available via phone during the scheduled office hours. It should be expected that emails will prompt a faster response than a voicemail. The instructor can often be found on Google Hangouts, use dmclean@westga.edu to locate him.

Extra Credit Policy

There will be no extra credit in this course that is not made available to all students. There will be no individually offered extra credit – don't ask!

Common Language for Course Syllabi

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at <https://www.westga.edu/UWGSyllabusPolicies/>. Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Plagiarism and Academic Dishonesty

Cheating, plagiarism, or other forms of academic dishonesty will not be tolerated. Any student found in violation of university policy will automatically receive a grade of "F" for the course. The university's honor code can be found at the following link:

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

Classroom Etiquette

The classroom is a professional environment and must be treated as such. Please arrive to class on time and with your cell phone off or on vibrate. Students who are distracting their classmates, or the instructor, by inappropriately using technology will be asked to leave that class and will not be permitted to rejoin the class with that technology. The use of laptops or tablets for the purposes of note taking or to take part in legitimate classwork is permitted providing that such use does not cause a distraction to others. Feel free to bring beverages to class but please refrain from eating as a courtesy to your classmates.

Participation in class discussion is essential. However, it is probable that some of the topics discussed in this class will stir strong emotions among some students. *Class discussions must be kept civil and respectful at all times.* Any behavior to the contrary will absolutely not be tolerated and the offending student or students will be asked to leave. The classroom is not a cable news show and must not resemble one!

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. It is expected that you will complete all required assignments. If you have questions, you are expected to ask the professor to seek clarification.

Students with Disabilities and Accessibility Policy

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. *Please notify the instructor immediately* if you have a disability that requires accommodation.

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

Course Schedule and Readings

- * This is listed in the order that we will proceed. The CourseDen calendar will be updated to indicate when we will be starting each topic and when talking points are due.
- * All readings listed below are required. They should be completed *prior* to the first meeting of the week they are listed under.
- * Pay attention to page numbers! You are only required to read the page ranges listed.

1. Introduction & Course Overview

No readings required (first day of class)

2. *What are IR Theories, Paradigms, and Research Programs? Intro to Realism v. Liberalism*

- Bueno De Mesquita, Bruce. 1981. *The War Trap*. New Haven: Yale University Press. (pp. 1-10)
- Holsti, Ole R. 2001. "Models of International Relations: Realist and Neoliberal Perspectives." In *The Global Agenda*, 6th ed., eds. C. Kegley and E. Wittkopf. New York: McGraw-Hill. (pp. 119-133)
- Baldwin, David A. 1993. "Neoliberalism, Neorealism, and World Politics." In *Neorealism and Neoliberalism: The Contemporary Debate*, ed. David A. Baldwin. New York: Columbia University Press. (pp. 3-25)

3. *Realism I*

- Morgenthau, Hans Joachim. 1960 [1948]. *Politics Among Nations: The Struggle for Power and Peace*. 3rd ed. New York: McGraw-Hill. Read Chp1, (pp. 3-15); Skim Chp. 11-12 (pp.167-197)
- Waltz, Kenneth N. 1988. "The Origins of War in Neorealist Theory." *Journal of Interdisciplinary History*. 18 .4: 615-628.

4. *Realism II*

- Walt, Stephen M. 2002. "The Enduring Relevance of the Realist Tradition." In *Political Science: The State of the Discipline*, eds. Ira Katznelson and Helen V. Milner. New York: W. W. Norton. (P. 197-211)
- Drezner, Daniel W. 2011. *Theories of International Politics and Zombies*. Princeton: Princeton University Press. (pp. 33-46)
- Schweller, Randall L. 2004. "Unanswered Threats: A Neoclassical Realist Theory of Underbalancing." *International Security* 29.2: 159-201. (pp. 159 – middle of 170 required, remainder suggested)

5. *Liberalism – Neoliberalism*

- Zacher, Mark W., and Richard A. Matthew. 1995. "Liberal International Theory: Common Threads, Divergent Strands." In *Controversies in International Relations Theory: Realism and the Neoliberal Challenge*, ed. Charles W. Kegley Jr. New York: St. Martin's Press, 107-150.

TEST 1

Continued ↓

6. Power Shift Theories

- Organski, A. F. K., and Jacek Kugler. 1980. *The War Ledger*. Chicago: University of Chicago Press. Ch. 1 (pp. 13-63).
- Blainey, Geoffrey. 1988. "The Abacus of Power." In Geoffrey Blainey, *The Causes of War*. New York: Free Press, Ch. 8 (pp. 108-124).

7. Strategic Bargaining & Deterrence

- Schelling, Thomas C. 1966. *Arms and Influence*. New Haven: Yale University Press. Ch. 2 (pp. 35-91).
- Fearon, James D. 1995. "Rationalist Explanations for War." *International Organization*. 49.3: 379-414.
- Fearon, James D. 1997. "Signaling Foreign Policy Interests: Tying Hands versus Sinking Costs." *The Journal of Conflict Resolution*. 41.1: 68-90. *Read pp. 68-72 and 82-87, skim rest

8. Geopolitics

- Diehl, Paul F. 1999. "Introduction: Territory and International Conflict: An Overview." In *A Road Map to War: Territorial Dimensions of International Conflict*. Ed. Paul F. Diehl. Nashville: Vanderbilt University Press.
- Vasquez, John A. 1995. "Why Do Neighbors Fight?: Proximity, Interaction, and Territoriality." *Journal of Peace Research*. 32 (3): 277-293. SKIM
- Hensel, Paul R. 2001. "Contentious Issues and World Politics: The Management of Territorial Claims in the Americas, 1816-1992." *International Studies Quarterly*. 45 (1): 81-109. SKIM

TEST 2

Continued ↓

9. Democratic Peace

- Russett, Bruce M. and Harvey Starr. 2000. "From Democratic Peace to Kantian Peace: Democracy and Conflict in the International System." In *Handbook of War Studies II*, ed. Manus Midlarsky. Ann Arbor: University of Michigan Press, pp. 93-129.
- Maoz, Zeev, and Bruce Russett. 1993. "Normative and Structural Causes of the Democratic Peace, 1946-1986." *American Political Science Review*. 87.3: 624-638. *READ 624-627 and the conclusion starting on p. 636 only*
- Bueno de Mesquita, Bruce, James D. Morrow, Randolph M. Siverson, and Alastair Smith. 1999. "An Institutional Explanation for the Democratic Peace." *American Political Science Review*. 93.4: 791-808.

10. International Cooperation

- Axelrod, Robert, and Robert O. Keohane. 1985. "Achieving Cooperation Under Anarchy: Strategies and Institutions." *World Politics*. 38.1: 226-254.
- Fearon, James D. 1998. "Bargaining, Enforcement, and International Cooperation." *International Organization*. 52.2: 269-305.

11. Film TBA

no talking points or reading – take a deep breath

12. Terrorism I

- Kydd, Andrew H. and Barbara F. Walter. 2006. "The Strategies of Terrorism." *International Security*. 31.1: 49-80.
- Trager, Robert F. and Dessimslava P. Zagorcheva. 2005. "Deterring Terrorism: It Can Be Done." *International Security*. 30.3: 87-123.

13. Terrorism II

- Pape, Robert A. 2003. "The Strategic Logic of Suicide Terrorism." *American Political Science Review*. 97.3: 1-19.
- Abrahms, Max. 2006. "Why Terrorism Does Not Work." *International Security*. 31.2: 42-78.

TEST 3

DONE!!! Hopefully you learned something!

Program View (Read-Only)

Attachments

Current File: [ORGL_Program_Sheet_with_new_area_F.pdf](#)

Originator

College of Social Sciences
College

Political Science Department
Department

McLean, Dylan
Originator

What would you like to do?

- Add New Track/Concentration
- Modify Existing Program
- Deactivate Existing Program
- Terminate Existing Program
- Add New Program

Modifications

- Program Name
- Program Description
- Degree Name
- See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Program Selection

College of Social Sciences
College

Bachelor of Science with a Major in Organizational Leadership
Existing Program (as shown in the DIMA)

Bachelor of Science with a Major in Organizational Leadership
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

Online
Program Location

Bachelor of Science
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

Spring
Effective Semester/Year

Undergraduate
Degree Level

Modification Details

The courses listed below were added to the catalog last semester. Please add these courses to options for area F, as they were proposed, for the BS in Organizational Leadership eMajor program.

- ORGL 2900 Program and Policy Evaluation for Leaders
- ORGL 2601 Introduction to Public Administration
- ORGL 1100 Leadership in a Global Society
- ORGL 1500 Profiles of Leaders
- ORGL 2800 Ethics and Leadership
- ORGL 2100 Writing for Leadership

(Max 4000 characters)

Rationale

The intention of adding these courses to the catalog was to give Organizational Leadership students more area F options that directly relate to the major's core courses.

(Max 4000 characters)

Attachments

Current File: ORGL Program Sheet, with new area F.pdf

SACSCOC Substantive Change

Please review the [Policy Summary](#) and [Decision Matrix](#)

Send questions to clenks@westga.edu

Check all that apply to this program

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- Program deactivation
- None of these apply

Comments

These courses should be added to Core Area F for the BS in Organizational Leadership as they were proposed when they passed the governance process Fall 2017:

- ORGL 2900 Program and Policy Evaluation for Leaders
- ORGL 2601 Introduction to Public Administration
- ORGL 1100 Leadership in a Global Society
- ORGL 1500 Profiles of Leaders
- ORGL 2800 Ethics and Leadership
- ORGL 2100 Writing for Leadership

(Max 4000 characters)

College Approvals

Chapman Rackaway [APPROVED 2018-02-19]

Chair, Course Department

Kathleen Skott-Myhre [APPROVED 2018-03-05]

Coordinator, COSS Executive Committee

Other Approvals

Nicholas Sterling [APPROVED 2018-03-15]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Bachelor of Science with a Major in Organizational Leadership (ORGL)

CORE CURRICULUM	HRS REQ	Recommend	Pre-REQ
AREA A- Essential Skills (9 hours)			
ENGL 1101	3		
ENGL 1102	3		
MATH 1001 or 1111, or 1113	3		
AREA B- Institutional Priorities (5-6 hours)			
Oral Communication B1	3	COMM 1100 or 1110	
Other Inst. Priorities B2	3	PHIL 2020 or ANTH 1100	
AREA C- Humanities and Fine Arts (6 hours)			
Fine Arts C1	3	ARTS 1100 or MUSC 1100	
Humanities C2	3		
AREA D- Science, Mathematics, and Technology (9 hours)			
Science D1 (w/lab)	4	GEOG 1011k	
Science D1	3	ENVS 2202 or GEOG 2553	
Science D1 or D2	3	CS 1030 or 1300 or MATH 2063	
AREA E- Social Sciences (12 hours)			
HIST 1111 or 1112	3		
HIST 2111 or 2112	3		
POLS 1101	3		
Social Science Elective C4	3	CRIM 1100 or POLS 2201 or SOCI 1101 or 1160	
AREA F- Major Related Courses (18 hours)			
Area F	3	ORGL 2800	
Area F	3	ORGL 1500	
Area F	3	ORGL 2100	
Area F	3	ORGL 1100	
Area F	3	ORGL 2601	
Area F	3	ORGL 2900	
TOTAL CORE HOURS 60			
The courses listed above are recommendations only.			
Any course currently approved for Core Area A-E may be used for Area F. However, no course may be used in more than one area. Core Area F courses should be chosen in consultation with the student's Faculty Advisor or Program Director.			
Core Area F is designed to be flexible. However, if at all possible, students are encouraged to take 2000 level Social Science, Business, and Philosophy courses that are either pre-requisites or would serve as strong foundations for upper division Major courses.			

MAJOR COURSES	HRS REQ	Pre-REQ	Min Grade
ORGL Courses (30 hours)			
ORGL 2050	3		
ORGL 3000	1		
ORGL 3050	1	ORGL 3000	
ORGL 4000	1	ORGL 3050	
ORGL 3200	3	PSYC 1101	
ORGL 3400	3		
ENGL 3405	3	ENGL 1101 and 1102	
POLS 4200	3		
POLS 4204	3		
POLS 4218	3		
POLS 4219	3		
ORGL 4690 - Capstone	3		
Guided Electives: Public Service Concentration (pick 4)			
COMM 3330	3	COMM 1100 or 1110	
PHIL 4120	3	PHIL 2010	
POLS 3201	3		
POLS 4210	3		
Students need to work with their advisor to select the appropriate guided elective courses. In addition to those listed above under Guided Electives, students and advisors can select: POLS 3601, POLS 4202, POLS 4215, POLS 4217, POLS 4220, POLS 4221, POLS 4900 (Internship), POLS 4680 (Special Topics) POLS 1101 is a pre-requisite for all upper-division POLS courses, and student must earn a grade a minimum grade of C to meet the requirement			
General Electives (18 hours)			
BUSA 2106	3		
General elective	3		
TOTAL PROGRAM HOURS 120			
BUSA 2106 is also recommended as a foundation for PHIL 4120			
Veterans are encouraged to submit their Joint Service Transcripts to earn credit for learning while serving in their respective branch of the military.			
Adult students wishing to earn Credit for Prior Learning must consult their advisor, and visit the following site to learn more: https://emajor.usg.edu/current-students/credit-for-prior-learning			

Program View (Read-Only)

Originator

College of Social Sciences
College

Political Science Department
Department

Lee, Sooho
Originator

What would you like to do?

- Add New Track/Concentration
- Modify Existing Program
- Deactivate Existing Program
- Terminate Existing Program
- Add New Program

Modifications

- Program Name
- Program Description
- Degree Name
- See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Program Selection

College of Social Sciences
College

Minor in Public Administration
Existing Program (as shown in the DMA)

Minor in Public Administration

Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

Minor

Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

On Campus
Program Location

Undergraduate
Degree Level

2018

Fall

Effective Semester/Year

Modification Details

Include "POLS 4218 Project Management in the Public Sector, and POLS 4219 Public Human Resource Management" in the elective courses for "Minor in Public Administration."

(Max 4000 characters)

Rationale

These course cover important aspects and skills for public and nonprofit professionals and became popular among Public Administration minor students. Including these courses into the elective courses for Minor in Public Administration will enhance students' learning experience and program quality.

(Max 4000 characters)

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to cjenks@westga.edu

Check all that apply to this program

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- Program deactivation
- None of these apply

Comments

This modification simply intends to include two more necessary courses into the elective course for Minor in Public Administration.

(Max. 4000 characters)

College Approvals

Chapman Rackaway [APPROVED 2018-02-13]

Chair, Course Department

Kathleen Skott-Myhre [APPROVED 2018-03-05]

Coordinator, COSS Executive Committee

Other Approvals

Nicholas Sterling [APPROVED 2018-03-15]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Program View (Read-Only)

Attachments

Current File: UWG Certificate in International Security Studies.docx

Originator

College of Social Sciences
College

Political Science Department
Department

Beznosov, Mikhail
Originator

What would you like to do?

- Add New Track/Concentration
- Modify Existing Program
- Deactivate Existing Program
- Terminate Existing Program
- Add New Program

Modifications

- Program Name
- Program Description
- Degree Name
- See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Program Selection

College of Social Sciences
College

Political Science Department
Department

International Security Studies Certificate

Program Name

B.A. or B.S.

Degree Name

On Line

Program Location

Fall

2018

Effective Semester/Year

Undergraduate

Degree Level

Modification Details
See attached file.

(Max 4000 characters)

Rationale
See attached file

(Max 4000 characters)

Attachments
Current File: [UWG Certificate in International Security Studies.docx](#)

SACSCOC Substantive Change
 Please review the [Policy Summary and Decision Matrix](#)
 Send questions to cjenks@westga.edu

- Check all that apply to this program
- Significant departure from previously approved programs
 - New instructional site at which more than 50% of program is offered
 - Change in credit hours required to complete the program
 - Program deactivation
 - None of these apply

Comments

New Certificate Program (both online and on campus). The rationale for the program has been discussed with the members of the Department as well as with the chairs of other departments.

(Max 4000 characters)

College Approvals

Kathleen Skott-Myhre [APPROVED 2018-03-05]

Coordinator, COSS Executive Committee

Chapman Rackaway [APPROVED 2017-10-30]

Chair, Course Department

Other Approvals

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Nicholas Sterling [APPROVED 2018-03-15]

Chair, Undergraduate Programs Committee

Final Approval

David Jenks [REQUIRED]

Final Approver

International Security Studies Certificate

Rationale

The International Security Studies Certificate is a collaborative, cross-disciplinary program. The certificate is designed for students who aspire to work in the fields of international relations and international security, as well as related careers in the public and private sector.

International Security Studies offers students the opportunity to gain specialized understanding of the multidimensional aspects of international and national security, including:

- Homeland and domestic security
- International security issues
- Security in different regions of the world
- Human security and human rights

The demand for international security specialists has grown significantly since the end of the Cold War. International security problems often stem from complex political, economic, religious, environmental, social and cultural causes, and involve a broad range of non-state actors. The study of security in the contemporary international system thus poses a series of challenging intellectual questions and policy dilemmas, which this program will help to address in an informed and creative manner.

Students in certificate program in international security look at global security issues, utilize collected data along with knowledge of other cultures, and develop plans to prevent or contain problems.

Recipients of the Certificate in International Security Studies can pursue careers with the following kinds of employers:

- Governmental agencies (e.g. Department of Homeland Security, Department of Defense, FBI, CIA)
- Non-governmental sector (e.g. advocacy groups, lobby firms)
- Local governments
- Private companies
- Private contractors
- Foreign Service
- Think-tanks
- Academia

Currently, no other institution in the University System of Georgia has a similar undergraduate degree or certificate program in international security studies. Thus, this certificate will fill a unique void for our students, and potentially attract students from other universities.

Program of Study

The certificate requires 12 credit hours (4 courses). No more than three courses per discipline will count toward the certificate. Course substitutions or exceptions can be made with the approval of the certificate faculty adviser within each respective college.

Courses in the program will usually be offered as part of existing majors. Also, departments may occasionally offer the courses online (fully or hybrid), and in the summer (but not in the Maymester). The International Security Studies Certificate will be an embedded certificate.

Learning Outcomes

1. Understand and explain the nature of the international system, and the role of security within it.
2. Demonstrate an understanding of the role nation-states and international organizations play in the modern global system, particularly as it relates to conflict management, human rights, trade, and economic development.
3. Demonstrate specialized knowledge of the political, cultural, and economic influences that drive security policy formulation and execution.

Eligibility

1. Applicants to the International Security Studies Certificate must meet the requirements for their major.
2. Students may pursue this certificate in conjunction with their major program.
3. Students can apply to enroll in the ISSC program in the Department of Political Science.
4. To fulfill the certificate requirements students must successfully complete 12 credit hours from the courses listed below, and make a public presentation of a research project. Presentations can take place at UWG (Research and Big Night), at student or professional conferences (NCUR), etc. **It is highly recommended that students complete courses from areas 1 and 2 first, and then select courses from areas 3 and 4 below.**

Total Course Requirements: 12 Credits

1. One core course in International Relations and Security Studies: 3 credits

- POLS 3501 – International Relations
 - POLS 3502 – International Security Studies (to be developed)
2. Three courses in 3000-4000 level International related courses : 3 credits
- CRIM 4248 – International Comparative Justice
 - CRIM 4911 – Terrorism
 - ECON 4450 – International Economics
 - POLS 4503 – International Organizations
 - POLS 4501 – International Law
 - POLS 4504 – International Political Economy
 - POLS 4505 – American Foreign Policy
 - POLS 4506 – International Conflict and Conflict Management
 - GEOL-4093 Risk Assessment
 - GEOG 3020 - Political Geography
 - SOCI-4999 Sociology of Terrorism

Contact Program Coordinator Dr. Mikhail Beznosov for more information.

Program View (Read-Only)

Attachments

Current File: [Guide to Major Courses 9-15-15.docx](#)

Originator

College of Social Sciences
College

Political Science Department
Department

McLean, Dylan
Originator

What would you like to do?

- Add New Track/Concentration
- Modify Existing Program
- Deactivate Existing Program
- Terminate Existing Program
- Add New Program

Modifications

- Program Name
- Program Description
- Degree Name
- See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Program Selection

College of Social Sciences
College

Bachelor of Science with a Major in Political Science
Existing Program (as shown in the DMA)

Bachelor of Science with a Major in Political Science

Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

Bachelor of Science

Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

On Campus
Program Location

Spring
Effective Semester/Year

Undergraduate
Degree Level

Modification Details

This is a modification to our sub-field requirements. POLS 4520 International Relations Theory has been proposed as a new course. Students should be able to use this course to satisfy either the International Politics or the Political Theory sub-field requirements. It cannot count for both but should be an option for either one.

(Max 4000 characters)

Rationale

This course spans the sub-fields of Political Theory and International Politics. Students taking this course will be exposed to both sub-fields. Therefore, it is sensible that it should be used to satisfy either sub-field requirement.

(Max 4000 characters)

Attachments

Current File: Guide to Major Courses 9-15-15.docx

SACSCOC Substantive Change
 Please review the [Policy Summary and Decision Matrix](#)
 Send questions to cjenks@westga.edu

Check all that apply to this program

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- Program deactivation
- None of these apply

Comments
 see modification details

(Max 4000 characters)

College Approvals

Chapman Rackaway [APPROVED 2018-02-19]
 Chair, Course Department

Kathleen Skott-Myhre [APPROVED 2018-03-05]
 Coordinator, COSS Executive Committee

Other Approvals

Nicholas Sterling [APPROVED 2018-03-15]
 Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]
 Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]
 Final Approver

Guide to Major Courses in Political Science

American Politics	Comparative Politics	International Relations	Political Theory
POLS 3101 American Political Organizations	POLS 3401 Comparative Politics	POLS 3501 International Relations	POLS 4601 Ancient/Medieval Political Thought
POLS 3102 Gender & Politics	POLS 4213 Comparative Public Administration and Policy	POLS 4501 International Law	POLS 4602 Modern Political Thought
POLS 3103 Media & Politics	POLS 4401 African Politics	POLS 4502 Gender & Ethnicity in International Politics	POLS 4603 American Political Thought
POLS 3201 Public Policy	POLS 4402 Russian Politics	POLS 4503 International Organization	POLS 4705 Computers in Politics, Planning & Management
POLS 3301 Judicial Process	POLS 3402 Politics of Western Europe	POLS 4504 International Political Economy	POLS 4520 International Relations Theory
POLS 3701 Introduction to Planning	POLS 4403 Latin American Politics	POLS 4505 American Foreign Policy	Other Courses
POLS 4101 Legislative Process	POLS 4405 Politics in the European Union	POLS 4506 International Conflict & Conflict Management	POLS 4984 Senior Seminar
POLS 4102 The Presidency	EURO 3234 Introduction to the EU	POLS 4515 Terrorism & Counterterrorism	POLS 2601 Political Science Methods I
POLS 4103 Public Opinion	EURO 4130 EU Law & Legal Systems	POLS 4516 American National Security Policy	POLS 3601 Political Science Methods II

American Politics	Comparative Politics	International Relations	Political Theory
POLS 4200 Principles of Public Administration	EURO 4160 Federalism & Multilevel Governance	POLS 4517 Human Rights	
POLS 4202 Inter-organizational Relations	EURO 4230 Doing Business in the EU	POLS 4518 Arab-Israeli Conflict	
POLS 4204 Public Finance	EURO 4260 European Monetary Union	POLS 4519 Genocide	
POLS 4207 Technology Policy	EURO 4330 EU Science and Technology Policy	POLS 4520 International Relations Theory	
POLS 4208 Health Policy	EURO 4430 EU Environmental Policy		
POLS 4209 Environmental Policy	EURO 4530 European Social Policy		
POLS 4210 Modern Public Management	EURO 4630 Communications and Media		
POLS 4211 State/Local Political Administration	EURO 4730 EU Foreign Policy		
POLS 4212 State & Local Government Finance	EURO 4760 US-EU Relations		
POLS 4214 Urban Politics	EURO 4830 EU Studies Capstone		
POLS 4301 Constitutional Law I			
POLS 4302 Constitutional Law II			

Program View (Read-Only)

Attachments

Current File: [Guide to Major Courses 9-15-15.docx](#)

Originator

College of Social Sciences
College

Political Science Department
Department

McLean, Dylan
Originator

What would you like to do?

- Add New Track/Concentration
- Modify Existing Program
- Deactivate Existing Program
- Terminate Existing Program
- Add New Program

Modifications

Program Name

Program Description

Degree Name

See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Program Selection

College of Social Sciences
College

Bachelor of Arts with a Major in Political Science
Existing Program (as shown in the DMA)

Bachelor of Arts with a Major in Political Science
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

Bachelor of Arts

Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

On Campus
Program Location

Spring
Effective Semester/Year

Undergraduate
Degree Level

Modification Details

This is a modification to our sub-field requirements. POLS 4520 International Relations Theory has been proposed as a new course. Students should be able to use this course to satisfy either the International Politics or the Political Theory sub-field requirements. It cannot count for both but should be an option for either one.

(Max 4000 characters)

Rationale

This course spans the sub-fields of Political Theory and International Politics. Students taking this course will be exposed to both sub-fields. Therefore, it is sensible that it should be used to satisfy either sub-field requirement.

(Max 4000 characters)

Attachments

Current File: Guide to Major Courses 9-15-15.docx

SACSCOC Substantive Change
 Please review the [Policy Summary and Decision Matrix](#)
 Send questions to Gjenks@westga.edu

Check all that apply to this program

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- Program deactivation
- None of these apply

Comments
 see modification details

(Max 4000 characters)

College Approvals

Chapman Rackaway [APPROVED 2018-02-19]

Chair, Course Department

Kathleen Skott-Myhre [APPROVED 2018-03-05]

Coordinator, COSS Executive Committee

Other Approvals

Nicholas Sterling [APPROVED 2018-03-15]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Guide to Major Courses in Political Science

American Politics	Comparative Politics	International Relations	Political Theory
POLS 3101 American Political Organizations	POLS 3401 Comparative Politics	POLS 3501 International Relations	POLS 4601 Ancient/Medieval Political Thought
POLS 3102 Gender & Politics	POLS 4213 Comparative Public Administration and Policy	POLS 4501 International Law	POLS 4602 Modern Political Thought
POLS 3103 Media & Politics	POLS 4401 African Politics	POLS 4502 Gender & Ethnicity in International Politics	POLS 4603 American Political Thought
POLS 3201 Public Policy	POLS 4402 Russian Politics	POLS 4503 International Organization	POLS 4705 Computers in Politics, Planning & Management
POLS 3301 Judicial Process	POLS 3402 Politics of Western Europe	POLS 4504 International Political Economy	POLS 4520 International Relations Theory
POLS 3701 Introduction to Planning	POLS 4403 Latin American Politics	POLS 4505 American Foreign Policy	Other Courses
POLS 4101 Legislative Process	POLS 4405 Politics in the European Union	POLS 4506 International Conflict & Conflict Management	POLS 4984 Senior Seminar
POLS 4102 The Presidency	EURO 3234 Introduction to the EU	POLS 4515 Terrorism & Counterterrorism	POLS 2601 Political Science Methods I
POLS 4103 Public Opinion	EURO 4130 EU Law & Legal Systems	POLS 4516 American National Security Policy	POLS 3601 Political Science Methods II

American Politics	Comparative Politics	International Relations	Political Theory
POLS 4200 Principles of Public Administration	EURO 4160 Federalism & Multilevel Governance	POLS 4517 Human Rights	
POLS 4202 Inter-organizational Relations	EURO 4230 Doing Business in the EU	POLS 4518 Arab-Israeli Conflict	
POLS 4204 Public Finance	EURO 4260 European Monetary Union	POLS 4519 Genocide	
POLS 4207 Technology Policy	EURO 4330 EU Science and Technology Policy	POLS 4520 International Relations Theory	
POLS 4208 Health Policy	EURO 4430 EU Environmental Policy		
POLS 4209 Environmental Policy	EURO 4530 European Social Policy		
POLS 4210 Modern Public Management	EURO 4630 Communications and Media		
POLS 4211 State/Local Political Administration	EURO 4730 EU Foreign Policy		
POLS 4212 State & Local Government Finance	EURO 4760 US-EU Relations		
POLS 4214 Urban Politics	EURO 4830 EU Studies Capstone		
POLS 4301 Constitutional Law I			
POLS 4302 Constitutional Law II			

Addendum III

XIDS 2002 (What Do You Know About . . .)

First-Year Seminar Sections

First-Year Seminar (XIDS 2002) is a 2 credit hour course offered in Area B2 of the core curriculum. Part of UWG's LEAP West! initiatives the course is designed to help first-year students make a successful transition to academic learning at the college level by focusing on a topic that has an interdisciplinary component.

I. FIRST-YEAR SEMINAR GOALS:

Goal 1: *Introduce first-year students to the importance of life-long, active learning and the value of intellectual inquiry as keys to academic success in college and professional success beyond college.*

Seminars will focus on academic topics that faculty are genuinely excited to share and explore with students. Assignments and discussions will encourage students to reflect not only on the topic itself but also on the process of intellectual inquiry and learning.

Goal 2: *Provide first-year students with an opportunity for meaningful intellectual and professional dialogue with faculty members as a way to develop mentoring relationships and foster positive faculty-student interactions throughout their college careers.*

The seminar will emphasize dialogue and discussion among faculty and students. Faculty design class and homework assignments that foster vibrant, intellectual conversations and mentoring relationships.

II. LEARNING OUTCOMES: The following two learning outcomes are incorporated into and assessed in each First-Year Seminar (FYS). The first learning outcome is required for Area B.2 courses. The rubric used to assess these learning outcomes is included as a separate document.

1. Written and Oral Communication: **Students will adapt written and oral communication to specific rhetorical purposes and audiences.**

2. Life-Long Learning: **Students will recognize and begin to implement the skills necessary to become life-long, active learners through the exploration of an academic topic that focuses on a contemporary and/or enduring topic, question, or problem. Life-long learning includes an assessment of the following:**

Connections to Experience: Connects relevant experience and academic knowledge

Interdisciplinary Awareness: Sees (or makes) connections across disciplines and perspectives

Written Communication: Articulates the value of writing as a form of learning and utilizes it to deepen and broaden understanding. See Learning Outcome #1 above.

Reflection and Self-Assessment: Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (evident in self-assessment, reflective, or creative work)

Since assessment should be linked to an actual artifact (a specific assignment or sequence of assignments), the learning outcomes will be assessed through the final seminar project and include a written reflection and an oral presentation component to foster discussion.

XIDS 2002 (What Do You Know About . . .)

Topic Proposals

WDYKA The Death Penalty

Gavin Lee

The death penalty is perhaps one of the most hotly debated topics in the US and around the world. The purpose of this course is to provide students with an understanding of the social, economic, political, and historical forces that have helped shape the practice of the death penalty in America and the international community. During this course we will be discussing issues of race, gender, cost, wrongful convictions, and the methods of execution. Interdisciplinary perspectives will include the sciences (specifically Biology/Physiology) when it comes to methods of execution and lethal injection in particular. Economics will focus on the social/capital costs of capital punishment. The racial disparities of the practice are discussed and so this is a sociological aspect. We will also discuss the use of the death penalty within and outside the US so I think this is a Geo-political component. The death penalty has kept the US Supreme Court very busy over the last 100 years or so there will be a good deal of legal case analysis.

WDYKA Time Travel

Leah Haught

As citizens of the twenty-first century world, we are well versed in the benefits and drawbacks associated with technological innovation. The growth of the Internet over the past forty years, for example, has fundamentally changed the ways in which we can access information and correspond with one another, among other things. It has also, however, made it possible to become so consumed with the present--there is so much to know about what is going on at all times--that we forget about the past and have a hard time imagining the future. How might the technology of time travel change our understanding of the complicated relationships between past, present, and future? What time and place would you be most interested in experiencing should nothing prevent you from doing so, and why? Can we conceive of a world in which time travel is possible, and would that world, in fact, be desirable? This course will attempt to answer these and other related questions by engaging the discourses of literature, film, philosophy, technology, and physics. Readings and discussions will challenge students to pay careful attention to how our understandings of time influence our understandings of progress, broadly defined. As such, it will help prepare students to think critically about interdisciplinary materials, a skill set that will not only help them succeed academically in college, but will also help them grow as informed citizens in an increasingly phrenetic world. Readings will include Everett's and Roman's *Time Travel and Warp Drives: A Scientific Guide to Shortcuts Through Time and Space* and James Gleick's *Time Travel: A History* alongside short stories by writers such as H.G. Wells and Ursula Le Guin; we would also watch *X-Men: Days of Future Past*. For final projects, students will work in groups to "pitch" a particular historical event or moment that they would "preserve" for posterity via an oral presentation.

WKYKA The Science of Language

David Newton

Your ability to successfully use language in its spoken and written forms is one of the most essential tools for personal and professional success. In this seminar we will not be learning a new language but learning more about language itself--this incredible tool we use everyday to communicate with others. Using a variety of interdisciplinary perspectives and resources from disciplines like history, sociology, philosophy, biology, and psychology, among others—we will explore the following topics from multiple perspectives: Where do languages come from and what do we know about their histories? Do languages throughout the world have things in common when they often seem so different? Do animals use language in the same way that humans do? How do children first learn to speak a language? What are dialects and does everybody speak one? Do people make judgements about other people based on how they talk, and--if so--are such judgements fair? Join us and let's see what we can discover together about linguistics or the science of language.

WDYKA American Surveillance and Post-9/11 Citizenship

Josh Masters

Who's watching you? Who's listening to you? Who's monitoring what you write and what you say? And most of all, WHY? This First-Year Seminar will try to answer these questions, especially as they pertain to our daily lives in the post-9/11 era. We will examine the various forms of actual surveillance and monitoring that American citizens--and also non-citizens--are subjected to and why. However, we will also explore surveillance from interdisciplinary perspectives, including the representation of surveillance in the entertainment industry. How and why has the spectacle of surveillance entered into popular culture, from films and novels to video games and television shows? Our central project for the semester will be to maintain a multi-media, visual, and written journal about our experiences as citizens under surveillance. Big Brother, look out!

WDYKA WDYKA Harry Potter, Politics, and Activism

Anne Hunter

This class will look at the depiction of activism and social movements in JK Rowling's *Harry Potter* books, and about the real-world impact of politics inspired by readers of the Harry Potter series. We'll start by reading and watching excerpts from *Harry Potter and the Goblet of Fire* and from *Harry Potter and the Order of the Phoenix* describing an unsuccessful anti-slavery movement (SPEW) and a successful student self-defense movement (Dumbledore's Army). We'll also read historical accounts about real-world protest movements, political philosophers debating different types of leadership, theories that help explain why some social movements succeed while others fail, and literary critics discussing the portrayal of activism in the Harry Potter books. We'll explore the possibility that the Harry Potter series has had real-world political impacts. We'll look at a few examples of young people creating organizations based directly on the books "wizard rock" bands and Quidditch teams. Then we'll explore the theory that Rowling's books influenced the voting behavior of an entire generation of young readers just entering the electorate. We will explore this topic through interdisciplinary perspectives, ranging from literature and film adaptations, literary criticism, real-world historical examples of similar abolition and student movements, and debates among activists, philosophers, critics, and social scientists over how movements should be led.

WDYKA Making Decisions

Jim Dillon

Of the many life possibilities before us, how do we know which path to take? Of the gigabytes of information we confront, what should we believe? This course provides students with an introduction to decision-making, critical thinking, argument, and persuasion. Although the perspectives and concepts covered in this class are part of psychology, interdisciplinary perspectives will include philosophy, politics, law, communication, and the humanities. For example, one of the texts for the class will be a logic book typically used in a Philosophy course that walks students through the process of learning and practicing sound argumentation. In addition, students will be regularly presenting oral arguments, debating topics, and critiquing claims.

WDYKA Fame and Celebrity Culture

Julia Farmer

In this course we will explore questions related to the themes of fame and celebrity culture from a variety of disciplinary angles, including literature, sociology, psychology, and economics. Along the way, we will consider certain timeless questions that relate to students' own personal and academic goals for their time in college and beyond, as well as questions related to the representation of reality and the quest for truth in the "information age." Toward the beginning of the semester we will look at various characterizations of fame and work toward developing our own definition of the term. We will consider the extended metaphors for fame that have been offered in such literary classics as Virgil's *Aeneid* and Ovid's *Metamorphoses*. Our section on the literary classics will conclude with readings of selections from the first and second parts of Cervantes's *Don Quixote*. We will explore how Quixote's achievement and

awareness of his own fame in the second part of the novel ultimately appears to undermine his well-being. One of the questions that emerges here--whether fame is truly a healthy and worthwhile goal--will serve as a bridge to the second (and largest) part of the course, which will focus on issues of fame and celebrity culture in the 20th and 21st centuries. We will look at the rise of celebrity and pop culture in the twentieth century and explore current events and celebrity culture from the standpoint of the social sciences, which will help us consider such topics as the difference between fame and infamy, the psychology of the desire for fame, reality television and social media, and the economics of celebrity culture. Students will have various written assignments as well as a final project that will include a written component and an oral presentation. Assignments will allow students to reflect on their learning process through journaling, as well as to connect what they read about to their own experiences and observations of the world around them, in part through the creation of interdisciplinary case studies of celebrities that are of particular interest to them.

WDYKA Food, Culture, and your Body

Isabel Maggiano

Why is there no universal human diet? Why do people eat things that others consider disgusting? Do men really like meat more than women do? Why do we like food that we know is bad for us? How do different societies get food? Do we know where the food we eat comes from? Does eating affect our health? What are the social, biological, and environmental consequences of how we - humans - feed ourselves? From an interdisciplinary biocultural perspective, this seminar will explore social, cultural, and evolutionary aspects of the diversity of human foodways. Starting with a reflection of their own diets through a food diary, students gain a broader perspective, learning about the diversity of foodways, locally and globally and discuss how culture influences what we eat and how food shapes our identities. Students also will learn how food has shaped our evolutionary past and influences our biology and health today and address issues concerning the social, biological and environmental consequences of a globalizing food industry and globalizing food trends. How can we live healthy lives and provide for future generations?

WDYKA True Crime Stories

Angela Insenga

The popularity and preponderance of true crime stories currently (re)presented in film, new media like podcasting, documentary, and literature warrants academic study, as these media frame cultural narratives related to crime, criminals, victims, and justice. In turn, human behavior in private and public life reflects attitudes embedded in--and crafted by--these texts. This course will first introduce strategies for reading and analyzing true crime narratives before applying them to a television series, two true crime documentaries, and an inaugural season of a podcast which created startling developments in the Tara Grinstead murder, a famous Georgia cold case. In the second half of the semester, students will self-select a text that conveys a true crime story, analyze it, and craft a critical media project that points to the rhetorical strategies deployed as well as to their effect on at least two segments of culture towards which the crime story is geared. Assignments (readings, films, documentaries) will reflect the interdisciplinary scope of this seminar and will include *Manhunter: Unabomber*; *The Central Park Five*; *Mystic River*; segments from crime documentaries, film, graphic novels, fiction, and song/lyric poetry; and a Q&A with a local police detective and Criminology professor

WDYKA The Hunger Games and the Politics of Food

Pam Murphy

We will use *The Hunger Games* as a starting point for an exploration of the relationship between food and identity. From the culinary excesses of the Capital to the tesserae tokens of District 12, Suzanne Collins's novel invites us to consider how what we eat (or don't) both establishes and validates notions about self and others. This course will encourage students to think about how privilege and education contribute to ideas about what constitutes "food," what makes certain foods more or less desirable, and how class often dictates shifts in eating trends, i.e. organic, local, green, vegetarian, exotic, etc. We will look briefly at other texts/films/poems to consider trends related to consumption and food origin (for instance, how

family farming--once a sign of poverty and disadvantage--has become fashionable, while poverty is now more associated with convenience foods.) As part of unit two, we will explore the origins of "fast food" and consider the recent campaigns the industry has undertaken to alter its image. The seminar will encourage students to take a hands on approach to learning from interdisciplinary perspectives: 1) recognizing the role of food in self and social class construction; 2) understanding and scrutinizing food sources; 3) identifying and acknowledging personal habits/choices in regard to diet; and 4) encouraging active engagement with/concern for food ethics and policies.

WDYKA The Wisdom of Wolves

Anne Merrem

DYKA The Wisdom of Wolves

Wolves are amazing animals. In their social behaviors, they are the most comparable to humans out of all of the species researchers have studied. In this course, we will take a close look at how wolves live, communicate, work together in packs, and contribute their individual talents to the pack and for the good of the pack. We will learn from wolf researchers how wolves learn through play, how they are purposeful in their actions, and how they deal with social challenges. Wolves have gender equity: a female or male wolf may lead the pack--it all depends on the leadership qualities the animal exhibits. Are they dedicated to the good of the pack? Can they lead? Do they get the respect from the other wolves? Gender doesn't matter--what matters is that they are dedicated and giving to their pack. Our exploration will include interdisciplinary perspectives that include biology, the meaning of family to wolves, leadership principles, gender, communication, as well as similarities to human social behaviors and our own experiences and lives. Finally, we will discuss what could happen in business and personal life if we all worked together towards a common goal, like the wolf pack works together for survival. This course offers a foundation for application in interdisciplinary perspectives, as for example in art, film, literature, psychology, and ecological studies and policies. Learning will be approached through a variety of mediums such as filming, drawing, writing, reflecting, speaking, moving, and presenting.

WDYKA Ye Olden Tymes / Back in the Day

Meg Pearson

Much of what we study at university involves the past, even a past so distant students can only call it "back in the day"! Why? What is so important about the "dark ages"? Why do we keep getting assigned poems by dead white guys? How does any of that matter to our lives now? Let's look at the popular culture of this past to find out (specifically the pre-modern periods of Europe including the Renaissance) from an interdisciplinary perspective—its art, music, writing, ethnicities, cuisine, education, sex, and violence. Let's get beyond the boring to the amazing and diverse world of Ye Olden Tymes. Together we'll illuminate the extraordinary past that informs so much of our present, and we'll learn to savor its strangeness.

WDYKA Your Identity through American Cinema

Duane Theobald

Have you ever found yourself watching a film and finding elements (character traits, setting, etc.) that connect directly back to you and your life experiences? Filmmakers work to craft cinematic worlds in which viewers can not only get a bit lost as they watch but also learn a bit more about who they are. In this seminar, students will examine, initially, what it means to understand who they are as people--both in their own world and the world at large. Then, through a broad range of films (including *The Godfather*, *Taxi Driver*, *Boyz n the Hood*, and *The Hunger Games*), they'll consider how who they are can be found in American cinema and why that is important. Students will learn, first, about how identity is constructed & what it means to understand their identity through interdisciplinary perspectives that will feature not just film but readings from different disciplinary perspectives. For the final project students will choose a film & construct a 10-minute podcast where they discuss the film & the notions of identity it presents.

WDYKA Atlanta's New Stadiums and the Geographical Contradictions of Capitalism

Andy Walter

Why did all of Atlanta's major professional sports teams--the Braves, the Falcons, the Hawks--need new stadiums? Why now? What problems do new stadiums solve for the teams, their respective leagues, and the city of Atlanta? And what new problems do they create for all of these? This course engages students to go the beneath the surface-level explanations offered by official statements and corporate press releases and seek deeper answers to these questions through an examination of the geographical contradictions of capitalism's economic engine. The seminar will establish an empirical footing through an exploration of the historical geography of professional sports in Atlanta as well as the broader sports industry. A mapping pedagogy will help students organize information and situate specific details to generate a view of the larger picture. Along the way, students will develop digital cartography and other data visualization skills. In the second phase, the course will take a philosophical and theoretical turn, taking up the notion of "dialectical contradiction" and its geographical forms, before examining the ways in which "geographical contradiction" motivates economic and social change in capitalist society. The professional sports stadium will serve as a concrete object for students to examine through their developing theoretical lenses. And, here again, students will engage in mapping and visualization activities both to work out and to express their understandings of key concepts and abstract relations. Finally, the course will move into an applied and analytical phase as students conduct theoretically-informed analyses of Atlanta's new stadiums and the professional teams that play in them to answer the questions posed above. Also during this phase of the course, the class will take a one-day field trip to Atlanta, touring at least one of the new stadiums (probably Mercedes-Benz Stadium) and visiting with at least one research informant from each of three different groups: team officials (probably Atlanta United), a fan/supporters group (probably Resurgence (Atlanta United)), and a community group from a stadium neighborhood (probably Westside Atlanta Land Trust in Vine City/English Avenue). Prior to the field trip, the class will develop interview questions to ask these informants. The course will conclude with the production "Atlanta's New Stadiums: An Explanatory Atlas", consisting of annotated maps and visualizations produced by the students working individually or in small groups. This course integrates insights and methodologies of multiple disciplines, primarily Sociology and Geography and secondarily History and Anthropology. All of these disciplines have contributed to the theorization of capital accumulation and capitalist social dynamics. Additionally, the course will draw upon sociological and geographical research techniques.

WDYKA Succeeding in College

Melissa Tarrant

Are you a little worried about doing well in college? Are you the first in your family to go to college and are unsure about how college works? This class is for you! We will explore what it takes to succeed in college through an examination of the American college in the twenty-first century. Through readings from different disciplinary perspectives (literature, history, educational theory, and sociology among others) and films, we will examine the background of higher education in America, and how our current system has developed. We will also look at higher education in the context of the Civil Rights movement, social justice, social mobility, gender equity, athletics, and other themes. As we explore the changes in higher education in America, we will also learn about how we learn, and how to be a successful student. We will explore different strategies that you can apply throughout your college years to fulfill your academic potential.

WDYKA Terrorism: Who, Why, How

Kathleen Barrett

You hear about ISIS and Al-Qaeda on the news, but do you really know anything about them? Why are they terrorist organizations? What do they want? How do spread their message? Why do their members commit suicide bombings when that does not seem like a rational act to us? This course will examine various terrorist organizations, both national and international, past and present, from a variety of interdisciplinary perspectives that will incorporate literature, history, sociology, and political science. Students will learn about the groups, how they use propaganda, and what governments are trying to do to

win the "war against terrorism." Topics will include the logic behind suicide bombing, why symbols are important, and why some "terrorist" groups have been successful political parties.

WDYKA Superheroes and Intersectionality

Amy Ellison

Superheroes and supervillains are comprised of more than mythic capabilities or science experiments gone wrong. The characters we love--Luke Cage and Cottonmouth, Spider-Man and Vulture, Black Widow and Russia (yes, the country)--illustrate a multitude of interconnected social issues. Comics are commentary, offering close examinations of the questions we ask ourselves while elevating questions we should be asking. This seminar will use interdisciplinary perspectives to explore overlapping issues within race, religion, sexuality, and gender, all through the lens of the heroes and villains that capture our imaginations.

WDYKA Folklore

Jonathan Mark Hendrix

Folklore surrounds and permeates the fabric of American culture: we have Sasquatch and Slenderman; John Henry and the Jersey Devil; and Washington Irving's legend of Rip Van Winkle, the Lost Colony of Roanoke, and the 1947 UFO Incident in Roswell, New Mexico. But why do we tell these stories, and what do we know about the purposes and function of folklore? This two-credit hour course focuses on the purpose and design of folklore, including the storytelling traditions of urban legends, "ghost stories," and "old wives' tales." With an introductory-level engagement beginning with the origin points in biblical and mythological formations of specific cultural traditions and following through to modern-day interpretations of tall tales and folk stories, the course exposes students to legends new and old. Drawing a variety of interdisciplinary perspectives and materials—literary history and genres (myths, stories, oral traditions, film, and podcasts), history, sociology, and the sciences—this seminar will culminate in folklore storytelling conference-style event that would invite students to approach folklore from sociological-, business-, or science-based perspectives, likely corresponding to the individual student's major-level focus.

WDYKA Protest and Resistance Movements

Denise Overfield

Social movements challenge our values, beliefs, social relationships, and ideas about justice and power and may frighten us as we see images and participate in discussions about them. Movement leaders may not look like us or use language that we think is offensive or inappropriate. Other movement leaders may look "normal"--however we define that. The purpose of this course is to introduce students the interdisciplinary components of social and protest moments by examining the linguistic and visual strategies and tools that movements use to frame their cause, thus taking control of the way we perceive the issues that they address. Readings and assignments that address these movements from historical, sociological, linguistic, and visual/communications perspectives will be included.

WDYKA Games and Storytelling

Kelley Frank

Video Games as Texts: Interactive Narratives and Collaborative Literacy. How do games tell stories? How do game makers connect with their audiences? The purpose of the seminar is to show students that even video games can tell stories and form communities that in turn develop their own literacies. This demonstrates the rhetorical concept of everything's a text so students learn to analyze the structure and community that surrounds various games as interactive narratives. The class will use the works of James Paul Gee as well as game interactions to introduce new literacies as teachable texts. The seminar will allow students to learn about games and storytelling from multiple interdisciplinary perspectives that include technology, narrative studies and communication, sociology, and history. It will include topics such as gender issues, collaboration versus competition, narrative form (audience expectations, targeted

advertising, audience assumptions), in-group vs. out-group language and controversies, evaluation and modeling.

WDYKA First-Generation College Students

Jennifer Edelman

This seminar will focus on "first-generation" as a label of empowerment for students as they develop their personal identities at UWG. First-generation students (whose parents have not earned a four-year degree) overcome unique challenges by drawing upon distinct strengths. We will explore topics such as cultural capital, hidden curriculum, imposter syndrome, mindsets, and motivation related to persistence in reaching a goal (in this case, earning a bachelor's degree). Through shared readings, class discussions, and a culminating makerspace project, students will identify their strengths and begin creating their own identity as successful college students. In the first half of the semester, we will explore the students' personal experiences with the hidden curriculum of college life, imposter syndrome, motivation, mindsets, and identity formation through readings, videos, podcasts, discussions, mini-projects (e.g. the interview described previously), etc. The second half of the semester would be dedicated to researching a successful first-generation graduate using those same lenses. Students would be responsible for keeping up with the assigned content, thinking critically about the content, and meeting benchmark goals along the way. The final project will be scaffolded throughout the semester. Students will have multiple opportunities to practice and be assessed on the course objectives. The interdisciplinary aspect of this course is included as a makerspace project. In this project, students will research and prepare a written report about a successful first generation college graduate (e.g. Jimmy Carter, Sonia Sotomayor, Albert Einstein). They will then prepare an artistic artifact that compares and contrasts the journey of their selected person and their own lives via a makerspace project. The artifact might be a model, skit, computer program, sculpture, video, or another creation related to an interest the student might have (e.g. gaming, sewing, scrapbooking, painting, literature, movies, crafts). The students will present their projects and explain what they made and why they chose that as their medium, how the creation represents their experience and those of their subject, and how the creation reflects their growth over the semester.

WDYKA Science and the Art of Water

Ryan Lamfers and Christopher Tabit

Science and the Art of Water

This interdisciplinary seminar taught from the perspective of science and the arts will explore the science of a water; its physical, chemical and biological properties, significance to life and our anthropogenic impact on water while tangentially developing the visual acuity of the artist to create visual interpretations of water issues important to the region, state, world through a working collaboration between students interested in the sciences and/or the arts. This seminar will teach research, process and presentation techniques for both the scientist and the artist in a quest to better understand water and the ability to share this information in an artistic format. Artists find inspiration for their work in many different methods and areas of interest. The goal for this course is to create a learning environment that uses science as the catalyst for creative discovery in conjunction with the arts. Scientists seek to understand complex problems facing the planet through research and data often to complex / abstract to explain to the general public. Artists, on the other hand, seek to evolve culture through their unique vision. Through inquiry students will but understand the natural world all around them leading to environmental stewardship and the ability to share this knowledge in an engaging manner.

WDYKA The Impact of Sport Movies on Today's Society

Robert Morris

Movies have long appealed to the emotions of those watching them. From romantic movies that made you cry, to war episodes and terror films that had you on the edge of your seat, we have all watched, been caught up in, and learned from movies. Sport movies have also played a significant role in our development, not only for better understanding a particular sport, but also the "idols" and environments

linked to that sport. Sport movies have, more recently, given the public perspectives on sports that daily newspaper offerings cannot do justice to. This is the quality-- seeing things from the inside -- that make movies the unique venue they are. Essentially, this course will look at the development and impact of sport movies from the late 1930's (mostly black and white bio-graphs) to the more present day color sport events and dramas. Students will watch sport movies, analyze them, discuss them and critique them within the framework of interdisciplinary perspectives. Sport "idols" will be viewed not only from the context of the movies made about them, but also from literature about the person and/or event. These activities will be the basic ingredients for student involvement and understanding.

WDYKA Witches and Fairies and Sorcerers (oh my!)

Kathleen Skott-Myhre

This course will take us into the world of voodoo, fairies, sorcerers, witches, and indigenous medicine. It will look at these women's ways of living and "knowing" as new ways to think about social problems and dilemmas of the 21st century. It will explore the worlds that have been left behind and forgotten, but not lost. We will use a psychological lens and feminist theory to consider the wisdom that is found in our mother's and grandmother's "magic" as an avenue that might help to discover our own ability to transform our lives and the world around us. The course includes weekly readings from the book *Feminist Spirituality Under Capitalism: Witches Fairies and Nomads*. The readings are interdisciplinary in scope and introduce students to a range of key ideas in psychology, philosophy and women's studies. Students will work towards integrating personal experiences with the readings with an aim towards demonstrating how academic discourse can be profoundly relevant to their lives. The course is geared towards introducing students to the key elements of success in college courses. They will be introduced to techniques for reading and retaining college-level material. Activities will focus on learning how to assess and reflect on what you have read. Through the integration of the student's experiences, the course will provide mentorship both in how to survive and excel in early college courses and how to plan towards graduation and post-college life.

WDYKA Speaking a Dialect

Micheal Crafton

Every wonder why you speak perfectly, but people from other areas speak funny? Learn all about that here. This first-year seminar will explore with you some of the fundamentals of the science of language—or linguistics—and what it can tell us about why we speak the way we do. Since linguistics involves the study of language from interdisciplinary perspectives, we will be able to consider language from many angles: historical, sociological, political, and educational. We will look at the evolution of American and British dialects of English, the role other languages play in shaping the way we speak, and finally being able to describe our own dialects clearly. It's like Me 23 for language.

WDYKA The World of Higher Education

Kate Theobald

Just as students are encouraged to be knowledgeable about and involved in their communities, their government, and the larger world around them, they should also understand the system of higher education they've just entered into. Through this course, first-year students will explore how universities are run and what affects the student experience, both at their own university and in a broader sense. This seminar is an academic examination of Higher Education as it relates to university students. Interdisciplinary perspectives will include the history of Higher Education, the role of students, laws affecting universities and students, and the students' own personal experiences, among other topics. As an interdisciplinary course, this seminar will be grounded in the study of higher education and will also bring in elements of literature, film, history and educational theory. Students will explore the world of Higher Education through multiple lenses as they learn a brief history of higher education, consider literature and film that portrays the university student experience, and discuss topics within higher education that stem from current articles in higher education publications.

WDYKA Language and Social Power

Elizabeth Falconi

Have you ever wondered why some accents are considered elegant and sophisticated (e.g. British, Australian), while others are considered uncouth, or uneducated (e.g. Appalachian, and Southern)? What is proper English, and why is it considered proper? What is slang, and why is it considered improper? Why is Spanish the official language in much of Latin America? Why is English the dominant language of the United States and Canada? What is an indigenous language, and who speaks them? What does it mean to speak a dialect? This interdisciplinary course explores the relationship between language, power, and inequality, discussing issues including language-based discrimination. We will also consider examples of activism and political resistance to language-based inequities and the institutions that reproduce them. In the course, we will survey and discuss past and present debates regarding multilingualism, the implementation of official languages and language standardization. Students will learn to define and discuss concepts including: culture, standard language, symbolic power, dominant and minority languages, language shift and endangerment, language revitalization, indigeneity, imperialism, language contact, language ideologies, orthography, and language planning. Through lectures and course readings, and discussions we will investigate how speakers construct relationships between particular linguistic varieties (languages, dialects, registers, accents) and particular characteristics of groups of people. Some questions we will consider throughout the course are: Why does language matter? What makes language such a powerful political and social tool? How can we use course concepts to discuss and better understand contemporary social issues like immigration, indigeneity, identity politics, democracy and the practice of government? What examples of language-based discrimination have we observed or experienced in our own lives? How can these inequalities be remedied? Students will draw on the insights gained throughout the semester to explore language use in their own lives through Language Autobiography Projects.

WDYKA Worlds of Music

Elizabeth Kramer and John Williams

What kinds of music do you listen to? How is it that you share musical tastes with some people but not others? How do individuals learn to appreciate (and sometimes even like) music that is new to them? Is it possible for "your" music to become "mine"? In this seminar, we'll seek to better understand our own musics and explore other musics from around the world through attending to ways in which we conceptualize music and its meanings for individuals, communities, and cultures. This seminar aims to prompt students' self reflection on the music that they come into class listening to, challenge them to understand the music of others, and encourage them to think more critically and from interdisciplinary perspectives about how music develops as part of wider communities and cultures. Listening journals and a MyMusicCulture reflective essay will give them opportunities to gain awareness of the musical interests they bring to the course. Ethnomusicological readings will introduce them to principles and processes of a contextual approach to music study. Guest musicians will visit and talk about their musical practice. Students will broaden their musical vocabularies by acquiring new ways to talk about basic musical elements such as melody and rhythm so that they can think and write more critically about music as they share their own musics and represent other musics.

WDYKA Poetry and Song Lyrics

Greg Fraser

This course will explore poetry and song lyrics that have, over time, helped to define artistic quality, worked to fight injustice and transform communal life, and shaped the ways in which individuals understand their struggles and desires, selves and places in the world. We will take a broad perspective and examine poems and song lyrics from various cultures and time periods. We will also try our hands at writing poems and songs that reach beyond cliché and make powerful artistic expressions carrying the distinctive sensibilities of their makers. The course will be broken into four segments: a) the study of poems and song lyrics from the ancient Greeks and Romans all the way up to contemporary artists such as Bob Dylan, Joni Mitchell, and Jay Z; b) the introduction of strong principles of creative writing; c) the

practice of making poems and songs; and d) the evaluation of poetry and song lyrics with respect to invention, beauty, depth, and cultural relevance. Finally, the course will seek to bridge gaps between popular and academic cultures, encouraging students to examine specific texts (such as song lyrics with which they make have great familiarity) using interdisciplinary tools central to the Humanities and social sciences

WDYKA Shangri-La and Ideas of Utopia

Emily McKendry-Smith

In his 1933 novel *Lost Horizon*, James Hilton imagined South Asia as the location of a mysterious and fantastical utopia, Shangri-La. In this course, we will examine ideas about Shangri-La and other utopias, where they are, and how one might find them. We will look at creative works such as Hilton's novel and Beat Generation poetry to explore how Americans and Europeans have imagined and constructed Asia as the site of utopias. In doing this, we will use Edward Said's idea of "orientalism" to examine how these fantastical depictions of Asia reflect differences in power and ascribe value-laden characteristics to the "East" and others to the "West." Next, we will read memoirs and anthropological and sociological accounts to examine attempts to create these utopias in real life, looking at cases such as Maharishi Mahesh Yogi's community in rural Iowa. We will examine these cases hand-in-hand with ideas and theories of utopia, considering how these ideas have been implemented, their successes and failures, and how utopias might become dystopias. As we do, we will return to creative works, comparing the experiences of people in these real-life communities to those of characters in dystopian works of fiction. Finally, the course will examine the internet as a site of "imagined communities" and how it may offer potential for the creation of a kind of utopia. This course will draw from multiple academic disciplines, including literature, religious studies, anthropology, and sociology, as well as interdisciplinary perspectives such as post-colonial studies. We will examine the course topics using texts and ideas from this variety of perspectives. Course texts will include excerpts from works of literature *including Lost Horizon*, other utopian and dystopian fiction, Asia-inspired Beat poetry, guru-inspired music by the Beatles, memoirs by people who traveled the 1960s "hippie trail" to Nepal and Tibet (and scholarly considerations of these memoirs), memoirs from residents of utopia communities, and anthropological and sociological accounts of these communities. Our analysis of these texts will be informed by excerpts from theoretical works such as Edward Said's *Orientalism* and Benedict Anderson's *Imagined Communities*. Assignments will help cultivate an interdisciplinary perspective by requiring students to use a combination of academic disciplines, such as comparing the experiences of fictional characters to real-world seekers of utopias or asking students to write fictional work describing their own utopia, informed by social science accounts of these types of communities. Students will be consistently engaged in writing and oral communication through \ discussions, shorter writing assignments, presentations, and semester-long projects.

WDYKA Taming Your Brain

Alison Umminger and Erin Lee Mock

Many students (probably most) enter college in a state of culturally facilitated sensory overload. Addicted to distraction, their devices, social media, and besieged by the omnipresent chatter of American life, they find it hard to find time and attention for their studies, let alone an inner stillness. Most know this is a problem, but haven't the tools to live differently. This class takes for granted the idea--supported by much research in the field of mindfulness--that creating a space for quiet thought and contemplation will make them better students and more compassionate, grounded individuals. This class will look at how various streams of contemplative practice might increase their self confidence, decrease anxiety, and give them the skills to make the most of whatever program of study they choose. Interdisciplinary perspectives from literature, film, history, sociology and cultural studies will provide students with a framework for this work. Then through self-assessment, students will look honestly at how they spend their time and where they might create spaces for change. What's it like to leave your phone in the dorm room and spend two quiet hours in the library? To attend class without a phone? To listen to a piece of music with your eyes closed? To visit a museum and simply behold a piece of art, apart from any need to

empirically understand it? How can mindfulness make us present in our daily lives? How does one undertake a basic, ten-minute silent meditation? How does practicing meditation for a week make a person feel? This will also help learn how to engage with ideas different from their own. What does it mean to be a compassionate listener? How does a person learn to think, or wait, before responding? Are our emotions something we let rule us in such moments, or can we choose to detach and gain mastery over them? How can we use contemplative tools to make our own conversations about difficult issues more productive than those we see and hear around us? This class will engage students where they are: how do you find time, space, and attention when you live with roommates or family, when you work, when you commute long distances? How do you consider brand-new ideas while still living at home or when away from home for the first time? Ultimately, no one practice or collection of practices will work ideally for all students, but they will share their journeys.

WDYKA Livin' in the South

Jenna Morris Harte

For all its charm and hospitality, the American South provides a snapshot of a particularly eccentric space entrenched in a distinctly regionalized discourse concerning the intersections of politics, race relations, and gender roles. In her novel, *The Member of the Wedding*, Georgia author Carson McCullers wrote of the struggles adolescents in the South face, going as far as to say that a narrow-minded, rural town itself "began to hurt" her protagonist. Undoubtedly, the spaces we occupy shape our perspectives of the world around us, but also inform the way we come to terms with individual identity. Often, the realization of meaning--the recognition that one can and should ask why--is the first step made in a life-long, academic journey; the exploration of locations and space provides perspective on both the murky area between the "self" and "other," and the journey of coming to terms with a personal identity as a "Southerner." As such, through this course, students will be motivated to recognize their ability to analyze the South from a historical standpoint, considering context and infrastructure to come to terms about current global viewpoints and, in many cases, their own homegrown world views. Importantly, the class does not seek to villainize the South as a region, but to instead investigate the limitations therein while, actually, simultaneously celebrating the idiosyncratic characteristics that make the space unique and "home" to so many of us. For the final project, we complete an "Analysis Project"--these projects are studies of a specific idea or piece of art that we can use to understand something about culture at large. I imagine my first year seminar as a series of "Analysis Projects" of sorts, where students will be introduced to an artifact of Southern culture that we can analyze. Investigating analysis projects provides a space for interdisciplinary studies, as texts can range from a variety of avenues. Along with literary texts and films, other "texts" for analysis will include the investigation of southern cuisine, dialect, religious practices, art, poetry, and music.

WDYKA *A Different World*

Manica Pierrette

A Different World was an American sitcom that aired for six seasons on NBC from 1987 to 1993. During its premiere season it was the highest rated television pilot in history. The show originally centered around the life of students at Hillman College, a fictional historically black college in Virginia. Many youths, both white and black cited a more significant interest in historically black colleges after watching the show. It addressed many of the controversial but real issues being encountered by students on-campus while highlighting race relations, epidemics, sexuality, gender biases, and community. 30 years later, it is still one of the most watched shows of the last century. Analytical research of the show found that it offered viewers lessons about the value of healthy relationships among youth and senior citizens, romantic partners, and it offered rare and classic example of black men's friendships. This show still addresses many of the issues faced today in the college community. In this seminar, we will examine how we can use the lives of the main characters in the show to develop ourselves and make the best decisions when we encounter these situations ourselves in college. The seminar will examine these issues from interdisciplinary perspectives, and we will take an in-depth look at the episodes that focus on race, interracial relationships, HIV/AIDS, sexual violence, safe sex, stereotypes, misogyny, domestic violence,

parenting, and out-growing friendships. Some of the coursework will include - character analysis, self-narratives, active discussion, and independent research. Participation does not require that you are already familiar with the show since episodes are 22 minutes and can be easily viewed through syndication.

WDYKA Sexuality and French Cinema

Lynn Anderson

Taught in English with English-subtitled films, this course explores the dynamics of sexuality and gender in French and Francophone cinema. Through an interdisciplinary perspective, including gender studies, film studies, and literature, we examine the construction of gender and sexuality, how the grammar of cinema creates meaning, the conventions of film genres such as drama, social realism, comedy, and the action film, and how influences such as gender theory, feminism, and the French New Wave shape artistic expression and register social change. Because the films are considered with scholarly articles that apply interdisciplinary approaches to the films, students learn to think critically about and discuss the interconnections between cinema and contemporary issues. Students develop the learning outcomes through daily reaction sheets, class discussions, and a final project that includes an essay and oral presentation. The daily reaction sheets on assigned films and readings develop critical thinking skills and writing proficiency in support of interactive class discussions. This ongoing writing and discussion prepares students to shape a final essay and classroom presentation.

WDYKA Leadership in Star Wars

Jason Bretch

The *Star Wars* movies have been a staple of any cinematic buff for the past 40 years. They tell a tale of adventure and excitement. What we sometimes miss is the leadership aspects of all the characters. For example, Luke turns from being a weak farmer into a galactic hero. We follow Han Solo who starts out as a rogue smuggler to a respectable leader. Princess Leia grows as she follows her path from princess to general. We will also look into the dark side of the leadership, following the empire rise and fall and how their failures can help guide us in our understanding of our roles as leaders. Beyond our investigation of the *Star Wars* films and the academic scholarship that informs our understanding of them, our focus on leadership will incorporate multiple interdisciplinary perspectives gathered from political science, business, sociology, and educational theory.

WDYKA Batman

Kelley Frank

Batman: Superhero Mythology as Heroic Quest. This seminar will focus on the Batman mythos as a revenge drama that changes with the time period to reflect the values of each culture. This includes the graphic novel/comic form as primary source material and how it translates to the “bigger” film screen while maintaining (or not) the archetypal essence of the story. Students will be invited to consider the Batman mythos from interdisciplinary perspectives, including literary and filmic studies, the revenge drama, pulp and genre influences, cultural and sociological views of mental illness, and Batman’s overall impact on popular culture from a historical perspective.

NOTE: The following XIDS 2002 First-Year Seminar sections are being taught as part of Learning Communities. Most of these have been previously approved and taught in previous years but we include them here.

WDYKA Film

Film Learning Community

Angela Insenga

Our learning community is devoted to the important study of media--in particular, cinema and all of its trappings. In this seminar, you will learn to analyze, interpret, present on, and write about several genres of movies. We will attend screenings of films and meet directors and screenwriters through the Film Studies program. You will learn to create written and visual work that foregrounds cinematic technique

and beginning interpretation of film and will have the opportunity to collaborate with colleagues and professors who love talking about film as much as you do. XIDS 2002 seeks to help you build a firm foundation of knowledge related to cinematic, literary, and dramatic readings of films. As we hone our skills together via viewing and discussion, we will continuously go to the movies. In this course, you will learn the following: define "criticism" and argue the critic's place in academic pursuits; define media literacy and develop fluency in analysis of media via projects that involve writing and speaking; identify and provide examples of film techniques at work in several clips and, then, in three feature-length films, one of them being your choice; discuss and analyze in writing and verbal presentation how films impact and create culture; learn to create a multi-step Critical Review Project in which they identify a culturally significant film and analyze how it challenged and impacted a particular segment of culture in significant ways; and demonstrate collaboration and collegiality with fellow community members during classroom discussions and activities #jointheteam!

**WDYKA Early Childhood Education
Early Childhood Education Learning Community
Lyn Steed**

This interdisciplinary course is designed to introduce students to the Early Childhood Education field, make them aware of current issues and trends in education, discover the history of Early Childhood Education, encourage and develop teaching skills, and spur interest in the pursuit of an Early Childhood degree. This course will be supplemented by visiting speakers, school visits, class discussions, case studies, and interactive activities. Current issues in Early Childhood education will be explored including the new common core standards, teacher preparation, technology in schools, and current best practices. Students will have the opportunity to complete a semester long project related to Early Childhood education.

**WDKA Grand Challenges of Engineering and Applied Sciences
Engineering/Applied Science Learning Community
Sharmistha Basu-Dutt**

Throughout human history, engineering has driven the advance of civilization. In the modern era, engineering influences every niche of life. Engineering recorded its grandest accomplishments in the 20th century. As the population grows and its needs and desires expand in the 21st century, engineers will continue the tradition of forging a better future to sustain civilization's continuing advancement while still improving the quality of life. This seminar will focus on helping students understand the keys to being a successful engineering/applied science major and appreciate the inter-disciplinary nature of the STEM enterprise. The instructor, an engineer by training with two decades of mentoring experience with learning communities, is committed to creating a meaningful intellectual and professional dialogue with the students to help them explore crucial elements of an engineering/applied science curriculum and career. Using a variety of assignments, student learning outcomes will be assessed in the areas of written and oral communications as well as life-long learning. The first six weeks in the semester will focus on a detailed analysis of the definition of engineering provided by ABET (Accreditation Board of Engineering and Technology) stating "[Engineering is] the profession in which a knowledge of the mathematical and natural sciences gained by study, experience, and practice is applied with judgment to develop ways to utilize, economically, the materials and forces of nature for the benefit of mankind." Students will be encouraged to compare and contrast engineering/applied science with equivalent professions such as doctor, lawyer, accountant, entrepreneur, educator, etc. They will learn about academic and non-academic attributes of being a successful engineer/applied scientist and take a career personality/aptitude test to discover their personal strengths/weaknesses. They will further explore the pathways and curriculum available in various partner engineering/applied science departments/institutions and learn about campus resources to help them acquire a solid foundation in the core curriculum. They will be trained to write cover letters, build resumes and network for future internships/co-ops/jobs. Case studies will be discussed to understand the ethical standards in engineering and the importance of making good judgments to practice engineering in a sustainable and economical way to benefit mankind. The last ten weeks in the

semester will focus on engaging students in active learning via individual and group projects. In one assignment, students will discover how selected NASA spinoffs (eq. solar cells, GPS, medicines) evolved from military to civilian applications along with a detailed analysis of their socio-economic-political implication. In another assignment, they will ascertain the ever-changing nature of National Academy of Engineering's fourteen grand challenges and realize the need for them to become life-long learners and contribute as a catalyst to solving contemporary and/or the next generation problems. In a capstone project, students will experience the many elements of the engineering design process where they will plan, build and present a model of the International Space Station and defend their team design during a peer-review process.

**WDYKA Trends and Issues in Nursing
Nursing Learning Community**

LaDonia Patterson and Nancy Capponi

The public image of nursing and the nursing profession have been significantly influenced by media representations of members of the discipline. Although rated by the public as one of the most trusted professions, a lack of awareness by many individuals of the true demands and responsibilities faced by nurses exists today. This course will focus on trends and issues in nursing from an interdisciplinary perspective which have influenced and are continuing to shape the profession and which ultimately impact the responsibilities and demands placed on contemporary nursing professionals. Development of an understanding of what it means to be a nurse in the current global healthcare environment is a goal.

**WDYKA What It Takes to Live on Earth
Chris Berg, Doug Stuart**

Humankind is facing challenges unlike those seen by previous generations. As our population increases and our environment changes, our resources are being stretched thin and pollution, waste, and disease become increasing threats. If you believe, as we do, that science offers the best hope to understanding and addressing these problems, join us in this exciting adventure where we will discuss what it takes to live on this beautiful planet. We will investigate this topic from multiple interdisciplinary perspectives within the sciences.

**WDYKA Get Healthy Live Well
Health and Wellness Learning Community
Gina Brandenburg**

What does it take to make a community a great place to live, learn, work, play and pray? This seminar will introduce students to Get Healthy Live Well, an award winning community coalition, built through collaboration and partnership, working to educate, promote and develop sustained conditions for healthier lifestyles in our community. Students will think critically about issues in our community related to health and well-being from interdisciplinary perspectives. Guest speakers, projects, field trips and discussions will guide students in their exploration of what it takes to have a healthy community. Students will participate in class meetings, discussions and small group projects. Field trips and guest speakers will complement the classroom learning. Assignments will provide an opportunity for students to reflect upon what they have learned and demonstrate an understanding of the concepts presented, including through the following major assignments: 1) Observation/volunteer Assignment--Students will observe or volunteer for a program, meeting or event sponsored by or partnered with Get Healthy, Live Well. Numerous options will be available depending upon the student's interests. Examples might include attendance at a GHLW Coalition meeting, attendance at a city council or county commissioner meeting, visit to the farmers market or food pantry, observation of an education event at a church, observation of an evidence-based class for diabetics, or participation in an Exercise as Medicine event. Students will write a pre-observation essay and a post-observation essay; 2) Healthy campus/healthy community environmental audit--Students will be divided into research teams to conduct environmental audits in the community and on campus. Audits include physical activity audits, convenience store audits, restaurant/dining hall audits, vending machine audits and walkability/bikeability audits. Findings from the

audits will be presented to the class using oral, written and photographic methods; and 3) Partnership research paper--Students will identify one of the GHLW partners that interests them. They will conduct an interview with the community partner to identify how the work of the partner organization contributes to the overall health of the community. Partners include Tanner Health System, University of West Georgia, city and county governments, school systems, community organizations, housing authorities, business & industry, churches, farmers, etc. Students will gather information, develop a written report, and present the findings to their classmates.

WDYKA Editing & Workshopping
Creative Writing Learning Community
Katie Chaple

We will begin the semester discussing the major debate of craft/inspiration. Once we've laid the groundwork, we'll then begin connecting that debate to the business of editing and publishing. We will also examine how the businesses of editing and publishing intersect with the art of writing, and in what ways and at what stages they influence, transform and even determine literature and the artist. This will provide the seminar with its interdisciplinary framework. What, precisely, does being an "editor" entail? The responsibilities range from making decisions regarding acceptance and rejection of work, to revising and correcting manuscripts, to establishing the aesthetic, the principles, and procedures of a publication, to overseeing the production of that publication. And that's just the beginning. In viewing an editor as a kind of bridge between writer and reader, the editor has to know and anticipate both the audience and the artist's expectations. This class is an introduction to the theories and practices of literary editing and publishing. We will examine and discuss both the aesthetics, as well as the practicalities of editing and publishing. This seminar will offer experiential learning opportunities through outside guest speakers and on campus readers. Students will have opportunities to receive and give feedback both orally and in written format, teaching them methods and techniques of professional dialogue. The class will culminate in an essay discussing the students' trajectory as an editor and collaborative workshop participant as well as how that role has affected their understanding of their own writing through the process of making that writing a public rather than a private enterprise.

Addendum IV

February 27, 2018
Connie Barbour
CHIP Committee

Dear Connie,

As information for the Senate CHIP subcommittee, I am proposing a new course for Spring 2019—*XIDS 2100: Walt Disney and the American Way of Life*. The class will focus on the life of Walt Disney and his influence on theme parks and entertainment in today's society. It will be a domestic "Study Away" course with a travel component to Walt Disney World during Spring Break and will be advertised to students prior to registration in Fall 2018. The Education Abroad Office will help collect travel payments for the course and Dr. David Newton will team-teach with me. He will also serve as an additional chaperone on the trip to Disney World. The title comes from the required textbook for the course by Steven Watts.

David Zanolla, a communications professor at Western Illinois University, will assist me with the travel arrangements. He is a certified Disney travel agent and has taught a similar course at WIU:

http://www.wiu.edu/news/newsrelease.php?release_id=13609

Course Description (rough draft):

Walt Disney (1901-66) can arguably be considered one of the most influential Americans of the 20th Century. This class explores the life of Disney as a historical figure, creative visionary and his impact on animation, architecture, culture, leisure, and entertainment. Coursework includes weekly readings from Disney's biography and discussions over related material, such as movies and documentaries. Students will be required to present an oral presentation based on pre-determined themes for their final assignment. A travel component to Walt Disney World in Orlando, Florida during Spring Break is a requirement for the course.

Travel Component (tentative):

- Walt Disney World in Orlando, Florida (All four theme parks: Magic Kingdom, Epcot, Animal Kingdom, and Hollywood Studios)
- Spring Break, March 18-22, 2019 (tentative)
- Lodging at Disney's Pop Century Resort Hotel
- Disney's "Keys to the Kingdom" Backstage Tour
- Disney's Customer Service Culture meeting with Jeff Kober
- \$2,500 per student (Airfare and some meals not included)

Students will be encouraged to explore the parks and have fun but they will also be given assignments to complete during the travel portion of the class. Assignment examples may include interviewing Disney employees, scavenger hunts based on course content, in addition to researching/photographing for final presentations.

To note, this class proposal is an expansion of the Disney First Year Seminar course that I taught during the Fall 17 semester. Considering David Newton taught a FY course on Harry Potter and our proximity to Universal Studios during the travel portion of the class, we may work to include some content on Harry Potter in addition to a day at the Universal Studios theme park if price and time will allow for it. The benefit is that it will allow students to compare/contrast Universal to the Disney parks. Students will also experience the impact that Disney had on his competitors and the overall theme park experience. The course title will remain the same but the description and travel info will be updated if we are able to include this as part of the course.

Please let me know if you have any questions or feedback.

Thank you,

Clint Samples

Professor of Art and Associate Dean for Special Projects

College of Arts and Humanities

Addendum V

Program View (Read-Only)

Attachments

Current File: USG_substantive_change_curricular_form_60-hour_SC_FINAL.pdf

Originator

College of Education
College

Communication Sciences and Professional Counseling
Department

Whisenhunt, Julia
Originator

What would you like to do?

- Add New Track/Concentration
- Modify Existing Program
- Deactivate Existing Program
- Terminate Existing Program
- Add New Program

Modifications

- Program Name
- Program Description
- Degree Name
- See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Program Selection

College of Education
College

Master of Education with a Major in Professional Counseling
Existing Program (as shown in the DMA)

School Counseling
Track or Concentration

Master of Education with a Major in Professional Counseling

Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

School Counseling

Track or Concentration Name (You can only edit this if you checked 'Track/Concentration Name' in the Modifications box)

Master of Education

Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

Spring

Effective Semester/Year

2019

On Campus
Program Location

Modification Details

The M.Ed. in Professional Counseling, School Counseling concentration, must transition from a 48-hour format to a 60-hour format in order to remain compliant with accreditation standards.

The proposed modification will remove MEDT 6401 from the program and replace it with a counseling content course. The PSC standards previously met through MEDT 6401 will be addressed in CEPD 7121 and throughout the curriculum. The following course-level learning objective in CEPD 7121 specifically addresses technology in School Counseling: "Students will demonstrate a knowledge and understanding of the use of technology in school counseling, research, program delivery, and evaluation." This learning objective aligns with CACREP standards II.F.1.j. and II.F.5.e. and PSC standard 4.vii.

The proposed modification will add 12 credit hours to the program. With the addition of these 12 hours and the removal of MEDT 6401, the following 15 hours will constitute new program courses: (a) CEPD 7153, Crisis Intervention, (b) CEPD 7134, Couples and Family Counseling, (c) CEPD 7155, Substance Abuse Counseling, (d) CEPD 7121, Special Topics in School Counseling, and (e) CEPD 7111, Diagnosis and Treatment of Mental and Emotional Disorders.

(Max 4000 characters)

Rationale

The Council for the Accreditation of Counseling and Related Educational Programs (CACF I.J. states that, "beginning July 1, 2020, all entry-level degree programs require a minimum semester credit hours or 90 quarter credit hours for all students." This standard applies to 48-hour CACREP accredited programs in the specialty area of School Counseling. The M. Professional Counseling, School Counseling concentration, program at University of West Virginia is presently accredited by CACREP in a 48-hour format under the 2009 standards. The current accreditation runs through October 31, 2023. However, regardless of current accreditation CACREP accredited programs in School Counseling must transition to the 60-hour format by June 30, 2020. As such, the M.Ed. in Professional Counseling, School Counseling concentration program at UWV needs to transition from a 48-hour format to a 60-hour format with full implementation no later than June 30, 2020 in order to remain compliant with current accreditation standards. Program faculty are seeking early conversion, with implementation in Spring 2019, to remain with similar CACREP accredited School Counseling programs that have already transitioned to a 60-hour format and to ensure that the program is fully compliant prior to the June 30, 2020 deadline.

(Max 4000 characters)

Attachments

Current File: USG_substantive_change_curricular_form_60-hour_SC_FINAL.pdf

SACSCOC Substantive Change
 Please review the [Policy Summary and Decision Matrix](#)
 Send questions to cjenks@westga.edu

- Check all that apply to this program
- Significant departure from previously approved programs
 - New instructional site at which more than 50% of program is offered
 - Change in credit hours required to complete the program
 - Program deactivation
 - None of these apply

Comments

The Council for the Accreditation of Counseling and Related Educational Programs standard I.J. states that, "beginning July 1, 2020, all entry-level degree programs require a minimum of 60 semester credit hours or 90 quarter credit hours for all students." This applies specifically to all 48-hour CACREP accredited programs in the specialty area of Counseling. The M.Ed. in Professional Counseling, School Counseling concentration at the University of West Georgia is presently accredited by CACREP in a 48-hour format. The current program accreditation runs through October 31, 2023. However, regardless of current accreditation end dates, all CACREP accredited programs in School Counseling must transition to the 60-hour format no later than June 30, 2020. As such, in Professional Counseling, School Counseling concentration, program at UWG needs to transition from a 48-hour format to a 60-hour format with full implementation no later than June 30, 2020 in order to remain compliant with current accreditation standards. The program is seeking early conversion, with implementation in Spring 2019, to remain compliant with similar CACREP accredited School Counseling programs that have already transitioned to the 60-hour format and to ensure that the program is fully compliant prior to the June 30, 2020.

(Max 4000 characters)

College Approvals

Laura Smith [APPROVED 2018-01-31]

Associate Dean, College of Education

Mark Parrish [APPROVED 2018-01-25]

Chair, Course Department

Other Approvals

Susan Hall Webb [APPROVED 2018-02-16]

Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIR

Final Approver

SUBSTANTIVE CHANGE/PROGRAM MODIFICATION
Curricular Change to an Existing Program

Institution: University of West Georgia

Institutional Contact (President or Vice President for Academic Affairs): Dr. Michael Crafton

Date: 1/23/2018

School/Division: College of Education

Department: Communication Sciences and Professional Counseling

Degree Name: M.Ed. in Professional Counseling

Major: School Counseling Concentration

CIP Code: 13110101

Anticipated Start Date for Curricular Changes: 01/05/2019

Rationale for Curriculum Modification:

The Council for the Accreditation of Counseling and Related Educational Programs ([CACREP](#)) [standard I.J.](#) states that, "beginning July 1, 2020, all entry-level degree programs require a minimum of 60 semester credit hours or 90 quarter credit hours for all students." This standard applies specifically to all 48-hour CACREP accredited programs in the specialty area of School Counseling. The M.Ed. in Professional Counseling, School Counseling concentration, program at University of West Georgia is presently accredited by CACREP in a 48-hour format under the 2009 standards. The current program accreditation runs through October 31, 2023. However, regardless of current accreditation end dates, all CACREP accredited programs in School Counseling must transition to the 60-hour format no later than June 30, 2020. As such, the M.Ed. in Professional Counseling, School Counseling concentration, program at UWG needs to transition from a 48-hour format to a 60-hour format with full implementation no later than June 30, 2020 in order to remain compliant with current accreditation standards. The program faculty are seeking early conversion, with implementation in Spring 2019, to remain competitive with similar CACREP accredited School Counseling programs that have already transitioned to the 60-hour format and to ensure that the program is fully compliant prior to the June 30, 2020 deadline.

Curriculum Comparison:

<u>Current Program of Study</u>	<u>Hrs.</u>	<u>Proposed Program of Study</u>	<u>Hrs.</u>
CEPD 6140 Basic Counseling Skills	3	CEPD 6140 Basic Counseling Skills	3
CEPD 6131 Counseling Theories	3	CEPD 6131 Counseling Theories	3
CEPD 6151 Assessment and Appraisal in Counseling	3	CEPD 7105 Counseling Across the Lifespan	3
CEPD 6160 Group Counseling	3	CEPD 6160 Group Counseling	3
CEPD 6180 Principles of Professional School Counseling	3	CEPD 7138 Multicultural Counseling and Education	3
CEPD 7152 Research and Program Evaluation	3	CEPD 6151 Assessment and Appraisal in Counseling	3
CEPD 7141 Professional Orientation and Ethics in Counseling	3	CEPD 6180 Principles of Professional School Counseling	3
MEDT 6401 Instructional Technology	3	CEPD 7112 Career Theory and Intervention	3
SPED 6706 Spec Educ in Regular Classroom*	3	CEPD 7153 Crisis Intervention	3
CEPD 7105 Counseling Across the Lifespan	3	CEPD 7134 Couples and Family Counseling	3
CEPD 7138 Multicultural Counseling and Education	3	CEPD 7141 Professional Orientation and Ethics in Counseling	3
CEPD 7145 Advocacy and Leadership	3	CEPD 7155 Substance Abuse Counseling	3
CEPD 7112 Career Theory and Interventions	3	CEPD 7121 Spec Topics in School Counseling	3
CEPD 6188 Practicum:	3	CEPD 7145 Advocacy and Leadership	3
CEPD 7136 Counseling Children & Adolescents	3	CEPD 7152 Research and Program Evaluation	3
CEPD 6182 Internship	6	CEPD 7111 Diagnosis and Treatment of Mental and Emotional Disorders	3
		CEPD 6188 Practicum	3
		CEPD 7136 Counseling Children & Adolescents	3
		CEPD 6182 Internship	6
		SPED 6706 Spec Educ in Regular Classroom*	3
(*3 hours in addition to the 48 hours to satisfy PSC requirement for S-5 certification (Georgia Law HB 671); does not apply to those who have completed or exempted this PSC requirement.)		(*3 hours in addition to the 60 hours to satisfy PSC requirement for S-5 certification (Georgia Law HB 671); does not apply to those who have completed or exempted this PSC requirement.)	
Total	48	Total	60

Note: The completed form is to be submitted using the sharepoint tool and website under the auspices of the Vice President for Academic Affairs (submission url: https://sharepoint.bor.usg.edu/team_sites/academicaffairs/SitePages/Home.aspx)

Plan of Study Worksheet
M.Ed. in Professional Counseling: School Counseling (60-hour)
 Department of Communication Sciences and Professional Counseling
 University of West Georgia

School Counseling					
CORE CURRICULUM NOTE: COURSE SEQUENCE WILL BE STRICTLY ENFORCED. ANY DEVIATION FROM REQUIRED SEQUENCE MUST BE APPROVED BY THE ADVISOR	Seq	HRS	SEMESTER REQUIRED	G R	SEM/YR COMPLETE D
CEPD 6140 Basic Counseling Skills	1	3	1 st SPRING		
CEPD 6131 Counseling Theories	2	3	1 st SPRING		
CEPD 7105 Counseling Across the Lifespan	3	3	1 st SPRING		
CEPD 6160 Group Counseling	4	3	1 st SUMMER		
CEPD 7138 Multicultural Counseling and Education	5	3	1 st SUMMER		
CEPD 6151 Assessment and Appraisal in Counseling	6	3	1 st SUMMER		
CEPD 6180 Principles of Professional School Counseling	7	3	1 st FALL		
CEPD 7112 Career Theory and Intervention	8	3	1 st FALL		
CEPD 7153 Crisis Intervention	9	3	1 st FALL		
CEPD 7134 Couples and Family Counseling	10	3	2 nd SPRING		
CEPD 7141 Professional Orientation and Ethics in Counseling	11	3	2 nd SPRING		
CEPD 7155 Substance Abuse Counseling	12	3	2 nd SPRING		
CEPD 7121 Spec Topics in School Counseling	13	3	2 nd SUMMER		
CEPD 7145 Advocacy and Leadership	14	3	2 nd SUMMER		
CEPD 7152 Research and Program Evaluation	15	3	2 nd SUMMER		
CEPD 7111 Diagnosis and Treatment of Mental and Emotional Disorders	16	3	2 nd FALL		
CEPD 6188 Practicum	17	3	2 nd FALL		
CEPD 7136 Counseling Children & Adolescents	18	3	2 nd FALL		
CEPD 6182 Internship	19	6	3 rd SPRING		
SPED 6706 Spec Educ in Regular Classroom	20	3*	3 rd SPRING		
Total Hours (*3 hours in addition to the 60 hours to satisfy PSC requirement for S-5 certification (Georgia Law HB 671); does not		60			

apply to those who have completed or exempted this PSC requirement.)				
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Course View (Read Only)

Attachments

Current File: [Issues and Trends in Professional School Counseling_Syllabus_final_for_CSS.pdf](#)

Originator

Communication Sciences and Profess

Department

College of Education

College

Whisenhunt, Julia

Originator

What would you like to do?

Add New Course Modify Existing Course Delete Existing Course

Modifications

Prerequisites Corequisites Description Title Credit See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Course Details

CEPD

Prefix

7121

Number

Issues and Trends in Professional School Counseling

Course Title

This course provides an introduction to various professional issues, current topics, and trends related to the profession of school counseling. Emerging issues in the field, such as those identified by CACREP and the PSC, will serve as a foundation for this course. Relevant topics may include, but are not limited to, the role of addition in school counseling, strategies for school-based consultation and collaboration, instructional technologies relevant to school counseling, career and college readiness, differential instruction, and data-informed school counseling programming procedures.

Course Catalog Description

3

Lec Hrs

3

Lab Hrs

3

Credit Hrs

Summer - 2019

Effective Term

Summer

Frequency

Letter Grade

Grading

Prerequisites

None

Corequisites

None

Rationale

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) is transitioning to a 60 credit hour School Counseling program requirement, effective June 30, 2020. As such, the M.Ed. in Professional Counseling, School Counseling concentration, program needs to transition from a 48-hour format to a 60-hour format no later than June 30, 2020. In reviewing CACREP and Professional Standards Commission (PSC) standards and comparing those standards to our existing curriculum, it is evident that the program should create a course that addresses special topics and current trends in the school counseling profession. With that in mind, the proposed course is meant to accomplish three primary goals: (1) provide a curricular vehicle through which to address trends and issues in the profession as they emerge and change; (2) enhance student understanding and ability to apply mainstream professional counseling topics (e.g., crisis and trauma, addiction, family therapy, etc.) to the school counseling environment; and (3) foster student comprehension and skill related to the role of technology in school counseling. This course will be a new academic requirement for students who enroll in the 60-hour School Counseling concentration, which the program faculty will imminently submit for approval.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 20

Comments

Attachments

Current File: Issues and Trends in Professional School Counseling_Syllabus_final_for CSS.pdf

College Approvals

Laura Smith [APPROVED
2018-01-30]

Associate Dean, College of Education

Mark Parrish [APPROVED
2018-01-23]

Chair, Course Department

Other Approvals

Susan Hall Webb [APPROVED
2018-02-16]

Chair, Graduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

Rationale:

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) is transitioning to a 60 credit hour School Counseling program requirement, effective June 30, 2020. As such, the M.Ed. in Professional Counseling, School Counseling concentration, program needs to transition from a 48-hour format to a 60-hour format no later than June 30, 2020. The first step in this process is to identify a revised Plan of Study. In reviewing CACREP and Professional Standards Commission (PSC) standards and comparing those standards to our existing curriculum, it is evident that the program should create a course that addresses special topics and current trends in the school counseling profession. With that in mind, the proposed course is meant to accomplish three primary goals: (1) provide a curricular vehicle through which to address trends and issues in the profession as they emerge and change; (2) enhance student understanding and ability to apply mainstream professional counseling topics (e.g., crisis and trauma, addiction, family therapy, etc.) to the school counseling environment; and (3) foster student comprehension and skill related to the role of technology in school counseling. This course will be a new academic requirement for students who enroll in the 60-hour School Counseling concentration, which the program faculty will imminently submit for approval.



College of Education

CEPD 7121: Issues and Trends in Professional School Counseling

Class Meeting Time/Location	Location:	Online Hours	
Instructor		Telephone	678-839-678-839-6567
Office Location		UWG email	@westga.edu
Office Hours			

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	Student Services http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	Center for Academic Success http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	Distance Learning Library Services http://libguides.westga.edu/content.php?pid=194430
University Bookstore http://www.bookstore.westga.edu/	Ingram Library Services http://www.westga.edu/library/

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, professional careers in diverse settings. With three dynamic areas of focus – Educator Preparation, Clinical Practice, and Human Performance – and programs that range from

undergraduate through doctoral study, we are committed to excellence in teaching, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (i.e., GaPSC) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Description

This course provides an introduction to various professional issues, current topics, and trends related to the profession of school counseling. Emerging issues in the field, such as those identified by CACREP and the PSC, will serve as a foundation for this course. Relevant topics may include, but are not limited to, the role of addiction in school counseling, strategies for school-based consultation and collaboration, instructional technologies relevant to school counseling, career and college readiness, differential instruction, and data-informed school counseling programming procedures.

Credit Hours: 3
Prerequisites: N/A
Co-requisites: N/A

Approaches to Instruction

This course will be delivered approximately ___% online. This requires the online equivalent of ___ minutes of instruction (seat-time) and an additional ___ minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

Activity	Instructional Equivalent

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 demonstrate a knowledge and understanding of the following:	CACREP (2016)	SC (2016)	PSC (2017)
1. the use of technology in school counseling, research, program delivery, and evaluation.	II.F.1.j. II.F.5.e.		4.vii.
2. signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.		G.2.i.	5.x.
3. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.	II.F.3.h.	G.3.c.	2.iv. 2.vii.
4. design, implement, manage, and evaluate school to school and school to work transition programs, postsecondary		G.3.g.	2.ii.

planning, and college admissions counseling.			
5. how to develop and implement strategies and activities to facilitate student awareness and informed decision making for a full range of postsecondary options and opportunities.		G.1.c. G.2.c. G.3.j.	1.iv. 2.vi.
6. best practices designed to close the achievement gap, promote student academic success, provide effective transitions and informed career choices, and increase promotion and graduation rates with equity across diverse student populations.		G.3.d. G.3.i. G.3.k.	2.iii.
7. how to design (i.e., data-informed decisions, needs assessments, program goals, program mission, interventions) and evaluate comprehensive school counseling programs, including peer-to-peer programming and parent programming,	II.F.8.c.	G.1.b. G.3.a. G.3.b. G.3.m. G.3.o.	1.vii. 2.v. 2.xi. 3.i. 4.iii. 4.ix. 4.xi. 6.iii. 7.v.
8. school counselor roles and strategies for consultation with families, P-12 and postsecondary school personnel, and community agencies to promote student academic, career, and social-emotional development.		G.1.d. G.2.b. G.2.d. G.3.l.	5.xii. 7.i. 7.ii. 7.iii. 7.iv. 7.vi. 7.ix.

Texts, Readings, Instructional Resources, and References

Required Texts

Author (2012). *The ASCA National Model: A framework for school counseling programs (3rd ed.)*. American School Counselor Association.

Foxx, S.P., Baker, S.B., & Gerler, E.R. (2017). *School counseling in the 21st century (6th ed.)*. New York, NY: Routledge.

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:

Author (2012). *The ASCA National Model: A framework for school counseling programs (3rd ed.)*. American School Counselor Association.

- Dimmitt, C.L., Carey, J.C., & Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin Press.
- Foxx, S.P., Baker, S.B., & Gerler, E.R. (2017). *School counseling in the 21st century (6th ed.)*. New York, NY: Routledge.
- Hatch, T. (2013). *The use of data in school counseling: Hatching results for students, programs, and the profession*. Thousand Oaks, CA: Corwin Press.
- Holcomb-McCoy, C.C. (2007). *School counseling to close the achievement gap: A social justice framework for success*. Thousand Oaks, CA: Corwin Press.
- Zyromski, B. & Mariani, M.A. (2016). *Facilitating evidence-based, data-driven school counseling: A manual for practice*. Thousand Oaks, CA: SAGE Publications.

Assignments, Evaluation Procedures, and Grading

1. **Review of Required Course Materials (Individual; 15@1 point each= 15 points):
Course objectives 1-6**
Working individually, you will review the course materials contained within modules 1 through 15 that are marked “required.” For each module, you will take a brief “quiz” to indicate the degree to which you reviewed the materials and, as such, a fair grade for your work. This assignment is graded on the honor system. We are all professional counselors, so let’s practice good ethics. **Course objectives 1-6**
2. **Google Certified Educator Level 1 Training (Individual; 15 points):**
Working individually, you will complete the [Google Certified Educator Level 1 Training](#) program. Please note that there is an additional expense for the certification exam. Upload a copy of your certificate to D2L as verification of your successful completion of this assignment. **Course objective 1**
3. **Addiction in School Counseling Presentation (Small Group; 10 points):**
Working in small groups of 2-3, you will develop an informative presentation on the topic of addiction in school counseling that could be provided to other school counselors, faculty, and staff. This presentation should cover the following information: (a) major drugs of abuse among children and adolescents; (b) signs of substance misuse and abuse in children and adolescents; (c) signs of substance misuse and abuse in parents and caregivers; (d) signs of living in a home where substance misuse or abuse is present; (e) school and community resources for managing addiction; and (f) the school counselor’s role in substance abuse intervention. This presentation should be prepared in a digital format and should include the use of various multimedia tools. **Course objectives 1, 2**
4. **Lesson Plans (Small Group; 15 points):**
Working in small groups of 2-3, you will develop three lesson plans. Each lesson plan should address a different topic category, to include the following three categories: academic achievement, social-emotional wellness, and career-college readiness. Lesson plans should

demonstrate attempts to differentiate learning based on diversity factors, age/grade level, intelligence, reading level, and verbal comprehension. Each group will deliver one lesson plan during class time, during which your group members should demonstrate the ability to manage classroom dynamics and effectively deliver educational content. **Course objectives 3, 5**

5. Career and College-Readiness Program (Small Group; 20 points; TK20 assignment):

Working in small groups of 2-3, you will create a comprehensive proposal for a career and college-readiness school counseling program. This proposal should include the following elements: (a) program mission and measurable goals; (b) data and data sources to support a need for this program; (c) strategy to conduct a needs assessment, including any respective questionnaires; (d) recruitment plan and, if applicable, informed consent procedures; (e) program activities and interventions (provide detailed samples); (f) informative handout(s) for parent review; and (g) program evaluation procedures, including surveys or other measurements. This proposal should reflect awareness of diversity factors that affect career and college readiness. This proposal should be compiled into a formal, indexed format that could be presented to a principal. **Course objectives 4-7**

FAILURE TO SUBMIT ASSIGNMENTS DESIGNATED AS KEY ASSESSMENTS THROUGH TK20 WITHIN THE TIME FRAME DESIGNATED ON THE SYLLABUS WILL RESULT IN A GRADE OF 0 FOR THE ASSIGNMENT.

6. Best Practices for Consultation and Collaboration (Individual; 10 points):

Working individually, you will compile a detailed index of best practices for consultation and collaboration in school counseling. This index should include detailed summaries of established practices and models of school counselor consultation and collaboration with the following parties: fellow school counselors, faculty and staff, parents, and community agencies. **Course objective 8**

7. Closing the Gap Project (Small Group; 15 points; TK20 assignment)

Working in small groups of 2-3, you will complete a Closing-the-Gap Project based on the American School Counselor Association National (ASCA) Model. This project will include the following: (1) identifying an achievement gap (i.e., academic, behavior, or attendance related), based on school data; (2) designing appropriate interventions to address the identified achievement gap; (3) collecting data on the effectiveness of the intervention; and (4) writing a results report that accurately reflects the achievement gap addressed, the intervention provided, and the results of the project. Groups should aim to identify a school/district in which they will possibly complete their practicum and/or internship field experience. Projects should align with the ASCA Mindset and Behavior standards and be formatted and submitted using the [ASCA National Model Closing-the-Gap Action Plan and Results Report templates](#). Groups will present their Closing-the-Gap Projects using a visual platform of their choice in class. Presentations should comprehensively cover the scope of the project and be approximately 20 minutes in length. Each group will post their presentation in D2L via the Discussion Board tool in addition to submitting to the instructor under assignments. **Course Objectives 6, 7, 8**

FAILURE TO SUBMIT ASSIGNMENTS DESIGNATED AS KEY ASSESSMENTS THROUGH TK20 WITHIN THE TIME FRAME DESIGNATED ON THE SYLLABUS WILL RESULT IN A GRADE OF 0 FOR THE ASSIGNMENT.

Evaluation Procedures

Assessment	Points	Assessment Tools	Submit via:	Due Date
1. Review of Materials	15	Quiz	D2L	See schedule
2. Google Certificate	15	S/U	D2L	
3. Addiction Presentation	10	Rubric	D2L	
4. Lesson Plans	15	Rubric	D2L	
5. Career-College Program	20	Rubric	D2L; TK20	
6. Consultation and Collaboration Review	10	Rubric	D2L	
7. Closing the Gap	15	Rubric	D2L; DB	
Total	100			

Grading

Grades are calculated based on the percentages below. Please note that any grade of F will result in dismissal from the program. Grades of C are considered unsatisfactory and will result in a review of student progress by the CEP faculty.

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

Any graduate level student earning a grade of F or WF and/or two C's, regardless of her/his academic standing, will be suspended from the program.

Class, Department, and University Policies

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at http://www.westga.edu/assets/Dept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information the following policies apply to this course.

Diversity: The University of West Georgia affirms the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff. The Department of Clinical and Professional Studies (CPS) is committed to fostering an educational environment in which diversity is embraced. As such, CPS will not tolerate discrimination against any persons.

Professional Conduct: Students in this class are considered professionals-in-training and, as such, are expected to conduct themselves professionally. Professionalism includes behavior related to, but is not limited to, dress/clothing, written and oral communication, interpersonal interaction, confidentiality and privacy, and laws and ethical codes.

The counseling program at University of West Georgia leads directly to certification, licensure, and professional practice in the field of counseling. For this reason, should the instructor note any impairment in the judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation. To graduate from the

program, the student must be willing and able to endorse the ethical standards of the American Counseling Association.

Student Review: CEP has a procedure for the review of students regarding academic performance and appropriate counselor dispositions. (See Graduate Student Handbook for details.) If there is reason for concern revealed in class or during the completion of course assignments, the faculty may initiate a student review. If such a review occurs, the student will be made aware of the procedure. Reasons for student review may include, but are not limited to, unprofessional or inappropriate dispositions and/or behaviors.

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 Student Handbook and the Graduate Catalog.

Disability: The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. 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. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

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 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.

Student Services: Click on the following link Student Services for a listing of all services available to students at UWG.

Center for Academic Success: The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for

Academic Success is located in UCC 200, and can be reached at 678-839-6280 or the email address is cas@westga.edu.

Attendance: Attendance is required. Students are expected to attend each class, to be on time, and to be present for the full class session. Any potential problems or exceptions to any part of this requirement should be discussed immediately with the instructor. Excused absences will not be granted more than 7 days following the absence. Two or more absences and/or tardies will result in a reduction of the final grade at the rate of 2 points per absence and 1 point per tardy for each absence and/or tardy beyond the first. Attendance will be taken each class meeting. You are responsible for all information and changes in the course content that may occur in your absence.

Class organization: This course will be interactive and use a variety of instructional strategies including online work, lecture, discussion, class activities, fieldwork, and (possibly) guest speakers. To make this class rewarding, enjoyable, and useful for your future career, students are encouraged to bring materials to share with the class and to make suggestions to make it a successful learning experience. Students remain responsible for any assigned material not covered in class.

Student participation: When called upon, students will be expected to demonstrate higher-order thinking skills by providing both their answer and an appropriate rationale upon which their answer is based. Having each student actively participating during each class session allows the professor to assess students' class preparation; their level of understanding of course concepts; enhances group work; develops students' critical thinking skills, and their ability to speak in front of fellow classmates.

Class handouts: Handouts will generally be posted on D2L, but may be disseminated in hard copy form during class time. Students who miss class are responsible for obtaining any class notes and handouts from a fellow class member.

Cell phones & Electronic Equipment: **The use of cell phones is not permitted in this class.** If you expect an emergency phone call, you may place your phone on silent or vibrate and answer it outside of the classroom. The use of computers is only acceptable for the purpose of taking class notes. **Any non-class-related use of computers is considered unprofessional and is not accepted in this class.** If you are found using any electronic device for non-class-related purposes, you will be asked to put it away or leave class. Part of your graduate students includes the development of professional behavior. The inappropriate use of technology during class is considered inappropriate and unprofessional and will not be condoned in this class.

Links to and from Third-Party Sites: There may be links established between this course and other entities and sites on the World Wide Web, Internet or other areas that are not under the control of, nor maintained by your professor(s) or the University of West Georgia (UWG). These links do not necessarily constitute an endorsement by your professor(s) or UWG, and UWG has no obligation to monitor such sites, and user agrees that neither your professor(s) nor UWG is responsible for the content of such sites, or any technical or other problems associated with any such third-party site, links, or usage.

Grading of Group Assignments: Barring extraneous circumstances (e.g., a group member not contributing, a group member not responding to communication from others, a group member not

submitting quality work, etc.), all group members will receive the same grade on a group assignment. However, in the event of an extraneous circumstance, the instructor reserves the right to individually award grades for group work and/or utilize a peer rating system. All students in this course are professional counselors and, as such, are expected to try to resolve any group issues independently. However, if a group issue cannot be resolved, the group members should contact the professor *before* submission of the final assignments so that she can intervene.

Extra Credit: No extra credit opportunities will be offered for this class.

Late Work: Late work will not be accepted for this class, unless pre-approved by the instructor and for reasons related to valid university business and/or essential medical/dental care. Late work, when approved, must be submitted within 7 days of the initial deadline. Late assignments, if accepted, are subject to a penalty of half credit.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. Communication may take place through D2L, but this is not the preferred means of communication.

Campus Carry: As of July 1, 2017, concealed carry is permissible at all public universities in Georgia. There are several restrictions to this law, which are explained at <http://www.usg.edu/hb280>. Answers to specific questions can be found under the "Additional Information" tab.

Changes to The Syllabus: This syllabus is subject to change.

Tentative Class Outline (subject to change)

Class Date	To Prepare for Class	Class Activities & Topics	Assignments Due
Class 1	1. Foxx, Baker, & Gerler, Chpt 2	1. Comprehensive School Counseling	Review of Materials 1
Class 2	1. ASCA, sections I & II	1. ASCA Model	Review of Materials 2
Class 3	1. See D2L	1. Technology in School Counseling	Review of Materials 3
Class 4	1. Fox et al., Chpt 7	1. Prevention Programming	Review of Materials 4
Class 5	1. See D2L	1. Addiction in School Counseling	Review of Materials 5; Addiction Presentation
Class 6	1. See D2L	1. Working with Parents and Caregivers	Review of Materials 6
Class 7	1. Fox et al., Chpt 10	1. Consultation and Supervision	Review of Materials 7; Google Certificate
Class 8	1. Fox et al., Chpt 6	1. Collaboration	Review of Materials 8
Class 9	1. Fox et al., Chpt 9	1. Referrals	Review of Materials 9; Consultation and Collaboration Review
Class 10	1. Fox et al., Chpt 3 2. ASCA, section III	1. Data and Assessment in School Counseling	Review of Materials 10
Class 11	1. See D2L	1. Program Development	Review of Materials 11; Closing the Gap
Class 12	1. Fox et al., Chpt 8 2. ASCA, section IV	1. Individual and Group Programs	Review of Materials 12
Class 13	1. See D2L	1. Lesson Planning and Differentiated Instruction	Review of Materials 13
Class 14	1. Fox et al., Chpt 11	1. Career and College Readiness	Review of Materials 14; Lesson Plans
Class 15	1. ASCA, section V	1. Program Evaluation	Review of Materials 15; Career-College Program
Class 16	1. See D2L	Course Wrap-Up	None
<p>**Note: All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of D2L/CourseDen.</p> <p align="center">*See D2L for additional required readings, podcasts, videos, PPTs, etc.*</p>			

Program View (Read-Only)

Attachments

Current File: SPED_MED_Program_Plan.pdf

Originator

College of Education
College

Literacy and Special Education
Department

Ponder, John
Originator

What would you like to do?

- Add New Track/Concentration
- Modify Existing Program
- Deactivate Existing Program
- Terminate Existing Program
- Add New Program

Modifications

- Program Name
- Program Description
- Degree Name
- See Comments

Shared Governance Process

Senate Action Item (See Procedure)

Program Selection

College of Education
College

Master of Education with a Major in Special Education and Teaching, General
Existing Program (as shown in the DMA)

Master of Education with a Major in Special Education and Teaching, General
Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)

Master of Education
Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)

Online
Program Location

Spring
Effective Semester/Year

Graduate
Degree Level

Modification Details

Lessening the number of program hours from 33 to 30.
Including coursework emphasis on Behavior Intervention Specialist Speciality
Set Standards from the Council for Exceptional Children.
Combining current two option program into one option with prerequisite
courses.
Removed the MAT program coursework from the program plan of study.

(Max 4000 characters)

Rationale

To create a competitive, innovative and attractive program.
To meet the current needs of schools in our region for candidates trained in behavior intervention.
To streamline course offerings with the intent for efficient scheduling.

(Max 4000 characters)

Attachments

Current File: SPED_Med Program Plan.pdf

Comments

This is a program modification to combine the current two option program into one. Our current program offers two options: one for candidates with an undergraduate degree in special education and another option for candidates with undergraduate degrees in other teaching fields. The revised program allows for all candidates to be in the same program with non-special education candidates taking two prerequisites.

(Max 4000 characters)

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

Check all that apply to this program

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- Program deactivation
- None of these apply

College Approvals

John Ponder [APPROVED 2017-11-16]

Chair, Course Department

Laura Smith [APPROVED 2018-01-04]

Associate Dean, College of Education

Other Approvals

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Susan Hall Webb [APPROVED 2018-03-15]

Chair, Graduate Programs Committee

Final Approval

David Jenks [REQUIRED]

Final Approver

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)			

Current M.Ed. in Special Education Program Sheet

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)			

UNIVERSITY OF WEST GEORGIA
 DEPARTMENT OF LITERACY AND SPECIAL EDUCATION
 Master of Education (M.Ed.) – Special Education
 General Curriculum/Behavior Intervention Specialist
 PROGRAM SHEET

Name: _____ UWG ID #: _____

For candidates who have a Bachelor's in Special Education:

Special Education Core (24 credit hours)	Grade	Transfer/ Substitute	Date taken
EDRS 6301 Research in Education			
SPED 6721 Professional Seminar			
CURR 6575 Curriculum Trends and Issues			
SPED 7721 Assessment in Special Education			
SPED 7705 Urban & Multicultural Aspects of Special Education			
SPED 7724 Collaboration & Inclusion			
SPED 7765 Advanced Differentiated Instruction			
*SPED 7767 Challenging Behaviors			
SPED 6795 M.Ed. Comprehensive Exam			
Electives (6 credit hours total)			
*SPED 7716 Theory and Characteristics of Autism			
*SPED 7726 Autism Collaboration and Instruction			
Other 6000/7000 level classes with permission of advisor			

* Three classes make up the autism endorsement (ASD)

Proposed M.Ed. in Special Education Program Sheet

Candidates who do NOT have a Bachelor's in Special Education will need to take the following two classes as electives in their FIRST semester:

Prerequisites	Grade	Transfer/ Substitute	Date taken
SPED 6709 Rules & Regulations in Special Education			
SPED 6715 Characteristics (General Curriculum)			

Addendum VI

Proposed Revised Policy
Undergraduate Academic Policies and Class Absence

Class Absence

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

In fully online or hybrid courses each instructor has the authority to specify in the syllabus what qualifies as attendance at the first class meeting and during the Drop/Add Period to drop students who fail to meet that requirement. Instructors may require students to attend a face-to-face meeting, to log in to the online course-delivery system by a specified date, or to take other specified steps at the beginning of the session. For those courses that meet for the first time after the end of the Drop/Add Period, see Faculty Handbook Section 204.

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

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

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

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

However, instructors should be aware that students missing classes for university-sponsored activities or religious holidays should be given all appropriate courtesies and opportunities to make up missed work. Students are responsible for alerting their professors about any expected absences prior to those absences.

Addendum VII

UWG Faculty Senate Resolution on Diversifying the Faculty
from the Diversity and Internationalization Committee

Background:

Whereas UWG Senior Leadership has demonstrated a commitment to serving our diverse student population through multiple initiatives and strategies such as the Engage West! Initiative, the creation of a Chief Diversity Officer position, the formation of the President Commission on Campus Inclusion, the President Student Advisory Council on Diversity, The Diversity Champions Action Committee, The Faculty Senate Diversity Committee, and several other organizations and initiatives;

(https://www.westga.edu/administration/president/assets-president/docs/Working_Diversity_Statement_fall_2015.pdf,
<https://www.westga.edu/administration/president/vision-mission-and-values.php>);

UWG considers the opportunities afforded by an inclusive learning environment, and the authentic interaction among people from various backgrounds and persuasions to be essential elements in achieving excellence in academia, and cites inclusiveness as one of our core values (UWG Vision, Mission and Values, (<https://www.westga.edu/administration/president/vision-mission-and-values.php>); and

UWG Strategic Plan calls for the development of "specific initiatives aimed at enhanced recruitment, retention, compensation, and development of high-quality faculty from diverse backgrounds" (Strategic Imperative 2B) (https://www.westga.edu/administration/president/assets-president/docs/StrategicPlan_Brochure_pages.pdf).

Whereas UWG has a highly diverse and engaged student population with nearly half (50%) of the student body reporting a minority race/ethnicity (not White), and 37% reporting as African American;

UWG has maintained positive enrollment growth over the last decade due in large part to the growth in the Black/African-American student population, while other peer institutions in the USG suffered declining enrollments;

UWG is one of the few schools that can proudly boast that there is no equity gap for African-American students' 6yr graduation rates, which are 2.2% higher than that of White students (<http://www.info.usg.edu/>);

UWG's African American students' 4-year graduation rates continue to lag 4.4% behind that of White Students and 2.2. behind the institution rate ((<http://www.info.usg.edu/>); and

UWG seeks to continue to grow its student enrollment in an environment where greater proportions of Black, Hispanic, and Asian high school students will be graduating from the State of Georgia than Whites (<https://knocking.wiche.edu/state-profiles/>);

Whereas, UWG faculty population is 18% reporting a minority race/ethnicity (not White), and 7% reporting as African Americans ([UWG 2017 Fact Book](#));

Diversity of faculty has been shown to create an environment that fosters the recruitment and retention of a more diverse student body, faculty, staff, and administration, as well as provide greater

benefits for all students, including improving the institution's ability to train students to thrive in a culturally competent world ([Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms](#));

Diversity of faculty is positively associated with departmental rankings in research universities (<http://dx.doi.org/10.1007/s12108-013-9183-8>);

A diverse and representative faculty is important for providing role models and mentors for the success of diverse students (<https://www.aaup.org/issues/diversity-affirmative-action/resources-diversity-and-affirmative-action/role-faculty-achieving-and-retaining-diverse-student-population>).

Whereas current research on faculty excellence and diversity suggests that gaps in equity, access and inclusion in hiring are linked to institutional practices and patterns of unconscious biases that can be productively addressed through interactive training that helps committees successfully hire more diverse and excellent faculty (https://wiseli.engr.wisc.edu/docs/BiasBrochure_3rdEd.pdf);

A vast body of research on implicit bias has shown that implicit bias is likely present in all aspects of the search process and perpetuates the systemic lack of progress in diversifying the faculty. (see, Smith, D., Turner, C., Osei-Kofi, N., & Richards, S. 2004. Interrupting the Usual: Successful Strategies for Hiring Diverse Faculty. *The Journal of Higher Education*, 75(2), 133-160, at <http://www.jstor.org/stable/3838827>; and for a list of other studies, visit <https://facultyhiring.uoregon.edu/special-concerns/>);

The evidence both from extant research and from our own anecdotal data indicate that in addition to our inability to attract minority faculty, those who accept positions at UWG face additional burdens, such as a) being consistently called upon to serve as mentors to minority students due to the small number of minority faculty; b) being consistently called upon to serve on diversity committees regardless of their disciplines or expertise; and c) being questioned about their research foci, which often concentrates on the real-life, current, and pressing issues of minorities but is often not valued in traditional publications. (Aguirre Jr, A. 2000. *Women and Minority Faculty in the Academic Workplace: Recruitment, Retention, and Academic Culture*. ASHE-ERIC Higher Education Report, Volume 27, Number 6. Jossey-Bass Higher and Adult Education Series; <https://www.insidehighered.com/advice/2015/06/26/essay-diversity-issues-and-midcareer-faculty-members>); and

Diversity recruitment advertising has been found to be an effective tool for branding the institution as one that values diversity, in addition to increasing and diversifying the applicant pool (see, *Searching for Excellence & Diversity: A Guide for Search Committee Chairs, a guide developed by the Women in Science & Engineering Leadership Institute (WISELI) at the University of Wisconsin Madison*).

Recommendations

Therefore, the Faculty Senate, in support of UWG's culture of inclusion and collaboration, urges appropriate institutional actors to take action in pursuit of the following objectives:

- 1) UWG's commitment to supporting its diverse student body shall be exemplified through the implementation of clearly-defined and legally-sound processes towards diversifying the faculty across all academic units (best practices' examples include but are not limited to):
 - a. support and accountability for deans and faculty search committees in instituting training that broadens perspectives and addresses unconscious biases;
 - b. job descriptions that reflect UWG's values, including the value of inclusiveness;
 - c. active recruitment of faculty that will diversify the applicant pool;
 - d. consistent processes and reviews of the faculty search process;
 - e. selection and hires of faculty with demonstrated commitment/experience to serving a diverse student population and in alignment with UWG values;
- 2) Beginning with the 2018-2019 Academic Year, faculty hiring processes (inclusive of search committee membership, applicant pool, and hires) shall be tracked and reported (to include gender and other historically underrepresented groups). This annual report shall include a report on any initiatives at UWG designed to improve faculty representation of underrepresented groups and benchmark trends in employment and promotion rates;
- 3) Implementation of and accountability for onboarding and mentoring programs to support junior faculty in timely progression towards promotion and tenure; and
- 4) All elected faculty senators serving on the Senate lead by example and participate in search training that helps minimize unconscious biases.

Addendum VIII



Cost Designators for Required Materials in USG Course Schedules

In Fall 2018, University System of Georgia (USG) institutions will be required to prominently designate sections of courses whose course materials exclusively consist of no-cost (open or free textbooks) or low-cost course materials at the point of registration. In Banner, USG institutions will use 2 designations for courses with:

- **No-cost: \$0 required costs**
- **Low-cost: \$40 or under required costs**

Banner Code	Descriptive Text
ZNCM	No-cost: \$0 required costs
ZLCM	Low-cost: \$40 or under required costs

Included in the cost caps are textbooks and other text-based materials, workbooks, lab manuals, online homework platforms, and codes or publisher-provided curricular materials for students.

Excluded from the cost caps are equipment (such as art supplies, calculators, or physical lab materials) and fees for test proctoring.

No-cost Designator

The No-cost designator is for use with courses that exclusively use course materials that are free of charge to students. These materials may include **open educational resources (OER)**, institutionally licensed campus library materials that all students enrolled in the course have access to use, and other materials that require no additional cost to students.

Open educational resources (OER) are high-quality teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license, that permits their free use and repurposing by others, and may include other resources that are legally available and free of cost to students.

OER include, but are not limited to: full courses, course materials, modules, textbooks, faculty-created content, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

Low-cost Designator

The Low-cost designator is for use with courses that require course materials which cost students a total of \$40 or less per course.

Optional costs should not be included in your calculation.

For example: you provide students with a link to a free, online version of your materials but give them the option to purchase materials in print or point them to an optional homework help platform. The cost of the optional materials should not be included in your calculation. However, if the print version or homework platform is required in your class, you should include that cost in your calculation.

Only identify courses that meet these cost-cap requirements (\$0 or \$40 or under).

By default, classes that do not meet one of these two cost caps will not be designated. Students will have the ability to search for courses that meet one of these two material cost caps in the schedule.

If a resource is used across multiple courses in a sequence, DO NOT base your calculation on the cost divided by those courses.

For example, a text that costs \$120 that is required for three sequenced courses DOES NOT meet the \$40 or under label requirement. Not all students take all courses in a series, students may take courses over time and may have to pay for edition changes, and students would have to pay the full cost up-front and could not budget for three even payments.

What cost should I use? What if materials are less expensive on Amazon, etc.?

To calculate your text-related costs for these designations, use the cost of new materials in your campus bookstore. While materials may be less expensive elsewhere, students using financial aid often must purchase materials from the bookstore, and while used prices might be lower, used purchasing can be complicated by limited supplies and edition changes. Contact your campus bookstore for help with bookstore pricing.

What if my text is available as an e-book through the library?

If your required text is available as a free-to-students e-book through the library, as long as you do not require the printed text in your class, your course can qualify for the \$0 cost designation. Students may assume they must purchase the printed text if you mark a library-provided textbook as required. Consider listing the text as “optional” on the

campus bookstore's site and messaging students about their choices before the term begins.

What if I do not require any texts or commercial materials for my class?

Your course CAN qualify for the \$0 designation if no commercial materials or texts are required. For the purposes of these cost designations, it does not matter if you are using instructor-created materials, open educational resources, activities, slides, websites, or library materials. Apply the question: does my course have any textbook or publisher-related costs? If the answer is no, the course meets the no-cost designation. If the answer is yes, but \$40 or less, the course meets the low-cost designation.

What if I am unsure about the cost of my materials?

Consult your bookstore for guidance. If you are still unsure about whether your course meets one of the two designations at the registration deadline, DO NOT ask your schedule-builder to designate your course as no-cost or low-cost materials.

When is this happening?

Our current target is to collect as much information about courses as possible to publish in the online schedule for Fall 2018. However, departments should begin working to develop processes to collect and track this information now. Changes to these designations CAN NOT be made after registration goes live.

What should I be doing?

Administration

Raise awareness regarding this change within your institution, both for faculty reporting designations and for students registering for Fall 2018 courses through effective outreach channels.

Faculty

If your course meets one of the 2 designations, either contact the person who enters scheduling information for your department into Banner to notify them, or wait for your department chair to ask for this information. If your course does not meet one of these designations, you do not need to change anything.

Department Chairs and Deans

Work with your faculty and staff to develop processes to collect this information from faculty each term. Designate roles and responsibilities in this information collection process. Suggestions include using a shared form or spreadsheet to allow faculty to input their own information, therefore reducing the workload for all involved.

Schedule Entry Assistants and Staff:

Work with your faculty and chairs to develop processes to collect this information from faculty each term. Designate roles and responsibilities in this information collection process. Suggestions include using a shared form or spreadsheet to allow faculty to input their own information, therefore reducing the workload for all involved.

While we ask that you help to facilitate these processes to collect this information, **it is the responsibility of the faculty** to communicate these designations by the time the classes are to be built in Banner (or when registration begins, at the latest).

We hope you find this information helpful for your planning and implementation of required course material no-cost and low-cost designation codes.

“Cost Designators for Required Materials in USG Course Schedules” is provided under a CC-BY 4.0 License: <https://creativecommons.org/licenses/by/4.0/>

Attribution to the Original Document:

“Designation FAQ,” Portland Community College, CC-BY 4.0: tinyurl.com/designationfaq

Addendum IX

UWG PROCEDURE NUMBER: 10.2.4, Use of University E-Mail Lists

Authority: UWG POLICY: 10.2 (University Communications)

UWG recognizes that electronic mailing lists serve as an important and influential means for positive communication and professional development. The intent of this policy is to clearly communicate the expectations for UWG faculty, staff, and students regarding the appropriate use of UWG-Hosted E-Mail Lists. The Vice President of University Advancement, pursuant to the authority of UWG Policy 10.2, establishes the following procedures for University E-Mail Lists:

A. Scope and Purpose

This procedure applies to all current and emeritus UWG faculty, and staff. E-Mail Lists are established for the convenience of UWG employees. Each "***UWG-Hosted E-Mail List***" will be assigned a Moderator for purposes of ensuring compliance.

B. Definitions

1. ***ALL Employees*** – E-Mail List for notifications and announcements for **official "*UWG-Related*" business** relevant to University employees. Subscription is automatic, and subscribers should not opt-out. Posting to this E-Mail List will be limited to administrative staff authorized by the President or the Vice Presidents; replies will be disabled. Any employee who seeks clarification on the message should contact the sender directly.
2. ***ALL Faculty*** – E-Mail List for discussion and information relevant to faculty and pedagogy. The Provost's office will establish guidelines for subscription, posting, and expected use.
3. ***Events Calendar*** – Service used to announce faculty, staff, students, UWG organization-sponsored and UWG-Hosted events (for those events targeted to University audiences); these events may be announced on the "***All Employees***" electronic mailing list at the discretion of the President or Vice President responsible for hosting the event.
4. ***Moderator(s)*** – Employee(s) assigned by any committee appointed by the Vice President of University Advancement, or in the interim by the Chief Public Relations Officer, to monitor and ensure compliance with a "***UWG-Hosted E-Mail List***".
5. ***UWG Items of Interest*** - E-mail list for University employees to share helpful information and resources for use by other employees (e.g. Community Events, vendor recommendations, discussions relevant to UWG, etc.); it is not considered either "***UWG-Hosted***" or "***UWG-Related***", but merely a convenience for UWG employees to exchange useful information and resources for the UWG community. It should not be used for political speech or non-"***UWG-Related***" items. Furthermore, it is not to be used for financial gain or promotion; please refer to "***UWG Marketplace***" as an alternate forum for those purposes. Subscription is not automatic to "***UWG Items of Interest;***" interested employees will need to opt-in by visiting the list at [this site](#).
6. ***UWG-Hosted E-Mail Lists*** – an electronic distribution list that facilitates communications via e-mail; for the purposes of this Procedure only, "***UWG-Hosted E-Mail Lists***" refers only to e-mail addresses utilizing "@westga.edu" unless otherwise stated herein. Authorized UWG-Hosted E-Mail Lists are identified as "***All Employees,***" "***All Faculty,***" "***UWG Items of Interest,***" and "***UWG Marketplace.***"

7. **UWG Marketplace** – E-Mail List for University employees for purposes related to selling and commercial promotion; it is maintained off-site and users may not use their “westga.edu” account to participate; UWG-Marketplace E-Mail List is not maintained or controlled by the University.
8. **UWG-Related** - for purposes of this procedure, “**UWG-Related**” shall mean a relationship that is subordinate or coordinated with, or by, the University of West Georgia (e.g., University Units, faculty or staff committees, student interest groups, etc.)
9. **Work West Bulletin** – Publication created by University Communications and Marketing to announce “**UWG-Related**” events to all employees; it is not an electronic mailing distribution list. Please send your requests for posting to the Work West Bulletin to: report@westga.edu. The Work West Bulletin will be sent to “**All Employees**” to inform employees of important work-related items.

C. Examples of Appropriate Postings for official University Messaging

All Employees	Benefits, construction projects, office schedules, ITS issues, weather advisory, policy/procedures, FLSA, Clery Act notifications, emergency messages, graduation, town halls, E-Time deadlines, Athletic event announcements, bookstore events/sales, lectures, concerts, UWG sponsored drives (toy drive, blood drive, A Day, etc.), Wellness events, homecoming events, meeting/town hall notices, etc.
All Faculty	Faculty Senate/Subcommittee items, pedagogy information, communications from the Provost’s Office
UWG Items of Interest	Pedagogy articles, community events, lost/found objects, discussions/questions of general interest to employees, etc.
UWG Marketplace	Vendor recommendations, items for sale/trade, animal adoptions, homes for rent/sale, etc.

D. Procedures

1. **Subscription.** UWG employees will be subscribed automatically to “**All Employees,**” but employees will have to opt-in to subscribe to “**UWG Items of Interest**” and “**UWG Marketplace.**” The Provost’s Office will set the means for subscribing to “**All Faculty.**” All UWG employees are expected to comply with this procedure, and all other relevant and applicable laws and policies each time the employee uses one of the “**UWG-Hosted E-Mail Lists**”.
2. **E-mail address designation.** For “**All Employees,**” **All Faculty,**” and “**UWG Items of Interest,**” employees must use their assigned individual Westga e-mail address. No group or committee addresses will be allowed to subscribe. For “**UWG Marketplace,**” Westga e-mail addresses are not allowed.
3. **Opt-in/Opt-out.** For the “**UWG Items of Interest**” E-Mail list, employees must **opt-in** by visiting the list site at: <https://groups.google.com/a/westga.edu/group/uwg-items-of-interest-list/>. Employees may **opt-out** of “**UWG Items of Interest**” by leaving the group. The “**All Employees**” list includes a means to leave the group (Google default), but it is not recommended.
4. **Attrition.** Employees will be removed from all E-Mail Lists at the time of separation from employment, with the exception of “**UWG Marketplace**”, in which decisions will be made by the administrator of that E-Mail List.
5. **Violations.** UWG reserves the right to limit further exchanges on any posting, or to limit posting rights to any E-Mail List or from any E-Mail List member who fails to abide by federal or state laws, UWG or Board of Regents policy, these procedures, or any guidelines established pursuant to UWG policy or

procedures. Subscribers who violate this Procedure, or any other UWG policy or procedure, may be prohibited from posting to the E-Mail Lists, and other actions may be taken as appropriate under applicable policy or law. The Chief Public Relations Officer may impose these restrictions at the request of a Vice President or the President.

E. Guidelines

The committee appointed by the Vice President of University Advancement (or if no committee has been appointed, the Chief Public Relations Officer) is authorized to establish guidelines for participation in “***UWG-Hosted E-Mail Lists***”. Other University units may develop additional procedures specific to the unit, but in the event any conflicts arise between the versions, the provisions stated herein will control.

Issued by the Vice President of University Advancement, the ___ day of _____, 2017.

Signature, Vice President of University Advancement

Reviewed by President: _____

UWG-HOSTED E-MAIL LIST GUIDELINES

Authority: UWG PROCEDURE NUMBER: 10.2.4 (Use of University E-Mail Lists)

UWG POLICY NAME: University Communications

STATEMENT:

All “*UWG-Hosted E-Mail Lists*” shall adhere to these guidelines and UWG policies and procedures.

CONTEXT:

This policy applies to:

- All University of West Georgia current and emeritus UWG faculty, and staff.

OBJECTIVES:

The purpose of E-Mail Lists is to distribute information about the University of West Georgia, its various divisions, affiliated entities, and programs, as an official source of information, with a broader focus on engagement and interaction. This set of guidelines serve to project a professional image of UWG.

BEST PRACTICES:

1. Please be considerate of the inboxes of others, and use time and bandwidth responsibly. This is not the place to blog.
2. This is an open list and opinions expressed are those of the individual poster, not the University. Respect each other and you will be treated with respect. Please make sure that each message you post lists your full name. Anonymous posters are a violation of UWG Procedure 10.2.4.
3. Personal attacks including name calling or disparaging remarks are unacceptable and WILL lead to loss of posting privileges on the first offense. Comment on CONTENT, not on the CONTRIBUTOR. Personal attacks do not help make a point; they only hurt the conversation.
4. Factual information and observations are preferred. While it may be acceptable to post information respectfully countering another’s observation, it is inappropriate to get into an extended debate on the E-Mail List. Extended discussions should be taken offline between interested parties.
5. This is an E-Mail List, not an online forum. Once you hit send, your message is delivered into the individual email inboxes of every subscriber on the list. There is no way for the E-Mail List Moderator or anyone else to delete a posting after the fact that has been downloaded from the server. The burden is on each person posting to be sensitive to the contents of their messages.
6. Do remember that information posted on the lists is available for all to see. Posts are subject to applicable law, including defamation, libel, and slander laws.
7. Topics of a political nature may be posted only if they relate to a University event. Please be aware that state law prohibits employees from campaigning for a political candidate with state property. Political topics are highly discouraged and will be subject to further scrutiny for compliance with procedures.
8. Business advertising is not allowed. Post any such related items to “*UWG Marketplace*”. Use the following link to go to the UWG-Marketplace Guide and Subscription/Comment form: [UWG Marketplace Guide and Subscription/Comment Form](#). If you have any trouble subscribing to the

group, please be sure to read the Marketplace Guide and then use the linked form to submit a comment.

9. Items for sale or rent or inquiries about buying or renting items are not allowed. Please post to "**UWG Marketplace**". Free items or services may still be in violation of UWG policy, so it is recommended that you post the availability of such items or services to "**UWG Marketplace**".

ACKNOWLEDGEMENTS OF USE:

All Employees List

This list is to be used only for notifications and announcements related to official university business and relevant to all or most employees of the university. By sending your message, you agree to abide by all UWG Policy and Procedures, and specifically UWG Procedure 10.2.4, Use of University E-Mail Lists and associated guidelines.

E-mails intended to share non-university items of interest, pose queries, and send notifications should be sent instead to the "**UWG Items of Interest**" e-mail list.

You received this message because you are subscribed to the official UWG "**All Employees**" E-Mail List. To post to this E-Mail List, send email to all-employees-list@westga.edu. Visit this E-Mail List at <https://groups.google.com/a/westga.edu/group/all-employees-list/>.

All Faculty List

This list is to be used only for notifications and announcements related to official university business and relevant to all or most faculty of the university. By sending your message, you agree to abide by all UWG Policy and Procedures, and specifically UWG Procedure 10.2.4, Use of University E-Mail Lists and associated guidelines.

E-mails intended to share non-university items of interest, pose queries, and send notifications should be sent instead to the "**UWG Items of Interest**" e-mail list.

You received this message because you are subscribed to the official UWG "**All Faculty**" E-Mail List. To post to this E-Mail List, send email to all-faculty-list@westga.edu. Visit this E-Mail List at <https://groups.google.com/a/westga.edu/group/all-faculty-list/>.

UWG Items of Interest List

This list is to be used for announcements and discussions and to share non-university items of interest, pose queries, and send notifications considered helpful and relevant to UWG employee subscribers. By sending your message, you agree to abide by all UWG Policy and Procedures, and specifically UWG Procedure 10.2.4, *Use of University E-Mail Lists* and associated guidelines.

You received this message because you are subscribed to the official **UWG Items of Interest** E-Mail List. To post to this E-Mail List, send email to uwg-items-of-interest@westga.edu. Visit this E-Mail List at <https://groups.google.com/a/westga.edu/group/uwg-items-of-interest-list/>. You may unsubscribe or leave the group as indicated within the message.

Addendum X

**USG FACULTY COUNCIL
RESOLUTION
(APRIL 2018)**

WHEREAS, The University System of Georgia has adopted no standardized system for offering summer term teaching contracts to faculty members teaching outside the normally scheduled times within their regular contracts.

WHEREAS, Faculty members from numerous USG institutions have experienced pressure to perform instruction outside their regular contracts.

WHEREAS, Faculty members from numerous USG institutions have experienced irregular contracting to include but not limited to: no compensation for courses canceled after initiation (first day of class) as well as having to perform instruction prior to agreement on compensation and establishment of a formal contract.

To resolve these outstanding issues we recommend that the University System of Georgia adopt at individual colleges, schools, and universities by Summer 2019 the following standard operating procedures related to summer faculty pay. These are based on best practices across the U.S.

Standard Operating Procedures for Summer Faculty

Standard Operating Procedures for faculty teaching during Summer or other times outside of their normally salaried and off-contract times. Throughout, please read “summer” to include all times that are outside the normally scheduled times within the regular contact of each faculty member (e.g. “May-mester”, etc.).

1. Summer contracts must include a clear understanding of pay.
2. Prior to the first class of instruction, both faculty and administration must sign the contract.
3. Contracts can include agreed upon prorated pay if, for example, the course has fewer than a reasonable number of students to pay for the faculty member’s time.
4. The faculty member can turn down the offered contract for any reason.
5. Contracts cannot be altered once instruction begins. If a course is cancelled for any reason, the faculty member will be compensated based on the agreed rate at the time of the contract.
6. At a minimum, the level at which the course is offered along with the number of contact hours, or equivalents, should be reflected in the compensation offer.