

Memorandum

To: General Faculty
Date: September 6, 2016
Regarding: Agenda, Faculty Senate Meeting, September 9, 2016, TLC 1-203

The agenda for the September 9, 2016 Faculty Senate meeting will be as follows:

- 1 Call to order
- 2 Roll call
- 3 Minutes
 - A) Approval of minutes from April 22, 2016 occurred via email.
 - B) Correct the March 25, 2016 minutes from UPC: PHIL 3230 Islamic Thought should be changed to PHIL 3520 Islamic Thought, since 3230 is an unavailable course number.
 - C) Correct the March 25, 2016 minutes from GPC: POLS 6210 Disaster Management should be changed to POLS 6211 Disaster Management, as the former prefix and number are in use in a course called Politics of Government Change.
 - D) Add an information item to the January 29, 2016 minutes from GPC: the admissions procedure for the Certificate in Non-Profit Management and Community Development was changed from 2 to 2 letters of recommendation.
 - E) Correct the December 2, 2015 minutes from UPC: CISM 3335 was submitted as a “Modify” item but was to be an “Add” item.

4. Committee reports

Committee I: Undergraduate Programs Committee (Cale Self, Chair)

Action Items (see [Addenda I](#)):

- A) Richards College of Business
 - 1) Department of Management
 - a) [Bachelor of Business Administration with a Major in Management](#)
Request: Modify
 - b) [Bachelor of Business Administration with a Major in Management Information Systems](#)
Request: Modify
- B) College of Social Sciences
 - 1) Department of Criminology
 - a) [Bachelor of Science with a Major in Criminology](#)
Request: Modify

- 2) Department of Political Science
 - a) [POLS 2101 Introduction to Political Science](#)
Request: Add
 - b) [POLS 4606 Politics of Asia](#)
Request: Add

Committee II: Graduate Programs Committee (Matt Varga, Chair)

Action Items (see Addenda II):

- A) College of Education
 - 1) Department of Communication Sciences and Professional Counseling
 - a) [CEPD 6177 Theory and Assessment of Educational Environments.](#)
Request: Add
 - b) [Master of Professional Counseling in College Student Affairs](#)
Request: Modify
- B) College of Science and Mathematics
 - 1) Department of Biology
 - a) [BIOL 5735 Parasitology](#)
Request: Add
 - 2) Department of Mathematics
 - a) [MATH 6523 Scientific Computing](#)
Request: Add

Information Items:

- A) College of Arts and Humanities
 - 1) Department of History
 - a) [Master of Arts with a Major in History](#)
Request: Modify
- B) Assistantship Document from the Graduate School was approved electronically on July 29th.

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

Action Item:

- A) Proposal to require the MOWR Minor Acknowledgement form of all MOWR students on April 22nd, 2016, the Faculty Senate approved the ad hoc committee of APC's proposal for admitting 10th grade students to UWG's MOWR program. As part of their admission, the student and his/her parent(s) or legal guardian(s) would complete a Minor Acknowledgement Form. The APC proposes that the following form be required of all MOWR students, not just 10th graders:

I, the undersigned below, in consideration of my child's or ward's participation in The University of West Georgia's Dual Enrollment Program ("Program"), including, but not limited to any related activities such as training, preparation, and travel, wherever the travel, training, and preparation may occur, acknowledge that I am aware that my child is below the average age of a University student. I understand that my child intends to register in the Program, which has classes that may feature mature subject matter not designed specifically for students under age 18; and that The University of West Georgia accepts no responsibility or liability for any extraordinary supervision of students enrolled in the program.

I agree that while my child or ward participates in the Program, she/he shall be bound by the rules, regulations, policies and procedures expressed in Undergraduate Academic Policies as are other students enrolled in the undergraduate curriculum. Specifically, she/he will be held accountable for the deadlines and final exam schedule posted by the Registrar's office. Further, final grades will be reported only as letter grades as they are for all other undergraduates; no numerical equivalent will be assigned for the purposes of ranking student achievement.

In consideration of my child's or ward's participation in the Program and on my child's or ward's behalf, and on behalf of my child's or ward's heirs, executors, administrators and next of kin, I hereby release, covenant not to sue, and forever discharge the Released Parties (as defined below) of and from all liabilities, claims, actions, damages, costs and expenses of any nature arising out of, related to, or in any way connected with my child's or ward's participation in the Program, and further agree to indemnify and hold each of the Released Parties harmless from and against any and all such liabilities, claims, actions, damages, costs and expenses including by way of example, but not limited to, all attorneys' fees, costs of court, and the costs and expenses of other professionals and disbursements up through and including any appeal. I, for myself and my child and/or ward, understand that this Release and indemnity includes any claims based on the negligence, action or inaction of any of the Released Parties and covers bodily injury (including, without limitation, death), property damage, and loss by theft or otherwise, whether suffered by my child or ward either before, during or after such participation. I declare that my child or ward is physically and emotionally fit and has the maturity level required to participate in the Program. I further authorize medical treatment for me and/or my child or ward, at my cost, if the need arises. For the purposes hereof, the "Released Parties" are: The University of West Georgia, the Board of Regents of the University System of Georgia, and the officers, directors, employees, agents, representatives, successors, assigns and volunteers of each of the foregoing entities. I also agree that during the time my

child or ward is involved with the Program, he/she is bound by all rules, regulations, policies, procedures and guidelines governing their conduct as set forth by The University of West Georgia's Student Code of Conduct and all applicable program requirements.

Committee XIII: Rules Committee (Susan Welch, Chair)

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

A) UWG Faculty Handbook Modification of Section 203

1) UWG Faculty Handbook

a) [Section 203, Class Roster](#)

Request: Modify

B) UWG Faculty Handbook Modification of Section 205

1) UWG Faculty Handbook

a) [Section 205, Reporting Grades](#)

Request: Modify

Information Item:

A) Updated web links provided on previously approved [Class Rolls Procedure 2.7.5](#) and [Reporting Grades Procedure 2.7.7](#) due to upgrade of university websites.

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

Addenda I

Program View (Read-Only)

Attachments

Current File: Management Program Sheet Revised 11 12 15.doc

Originator

Richards College of Business College	Management Department	Gainey, Thomas Originator
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What would you like to do?

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

Modifications

<input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Comments	Shared Governance Process <input type="checkbox"/> Senate Action Item (See Procedure)
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Program Selection

Richards College of Business College	Bachelor of Business Administration with a Major in Management Existing Program (as shown in the DMA)	<input type="checkbox"/> On Campus Program Location	<input type="checkbox"/> Undergraduate Degree Level
Bachelor of Business Administration with a Major in Management Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)		<input type="text" value="Summer"/>	<input type="text" value="2016"/>
Bachelor of Business Administration Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)		Effective Semester/Year	

Modification Details

Added MGMT 3633 (Research Methods for Managers) as option in "Major Courses". Additionally, updated major "Select" course list to include recently added courses.

(Max 4000 characters)

Rationale

The Program Sheet needed to be revised to make certain that recent course revisions/additions/deletions were accurately defined.

(Max 4000 characters)

Attachments

Current File: Management Program Sheet Revised 11 12 15.doc

SACSCOC Substantive Change
 Please review the [Policy Summary and Decision Matrix](#)
 Send questions to djenks@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
 Revised Program Sheet. The attached revised Program Sheet shows the changes in red.

(Max 4000 characters)

College Approvals

[Thomas Gainey](#) [APPROVED 2015-11-12]
 Chair, Course Department

[Faye McIntyre](#) [APPROVED 2016-04-25]
 Dean, RCOB

Other Approvals

[Hilde Patron](#) [APPROVED 2016-04-25]
 RCOB Undergraduate Program Committee Chair

[Cale Self](#) [APPROVED 2016-09-02]
 Chair, Undergraduate Programs Committee

Final Approval

[David Jenks](#) [REQUIRED]
 Final Approver

2016-17

Name: _____

Student ID#: _____

DEGREE REQUIREMENTS [1]	Credit Hrs.	Taken or in Progress	Grade
CORE CURRICULUM			
A. ESSENTIAL SKILLS			
ENGL 1101	3		
ENGL 1102	3		
MATH 1111	3		
B. INSTITUTIONAL PRIORITIES			
COMM 1110 or ENGL/THEA 2050 recommended	3		
CS 1020 or LIBR 1101 recommended	2		
C. HUMANITIES			
XIDS 2100, Art1201, MUSC 1100, or THEA 1100 recommended	3		
PHIL 2100 or COMM 1154 recommended	3		
D. SCIENCES, MATH, & TECH			
LAB SCI	4		
NON-LAB SCI	3		
MATH 1413	3		
E. SOCIAL SCIENCES			
HIST 1111 OR 1112	3		
HIST 2111 OR 2112	3		
POLS 1101	3		
PSYC 1101 or SOCI 1101 recommended	3		
[1] Attain a minimum overall GPA of 2.0 for graduation.			
[2] Attain a minimum GPA of 2.0 for Core Area F Courses, Business Core Courses, and Major Courses. NO MORE than one "D" is permitted in Major Courses.			
[3] Select one of the following: MGNT 4625; ECON 4450; FINC 4521; or MKTG 4866. If MGNT 4625 is not selected, it must be taken as one of the three Major Select Courses.			
[4] At least one elective must be taken in the RCOB			

	Credit Hrs.	Taken or in progress	Grade
CORE AREA F COURSE [2]			
ACCT 2101	3		
ACCT 2102	3		
BUSA 2106	3		
CISM 2201	3		
ECON 2105	3		
ECON 2106	3		
<input type="checkbox"/> BUSINESS CORE [2]			
ABED 3100	3		
CISM 3330	3		
ECON 3402	3		
ECON 3406	3		
FINC 3511	3		
MGNT 3600	3		
MGNT 3615	3		
MKTG 3803	3		
International Select [3]	3		
<input type="checkbox"/> MAJOR COURSES			
MGNT 3605	3		
MGNT 3618	3		
MGNT 4620	3		
MGNT 3633 or MKTG 3808	3		
Select 3 courses from:	3		
MGNT 3602, MGNT 3625, MGNT 3627, MGNT 3630, MGNT 3635, MGNT 4330, MGNT 4355, MGNT 4616, MGNT 4621, MGNT 4625, MGNT 4626, MGNT 4630, MGNT 4640, MGNT 4680, ACCT 4202, ECON 4420, , MKTG 4823	3		
MGNT 4660	3		
APPROVED ELECTIVES [4]			
Elective 1	3		
Elective 2	3		
Elective 3	3		
TOTAL PROGRAM	120		
Total			120

Updated November 11, 2015

Program View (Read-Only)

Attachments

Current File: MIS Program Sheet Revised 11 12 15.doc

Originator

Richards College of Business College	Management Department	Galney, Thomas Originator
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What would you like to do?

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

Modifications

<input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Comments	Shared Governance Process Senate Action Item (See Procedure)
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Program Selection

Richards College of Business College	Bachelors of Business Administration with a Major in Management Information Systems Existing Program (as shown in the DMA)	On Campus Program Location	Undergraduate Degree Level
Bachelors of Business Administration with a Major in Management Information System Program Name (You can only edit this if you checked 'Program Name' in the Modifications box)		Fall Effective Semester/Year	2016
Bachelors of Business Administration Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box)			

Modification Details

In the previous program sheet, students were allowed to choose either CISM 4350 or CISM 4355. Now both will be required for the major. Additionally, students may now pursue an SAP Certificate. This requires the students to take CISM 3330, CISM 4330, and CISM 4350. A note has been added that students wishing to pursue this certificate should take CISM 4330 as one of the elective courses. All changes have been highlighted in "red" on the attached document.

(Max 4000 characters)

Rationale

These changes allow students to pursue an SAP Certificate. Additionally, it includes some changes in the major course requirements that better prepare students for the job market in MIS.

(Max 4000 characters)

Attachments

Current File: MIS Program Sheet Revised 11 12 15.doc

<p>SACSCOC Substantive Change Please review the Policy Summary and Declaion Matrix Send questions to djenks@westga.edu</p> <p>Check all that apply to this program</p> <ul style="list-style-type: none"> <input type="checkbox"/> Significant departure from previously approved programs <input type="checkbox"/> New instructional site at which more than 50% of program is offered <input type="checkbox"/> Change in credit hours required to complete the program <input type="checkbox"/> Program deactivation <input type="checkbox"/> None of these apply 	<p>Comments This change involves modifications to the Management Information Systems program sheet. The updated program sheet is attached.</p> <p style="text-align: right; font-size: small;">(Max 4000 characters)</p>											
<p>College Approvals</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 2px;">Thomas Gainey [APPROVED 2016-01-14]</td> </tr> <tr> <td style="text-align: center; padding: 2px;">Chair, Course Department</td> </tr> <tr> <td style="text-align: center; padding: 2px;">Faye McIntyre [APPROVED 2016-04-25]</td> </tr> <tr> <td style="text-align: center; padding: 2px;">Dean, RCOB</td> </tr> </table>	Thomas Gainey [APPROVED 2016-01-14]	Chair, Course Department	Faye McIntyre [APPROVED 2016-04-25]	Dean, RCOB	<p>Other Approvals</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 2px;">Hilde Patron [APPROVED 2016-04-25]</td> </tr> <tr> <td style="text-align: center; padding: 2px;">RCOB Undergraduate Program Committee Chair</td> </tr> <tr> <td style="text-align: center; padding: 2px;">Cale Self [APPROVED 2016-09-02]</td> </tr> <tr> <td style="text-align: center; padding: 2px;">Chair, Undergraduate Programs Committee</td> </tr> </table>	Hilde Patron [APPROVED 2016-04-25]	RCOB Undergraduate Program Committee Chair	Cale Self [APPROVED 2016-09-02]	Chair, Undergraduate Programs Committee	<p>Final Approval</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 2px;">David Jenks [REQUIRED]</td> </tr> <tr> <td style="text-align: center; padding: 2px;">Final Approver</td> </tr> </table>	David Jenks [REQUIRED]	Final Approver
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David Jenks [REQUIRED]												
Final Approver												

Name: _____
 Student ID#: _____

2016-2017

DEGREE REQUIREMENTS [1]	Credit Hrs.	Taken or in Progress	Grade
CORE CURRICULUM			
A. ESSENTIAL SKILLS			
ENGL 1101	3		
ENGL 1102	3		
MATH 1111	3		
B. INSTITUTIONAL PRIORITIES			
COMM 1110 or ENGL/THEA 2050 recommended	3		
CS 1020 or LIBR 1101 recommended	2		
C. HUMANITIES			
XIDS 2100, Art1201, MUSC 1100, or THEA 1100 recommended	3		
PHIL 2100 or COMM 1154 recommended	3		
D. SCIENCES, MATH, & TECH			
LAB SCI	4		
NON-LAB SCI	3		
MATH 1413	3		
E. SOCIAL SCIENCES			
HIST 1111 OR 1112	3		
HIST 2111 OR 2112	3		
POLS 1101	3		
PSYC 1101 or SOCI 1101 recommended	3		
[1] Attain a minimum overall GPA of 2.0 for graduation.			
[2] Attain a minimum GPA of 2.0 for Core Area F Courses, Business Core Courses, and Major Courses. NO MORE than one "D" is permitted in Major Courses.			
[3] Select one of the following: MGNT 4625; ECON 4450; FINC 4521; or MKTG 4866.			
[4] At least one Elective must be taken in the RCOB. An SAP Certificate requires: CISM 3330, CISM 4330, and CISM 4350. Thus, most MIS majors will take CISM 4330 as an Elective.			

	Credit Hrs.	Taken or in progress	Grade
CORE AREA F COURSE [2]			
ACCT 2101	3		
ACCT 2102	3		
BUSA 2106	3		
CISM 2201	3		
ECON 2105	3		
ECON 2106	3		
<input type="checkbox"/> BUSINESS CORE [2]			
ABED 3100	3		
CISM 3330	3		
ECON 3402	3		
ECON 3406	3		
FINC 3511	3		
MGNT 3600	3		
MGNT 3615	3		
MKTG 3803	3		
International Select [3]	3		
<input type="checkbox"/> MAJOR COURSES			
CISM 3335	3		
CISM 3340	3		
CISM 3350	3		
CISM 4310	3		
CISM 4350	3		
CISM 4355	3		
CISM 4390	3		
MGNT 4660	3		
APPROVED ELECTIVES [4]			
Elective 1	3		
Elective 2	3		
Elective 3	3		
TOTAL PROGRAM			
	120		

Program View (Read-Only)																			
Attachments Current File: Criminology in Newnan.Rationale.docx																			
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College of Social Sciences	Criminology Department																		
College	Department																		
Bachelor of Science with a Major in Criminology	Off Campus	Undergraduate																	
Program Name	Program Location	Degree Level																	
Bachelor of Science	Spring	2015																	
Degree Name	Effective Semester/Year																		
Modification Details <p>The B.S. in Criminology will be offered at the Newnan Campus.</p> <p style="font-size: small;">(Max 4000 characters)</p>	Rationale <p>The B.S. in Criminology has been identified as a high demand program and supports Complete College Georgia, the College of Social Sciences Strategic Plan, and the University Strategic Plan.</p> <p>With the issue of a better educated workforce becoming a state priority, the Department of Criminology at UWG plans to emerge as a world class research and knowledge center of relevance and significance at a time when society is searching for new directions and solutions to the major crime problems in our society.</p> <p>The faculty, staff, and students of the Department of Criminology have been drawn by the challenge of building this type of world-class institution from the ground up. The collective energy, enthusiasm and determination of these spirited pioneers have enabled the department to overcome major obstacles and forge ahead, embracing the opportunity to build the next great department at the University of West Georgia, by offering the B.S. in Criminology at the Newnan Campus.</p> <p style="font-size: small;">(Max 4000 characters)</p>																		
Attachments Current File: Criminology in Newnan.Rationale.docx																			

SACSCOC Substantive Change
Please review the [Policy Summary and Decision Matrix](#)
Send questions to djenks@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
Offering the B.S. in Criminology on the Newnan Campus will require SACS assessment as an additional program.

(Max 4000 characters)

College Approvals

David Jenks [APPROVED 2014-03-25]
Chair, Course Department

Amber Smallwood [APPROVED 2014-04-04]
Coordinator, COSS Executive Committee

Other Approvals

Final Approval

David Jenks [REQUIRED]
Final Approver

The B.S. in Criminology has been identified as a high demand program and supports Complete College Georgia, the College of Social Sciences Strategic Plan, and the University Strategic Plan.

With the issue of a better educated workforce becoming a state priority, the Department of Criminology at UWG plans to emerge as a world class research and knowledge center of relevance and significance at a time when society is searching for new directions and solutions to the major crime problems in our society.

The faculty, staff, and students of the Department of Criminology have been drawn by the challenge of building this type of world-class institution from the ground up. The collective energy, enthusiasm and determination of these spirited pioneers have enabled the department to overcome major obstacles and forge ahead, embracing the opportunity to build the next great department at the University of West Georgia, by offering the B.S. in Criminology at the Newnan Campus.

The degree will be identical to the program currently offered on the main campus in Carrollton and Online.

Course View (Read Only)

Attachments

Current File: [pols2101_syl.docx](#)

Originator

Political Science Department
Department

College of Social Sciences
College

Dixon, Greg
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 2101 Introduction to Political Science
Prefix Number Course Title

This course is an Introduction to the field of Political Science. The course surveys the general topics studied in the field (such as power, agenda-setting, collective action) as well as the sub-fields that are focuses of the discipline: American Government, Comparative Politics, and International Relations. At the core of the course is the question of how human societies decide who gets what, where, when, and how. The course will explore how common types of problems are resolved differently in different places and times. The course will use current events and other issues to explore the wider concepts of the discipline.

Course Catalog Description

3	0	3	Spring - 2017	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

none

Corequisites

none

Rationale

This course is a standard course offered at most USG schools and in many Political Science programs across the country. It is listed in the standard course numbering matrix for CORE courses. In our effort to bring the Political Science curriculum into line with disciplinary best practices, we are adding courses that fill gaps in our curriculum offerings. This is a significant gap at the CORE level. This course will provide a survey of the field of Political Science that is aimed at both majors and non-majors. It will also be the first course in the multi-course curriculum scaffold for our majors that we are developing for our revised curriculum. In short, this course will fill a significant gap in our CORE offerings compared to other institutions in the USG. This course will count as an area F course for Political Science and would also serve as an elective course in support of the breadth requirements of other majors.

Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 80	Comments	
Attachments Current File: pol2101_syl.docx		
College Approvals J. Salvador Peralta [APPROVED 2016-04-04] Chair, Course Department Amber Smallwood [APPROVED 2016-04-29] Coordinator, COSS Executive Committee	Other Approvals Cate Self [APPROVED 2016-09-02] Chair, Undergraduate Programs Committee Julia Farmer [REQUIRED] Chair of the Faculty Senate	Final Approval David Jenks [REQUIRED] Final Approver

CLASS PARTICIPATION:

This is a student-centric learning course. This means that there are daily activities in the class. While these are not graded in and of themselves, they are a vital part of the online assignments. It is expected that students will participate in the discussion. Education is not simply a one-way process. Students are expected to participate on a regular basis. In addition, students are expected to attend the in-class presentations of student research.

ACCOMMODATION FOR STUDENTS WITH SPECIAL ACADEMIC NEEDS:

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

ATTENDANCE:

Attendance will not be taken and is not required as part of the course grade. However, this course is based on discussion and students who do not attend the class generally do poorly. The professor reserves the right to install an attendance component if attendance during the in-class paper presentations do not have enough students in attendance.

ADD, DROP, WITHDRAWAL, AND PAPERWORK:

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

ASSUMPTION OF ADULTHOOD:

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

ACTS OF THE GODS, AND OTHER VERY BAD THINGS:

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

INCOMPLETE GRADES:

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

PRIVACY RIGHTS AND EMAIL CONTACT

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

EXTRA CREDIT:

The professor may offer extra credit in the course. This extra credit will be announced in class. It may only be announced once and it may be included at short notice.

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

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

At various times during the course we will be discussing highly controversial topics. Students may have strong feelings that conflict with the feelings of others on these issues. Mutual respect and politeness is required in the classroom at all times. Actions that create a "hostile environment" in the classroom in any manner will not be tolerated. This includes actions aimed at students, faculty, staff, and other employees of the university.

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

ACADEMIC HONESTY:

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

INCLEMENT WEATHER AND CAMPUS EMERGENCIES:

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STUDENT ENGAGEMENT:

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

FEDERAL "LAST ATTENDED DATE" REQUIREMENT:

The federal government requires that schools that accept federal financial aid report the last date of attendance for students under some conditions. Professors must report such information to the University. As attendance is not taken in this course, the professor will not track whether or not you are present on a given day. "Last Attended" reporting will be based on the following standard: 1) the withdrawal date for students who have withdrawn, 2) the last date of a submitted assignment in the course, or 3) the second Friday of the semester (in the case of no assignments submitted and no withdrawal from the course). Please note that the report of the second Friday of the semester may be used by the federal government (and in some cases the state government) to seek recovery of financial aid monies.

GOVERNMENT COMPLIANCE STATEMENTS:

ADA Statement:

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

Equal Opportunity Statement:

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

Affirmative Action Statement:

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

TITLE IX STATEMENT

Students are advised that under the current rules of the Department of Education and the University of West Georgia, professors are required to report a wide range of behavior to Student Affairs. Professors are legally bound to report a set of activities listed in part of Title IX compliance. The boundaries of many of these are not clear. Students are advised that the professor may be required to formally report their statements, actions, or responses to assignments in the course to Student Affairs. Students who are unfamiliar with the Title IX requirements should contact Student Affairs for additional information.

TRIGGER WARNING, SAFE SPACE, AND FREE SPEECH

This course deals with subject matter that is controversial and subject to widespread disagreements. The course will, at times, include discussions of difficult subject matter that may be difficult for some students. Further, a fundamental part of this course is exploring a wide range of approaches to political issues. This will require that we discuss a wide range of approaches, so of which may upset some students. Students in this course should note that the course embraces a diversity of views and that they may experience views that are contrary to their own beliefs. This may include views that could be found troubling or offensive to some students. By remaining in the course, students accept the risk that they may hear things that offend them and they agree that they have made the conscious determination that they will tolerate (not accept, validate, or embrace) these views in the context of the classroom. Students accept that there will be no trigger warnings or other advanced notice of potentially disagreeable speech. Regardless of the provisions noted above, the professor reserves the right to enforce the standards of appropriate scholarly conduct noted in the section on decorum above as well as the provisions of the Student Conduct Code.

UWG COMMON SYLLABUS LANGUAGE:

This syllabus includes the UWG Common Syllabus Language that can be found at:
http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

MODIFICATIONS TO THIS SYLLABUS:

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

STUDENT ACCEPTANCE OF THE TERMS OF THE SYLLABUS:

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

Course View (Read Only)						
Attachments						
Current File: pols4406.doc						
Originator						
Political Science Department		College of Social Sciences		Dixon, Greg		
Department		College		Originator		
What would you like to do?						
<input checked="" type="radio"/> Add New Course <input type="radio"/> Modify Existing Course <input type="radio"/> Delete Existing Course						
Modifications				Shared Governance Process		
<input type="checkbox"/> Prerequisites <input type="checkbox"/> Corequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments				<input type="checkbox"/> Senate Action Item <input type="checkbox"/> (See Procedure)		
Course Details						
POLS	4606	Politics of Asia				
Prefix	Number	Course Title				
<p>This course is an upper division reading course on the Politics of Asia. The course focuses on the wider Asian region and explores the political actors in the region. The course will focus on a range of issues salient to the actors in the region. The course will survey the major actors in the regions (China, India, Japan, etc.) and the major issue areas of greatest salience to the various actors.</p>						
Course Catalog Description						
3		3	Spring - 2017	Other	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	
Prerequisites				Corequisites		
POLS1101				none		
Rationale						
<p>This course is being added to address a serious deficit in existing curriculum. Our regional offerings neglect Asia, one of the most important regions of the world in the 21st century. As part of our broader curriculum overhaul, we are adding this course to complete our regional offerings. This course will be part of a two-year rotation of comparative politics course focusing on various regions of the world. This course will bring our comparative politics curriculum closer into line with disciplinary best practices and provide a more complete coverage of the world's regions.</p>						

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

Comments

This course will be offered every other year

Attachments

Current File: po184406.doc

College Approvals

J. Salvador Peralta [APPROVED 2016-04-04]

Chair, Course Department

Amber Smallwood [APPROVED 2016-04-29]

Coordinator, COSS Executive Committee

Other Approvals

Cate Self [APPROVED 2016-09-02]

Chair, Undergraduate Programs Committee

Julia Farmer [REQUIRED]

Chair of the Faculty Senate

Final Approval

David Jenks [REQUIRED]

Final Approver

POLITICAL SCIENCE 4406

POLITICS OF ASIA

University of West Georgia

Instructor: TBD Office: TBD
Email: TBD Office Hours: TBD

COURSE DESCRIPTION:

This course is an upper division reading course on the Politics of Asia. The course focuses on the wider Asian region and explores the political actors in the region. The course will focus on a range of issues salient to the actors in the region. The course will survey the major actors in the regions (China, India, Japan, etc.) and the major issue areas of greatest salience to the various actors.

REQUIRED TEXTS:

Charlton, Sue Ellen	Comparing Asian Politics: India, China, and Japan, 4 th Edition	978-0813348834	Westview Press
Dayley & Neher	Southeast Asia in the New International Era, 6 th Edition	978-0813347547	Westview Press

LEARNING OUTCOMES:

- Identify the major powers of the Asian region and explain their national political systems
- Identify the political issue areas of most salience to the various major powers in the region
- Assess the network of political ties and relationships between the nations of the Asian region
- Appraise the sub-regional dynamics that influence wider regional political interactions
- Explain the role of major powers from outside the region in the regional political dynamic.

GRADING:

Assignments:

Exams (3, lowest dropped) 300 points each
Research Paper 400 points

Letter Grade Totals:

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

NATURE OF THE EXAMS:

There are three take-home exams in this course. The exams will ask the student to answer a series of essay questions. Students should expect each exam to be 1800 – 2400 words in length. Due dates for the exams and details of the course assignments are provided in the Course Pack which is available on the course web page and in CourseDen. These exams are difficult and time consuming. Do not wait until the last minute to start.

NATURE OF THE RESEARCH PAPER:

The research paper shall be a standard political science research paper of between 3000 and 3600 words in length. This paper will be submitted in two parts: 1) the research question statement and 2) the final paper. Details of the research paper format and standards can be found in the CourseGuide posted in CourseDen.

SUBMISSION OF ASSIGNMENTS:

The assignments must be submitted in via CourseDen. The details of electronic submission are found in the Course Pack, but in essence the student submits the relevant file (in MS Word format) through the CourseDen system. If students cannot submit via CourseDen, hardcopy submissions will be accepted. All items must include files that conform to the file naming conventions described in the CourseGuide in CourseDen.

MISSED OR LATE ASSIGNMENTS:

Late assignments will be penalized one letter grade (10 points on a 100 point scale) for each business day late. Exceptions will be made for University business in accordance with University policies. Extensions will be given only in case of dire emergency or “acts of the gods”. All such extensions may or may not be granted solely at the discretion of the professor.

CLASS PARTICIPATION:

This is a student-centric learning course. This means that there are daily activities in the class. While these are not graded in and of themselves, they are a vital part of the online assignments. It is expected that students will participate in the discussion. Education is not simply a one-way process. Students are expected to participate on a regular basis. In addition, students are expected to attend the in-class presentations of student research.

ACCOMMODATION FOR STUDENTS WITH SPECIAL ACADEMIC NEEDS:

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

ATTENDANCE:

Attendance will not be taken and is not required as part of the course grade. However, this course is based on discussion and students who do not attend the class generally do poorly. The professor reserves the right to install an attendance component if attendance during the in-class paper presentations do not have enough students in attendance.

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

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

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

MODIFICATIONS TO THIS SYLLABUS:

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

STUDENT ACCEPTANCE OF THE TERMS OF THE SYLLABUS:

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

Addenda II

Course View (Read Only)

Attachments

Current File: [6177.pdf](#)

Originator

Clinical and Professional Studies Department	College of Education College	Varga, Matt Originator
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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	6177	Theory and Assessment of Educational Environments
Prefix	Number	Course Title

The purpose of this course is to focus on the dimensions of human environments as tools for understanding the effects of colleges and universities on students. Theories of human environments will be applied to an understanding of various educational settings, with consideration given to the policies that guide and applications that shape educational practice.

Course Catalog Description

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

Prerequisites

Corequisites

Rationale

This course has been offered as a special topics for two years. We would like to add the course. This course helps students understand the educational environment and its effect on college students.

Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 35

Comments

Attachments

Current File: 6177.pdf

College Approvals

Mark Parrish [APPROVED 2016-04-04]
Chair, Course Department

Laura Smith [APPROVED 2016-04-15]
Associate Dean, College of Education

Other Approvals

Matt Varga [APPROVED 2016-09-01]
Chair, Graduate Programs Committee

Final Approval

David Jenks [REQUIRED]
Final Approver

MODIFIED

CEPD 6177: THEORY AND ASSESSMENT OF EDUCATIONAL ENVIRONMENTS

Semester/Year	Spring <varied yr>
Time/Location	<varied>
Instructor	Ryan Bronkema, Ph.D.
Office Location	247 Education Annex
Office Hours	Varied
Telephone	Direct Line: 678-839-6069 Department Line: 678-839-6567
Email	rbronkem@westga.edu
Online Support	D2L Home Page https://westga.view.usg.edu/ D2L UWG Online help http://uwgonline.westga.edu/students.php D2L 24 hour Help https://d2lhelp.view.usg.edu/ UWG Distance Learning http://uwgonline.westga.edu/ Distance Learning Library Services http://libguides.westga.edu/content.php?pid=194430 Resources for Distance & Off-Campus Students http://libguides.westga.edu/content.php?pid=194459 Ingram Library Services http://www.westga.edu/library/

COURSE DESCRIPTION

The purpose of this course is to focus on the dimensions of human environments as tools for understanding the effects of colleges and universities on students. Theories of human environments will be applied to an understanding of various educational settings, with consideration given to the policies that guide and applications that shape educational practice.

COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. Standards of the Council for the Advancement of Standards in Higher Education (CAS) also are incorporated as criteria against which candidates are measured as well as professional competencies and standards identified by the American College Personnel Association (ACPA) and National Association for Student Personnel Administrators (NASPA).

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

APPROACHES TO INSTRUCTION

This course 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.

COURSE OBJECTIVES

Students will:

1. Gain an explicit understanding of select theories and approaches which define and describe human environments.
2. Gain insight as to how different campus environments might affect different students in different ways. [B=f(P,E): "differential interactionist theory"]
3. Explore the application of environmental theories to educational policies and practices, focusing on the design of campuses and their influence on student behaviors and outcomes.
4. To develop familiarity with a variety of formal and informal techniques of campus environmental assessment.
5. Evaluate how different institutional types influence the different environmental theories discussed within the course.
6. To continue developing skills of analysis, synthesis, and communication (verbal and written) regarding theories and practices salient to student affairs work.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s)

Strange, C., & Banning, J. (2015). *Designing for learning: Creating campus environments for student success*. San Francisco, CA: Jossey Bass.

Publication manual of the American Psychological Association, (6th ed.) (2009). Washington, DC: American Psychological Association. Please note—when you purchase this manual make sure to buy the second printing of the 6th edition.

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.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Ongoing Assignments

Voice Journal (15 points):

A core component to this course is to see a university through the eyes of a person different than yourself. Therefore, the first week of this course you will select a “Voice”, a fictitious person who has at least one of the following personality anchors (race, class, age, gender, sexual orientation, disability, physical ability, or religious belief) that **YOU DO NOT SHARE**. Throughout the semester you will reflect about how your Voice might experience the world in different ways than you do and how that might shape your roles/perspectives as a future student affairs professional. Your journal does not have to be academically written, but should include analysis from peer reviewed and non-peer reviewed sources. The goal is for you to immerse yourself in learning more about one new perspective on higher education.

In the Voice journal you will manually enter, minimally, **once a week**, your discoveries (intellectual, personal, and experiential) about your selected Voice and their implications for the materials we discuss in class this term.

Your Voice entries should follow these prompts (due dates listed below)

- Entry #1: Introduce your Voice. Who are they? Where do they come from? What is their background story?
- Entry #2: What end user media (e.g. blogs, YouTube videos, non-scholarly articles) exists regarding the lifestyle of your Voice? What do these resources tell you about how your Voice might experience college?
- Entry #3: How does your Voice interact with the concepts of physical environments on a college campus?
- Entry #4: Free entry (this can be about anything you wish to write about regarding the course and your Voice)

- Entry #5: How does your Voice interact with the concepts of aggregate environments on a college campus?
- Entry #6: Find two scholarly articles regarding the human experience of your Voice (these do not have to be related to college, but it would be nice if they could be).
- Entry #7: How does your Voice interact with the concepts of organizational environments on a college campus?
- Entry #8: Free entry (this can be about anything you wish to write about regarding the course and your Voice)
- Entry #9: How does your Voice interact with the concepts of socially constructed environments on a college campus?
- Entry #10: How might your Voice experience safety and inclusion on campus?
- Entry #11: What are the barriers to engagement for your Voice? Are there any? Why or why not?
- Entry #12: Do you think that your Voice would feel a sense of community on a college campus? Why or why not?

I will collect your Voice journal entries throughout the semester to ensure that you are keeping up. Journals will be evaluated on thoughtfulness not writing polish or format. **Please submit your journals as one continuous document.**

Grading of your Voice entries: Because your Voice journals are reflective and non-academic, you will be graded on (1) your integration and application of course materials to your selected Voice, and (2) your overall efforts regarding your Voice. Simply responding to the prompts above will not be sufficient to get an A. The goal is for you to dive in and learn as much about a new identity as possible, you will be graded on my perceptions of you doing so.

Evaluation Procedures <Sample from Spring 2016>

Assignment	Method of Submission	Points	Due Dates (M)
Participation/Attendance	In Class	10	Throughout semester
Analytical Memorandums	In Class	4 @ 12.5	2/8, 2/22, 3/21, 4/4
Voice Journal	CourseDen	15	2/1, 2/29, 3/28, 4/11
Voice-Environment Interaction Analysis	In Class	25	4/18

Grading

Please include your grading scale, such as:

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

Evaluation:

Your final grade in the course is the weighted average of grades received on individual assignments. About grading: An "A" paper is excellent—very strong in every sense. It represents a very solid job in addressing all aspects of the assignment, shows complex thinking and insight, reflects graduate-level writing (including introductory and concluding comments and appropriate transitions linking various sections), and is free of errors (e.g., APA, grammar, spelling, syntax, logic, organization, clarity, style). A "B" paper is good. It has some weaknesses in one or more of these areas but captures the essential elements of the assignment.

Lower grades are assigned to papers with more significant weaknesses in the areas noted above and do not reflect the quality expected in graduate-level studies. Incompletes are not given except for major emergencies (e.g., hospitalization) late in the term and only after consultation and mutual agreement upon a contract specifying when the work will be completed. Incompletes will not be granted simply because more time is desired to complete the assignments or one wishes to complete the course during a subsequent semester.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

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*.

Attendance: It is very important that you arrive to class on time, ready to participate. Please know that for each day that you are late you are subject to a penalty against your attendance. This penalty could be as high as 50% of your total credit for a days attendance. Cell phone use during class will also result in attendance penalties.

Americans with Disabilities Act: 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.

Late Work: I highly encourage you to turn your work in on time. **For this course, I will deduct 10% of an assignments total value for each day that it is late prior to beginning my grading process.** Therefore, if you do the math, assignments that are 10 days or more late are not worth any points.

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

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.

CLASS OUTLINE <Sample from Spring 2016>

<p>Session #1, M-1/11, R-1/14: Course Introduction and Environments – The Big Picture</p> <p>Preparation for Session:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read: Strange & Banning (pp. 1-7 and pp. 135-142) <input type="checkbox"/> Read: Lewin (1937) (pp. 11-12)
<p>MLK Day: No Class M or R</p> <p><input type="checkbox"/> Due: <i>Top three Voice anchor choices by Thursday at 2:30pm (for both sections)</i> Visit the following link and enter your three preferences https://westga.col.qualtrics.com/SE/?SID=SV_6kTXjn179h3RwMt</p>
<p>Session #2, M-1/25, R-1/28: Physical Environments (Week 1)</p> <p>Preparation for Session:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read: Strange & Banning – Chapter 1 (Physical Environments) <input type="checkbox"/> Read: Thelin & Yankovich (1987) <input type="checkbox"/> Read: Bonfiglio (2004) <input type="checkbox"/> Read: Keller (2007)
<p>Session #3, M-2/1, R-2/4: Physical Environments (Week 2)</p> <p>Preparation for Session:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read: Kenney et al. Chapters 3, 4, 5, 7, & 9 <input type="checkbox"/> Due: <i>Voice Journal Entries 1-2</i> [CourseDen Dropbox] <ul style="list-style-type: none"> <input type="checkbox"/> Entry #1: Introduce your Voice. Who are they? Where do they come from? What is their background story? <input type="checkbox"/> Entry #2: What end user media (e.g. blogs, YouTube videos, non-scholarly articles) exists regarding the lifestyle of your Voice? What do these resources tell you about how your Voice might experience college?
<p>Session #4, M-2/8, R-2/11: Aggregate Environments (Week 1)</p> <p>Preparation for Session:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read: Strange & Banning – Chapter 2 (Aggregate Environments) <input type="checkbox"/> Read: Student Services – Chapter 3 (Campus Climate and Diversity) <input type="checkbox"/> Read: Cruse (2008) <input type="checkbox"/> Bring to class: Your Meyers-Briggs personality code (e.g. ENFP). If you do not have one, please take this quick assessment at http://www.16personalities.com/free-personality-test <input type="checkbox"/> Due: <i>Analytical Memorandum (Physical Environments) (12.5 points)</i> [Bring Paper Copy to Class] As student affairs professionals we are constantly evaluating and preparing our workspaces and campuses for change. With that in mind, you will each write an analytical memorandum to the Vice President of Student Affairs that offers suggestions for improvements to our facilities, structures, and programs based on the materials we have

discussed regarding physical environments. Feel free to choose a campus other than UWG if you like. If you do, please address your letter accordingly.

Some questions to ponder to help your processing:

1. What is a space on campus that is not effectively designed based on our course materials? Why is that space ineffective? OR
2. What is a space on campus that is ideally designed, and why do you believe it is?

Your analysis should thoroughly integrate concepts from course readings and evaluate why your chosen environment does not sufficiently promote safety, inclusion, and community (per Strange & Banning, 2001, pp. 107-111).

Your memo should not exceed 750 words in length (excluding references and appendices). For guidance on how you should format your letter, refer to <https://owl.english.purdue.edu/owl/resource/590/04/> (note: this paper will be written single spaced). You are welcome to include as many appendices as you would like to describe or illustrate your chosen environment. Your appendices will not be graded on beauty, only on how effective they are in communicating your desired message (e.g. If you draw a space that you are critiquing, I will not grade your artistic ability, only the clarity of your intended message).

Other than your APA in text citations, feel free to abide by the memo formatting rather than APA guidelines.

Session #5, M-2/15, R-2/18: Aggregate Environments (Week 2)

Preparation for Session:

- Read: Bowman (2012)
- Read: Bowman & Park (2014)
- Read: Hurtado et al. (1999) (pp. 19-54)

Session #6, M-2/22, R-2/25: Organizational Environments (Week 1)

Preparation For Session:

- Read: Strange & Banning – Chapter 3 (Organizational Environments)
- Read: Acker (1990)
- Due: *Analytical Memorandum (Aggregate Environments) (12.5 points)* [Bring Paper Copy to Class]

As student affairs professionals we are constantly evaluating and preparing our workspaces and campuses for change. With that in mind, you will each write an analytical memorandum to the Vice President of Student Affairs that offers suggestions for improvements to on behalf of a demographic group on campus that you feel is being underserved. Feel free to choose a campus other than UWG if you like. If you do, please address your letter accordingly.

Some questions to ponder to help your processing:

1. What is a demographic group on campus that is currently underserved or under advocated for? How does our reading about aggregate environments support your claim? What can we do to better advocate for that group?
2. What is a program/initiative on campus that is intended to help a disadvantaged group on campus be successful? How does our reading about aggregate environments support your claim? How might that program/initiative be adapted to advocate for another group?

Your analysis should thoroughly integrate concepts from course readings and evaluate why your chosen environment does not sufficiently promote safety, inclusion, and community (per Strange & Banning, 2001, pp. 107-111).

Your memo should not exceed 750 words in length (excluding references and appendices). For guidance on how you should format your letter, refer to <https://owl.english.purdue.edu/owl/resource/590/04/> (note: this paper will be written single spaced). You are welcome to include as many appendices as you would like to describe or illustrate your chosen environment. Your appendices will not be graded on beauty, only on how effective they are in communicating your desired message (e.g. If you draw a space that you are critiquing, I will not grade your artistic

ability, only the clarity of your intended message).

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Session #7, M-2/29, R-3/3: Organizational Environments – Institution Types (Week 2)

Preparation for Session:

- Read: Student Services – Chapter 2 (Institutional Variety in Higher Education)
- Read: Hirt – Chapter 9 (Where You Work Matters)
- Due: *Voice Journal Entries 3-6* [CourseDen Dropbox]
 - Entry #3: How does your Voice interact with the concepts of physical environments on a college campus?
 - Entry #4: Free entry (this can be about anything you wish to write about regarding the course and your Voice)
 - Entry #5: How does your Voice interact with the concepts of aggregate environments on a college campus?
 - Entry #6: Find two scholarly articles regarding the human experience of your Voice (these do not have to be related to college, but it would be nice if they could be).

Off for ACPA and Spring Break (NASPA)

Session #8, M-3/21, R-3/24: Socially Constructed Environments (Week 1)

Preparation for Session:

- Read: Strange & Banning – Chapter 4 (Socially Constructed Environments)
- Read: Magolda (2001)
- Read: Thornton & Jaeger (2007)
- Due: *Analytical Memorandum (Organizational Environments) (12.5 points)* [Bring Paper Copy to Class]

As student affairs professionals we are constantly helping others make informed decisions. With that in mind, you will each write an analytical memorandum that offers suggestions to either your past self or one of your future children regarding their college choice.

Some questions to ponder to help your processing:

1. Would you advise that former you/your child attend the same institution you did? If so, why? If not, why not?
2. How does our course material regarding organizational environments and institution types help support your above position?

Your analysis should thoroughly integrate concepts from course readings and evaluate why your chosen environment does not sufficiently promote safety, inclusion, and community (per Strange & Banning, 2001, pp. 107-111).

Your memo should not exceed 750 words in length (excluding references and appendices). For guidance on how you should format your letter, refer to <https://owl.english.purdue.edu/owl/resource/590/04/> (note: this paper will be written single spaced). You are welcome to include as many appendices as you would like to describe or illustrate your chosen environment. Your appendices will not be graded on beauty, only on how effective they are in communicating your desired message (e.g. If you draw a space that you are critiquing, I will not grade your artistic ability, only the clarity of your intended message).

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Session #9, M-3/28, R-3/31: Socially Constructed Environments (Week 2)

Preparation for Session:

- Read: Butler & Glennon
- Read: Rook
- Due: *Voice Journal Entries 7-10* [CourseDen Dropbox]
 - Entry #7: How does your Voice interact with the concepts of organizational environments on a college campus?
 - Entry #8: Free entry (this can be about anything you wish to write about regarding the course and your Voice)

- Entry #9: How does your Voice interact with the concepts of socially constructed environments on a college campus?
- Entry #10: How might your Voice experience safety and inclusion on campus?

Session #10, M-4/4, R-4/7: Promoting Inclusion and Safety

Preparation for Session:

- Read: Strange & Banning – Chapter 5 (Promoting Inclusion and Safety)
- Read: find your own

 Due: *Analytical Memorandum (Socially Constructed Environments)* (12.5 points) [Bring Paper Copy to Class]

As student affairs professionals we are constantly helping our campuses evolve. With that in mind, you will each write an analytical memorandum to an administrator of your choice that outlines a new campus tradition. This tradition can be for the general student population, or for a demographic group of your choosing. Just be sure to use course materials to justify your choice.

Some questions to ponder to help your processing:

1. What new tradition do you think might help students on your campus? How might it help them? Why do you think that?
2. What is a tradition you have experienced at another campus that you think might apply to a new campus? How might it help the students on the new campus?
3. Is there a group on campus that needs a tradition to feel valued? What could be done to help them? How would it help them?

Your analysis should thoroughly integrate concepts from course readings and evaluate why your chosen environment does not sufficiently promote safety, inclusion, and community (per Strange & Banning, 2001, pp. 107-111).

Your memo should not exceed 750 words in length (excluding references and appendices). For guidance on how you should format your letter, refer to <https://owl.english.purdue.edu/owl/resource/590/04/> (note: this paper will be written single spaced). You are welcome to include as many appendices as you would like to describe or illustrate your chosen environment. Your appendices will not be graded on beauty, only on how effective they are in communicating your desired message (e.g. If you draw a space that you are critiquing, I will not grade your artistic ability, only the clarity of your intended message).

Other than your APA in text citations, feel free to abide by the memo formatting rather than APA guidelines.

Session #11, M-4/11, R-4/14: Encouraging Participation and Involvement

Preparation for Session:

- Read: Strange & Banning – Chapter 6 (Encouraging Participation and Engagement)
- Read: find your own

 Due: *Voice Journal* [all entries] [Bring Paper Copy to Class]

- Entry #11: What are the barriers to engagement for your Voice? Are there any? Why or why not?
- Entry #12: What have you learned as a result of researching your voice this semester? How will your research make you a better student affairs practitioner?

Session #12, M-4/18, R-4/21: Building a Community of Learners

Preparation for Session:

- Read: Strange & Banning – Chapter 7 (Building Communities of Learning)
- Read: Troyer (2005)

Read: find your own

 Due: *Voice-Environment Interaction Analysis* (25 points) [Bring Paper Copy to Class]

In this paper you will examine the dynamics and consequences of a selected institution's environments(s) for the inclusion, safety, involvement, and communal experience of a student of your selected Voice.

This profile should be both informative and analytical. This means that you should use the topics we have discussed

in this course to describe how the institution is designed, organized, and what the student demographic looks like, as it relates to a person of your Voice. Meaning, how would your Voice experience the university that you chose?

Your analysis should be comprehensive in nature, therefore, you should include materials from throughout the course. Successful papers would be at least 10 pages in length (2,500 words). You are welcome to go over that limit if you wish. All papers should be written in APA format.

Session #13, M-4/25, R-4/28: Final Activities

Preparation for Session:

- Read: Strange & Banning – Chapter 8 (Learning Through Mobile Technology)
- Read: Strange & Banning – Chapter 9 (Assessing Campus Environments for Student Learning and Success)
- To do: *Course Evaluations*

CURRENT

CEPD 7185: THEORY AND ASSESSMENT OF EDUCATIONAL ENVIRONMENTS

Semester/Year: Spring 2015
Time/Location: Mondays at 2:30pm in 200 Education Center
Thursdays at 2:30pm in 226 Education Center
Instructor: Ryan Bronkema, Ph.D.
Office Location: 247 Education Annex
Office Hours: Monday, Wednesday, and Thursday, 8:00 to 12:00 PM
To make an appointment please visit <https://rbronkema.youcanbook.me/>
Telephone: 678 – 839 – 6069
Email: rbronkem@westga.edu
Twitter: @profbronk

Please note: This syllabus is subject to change by the instructor. Advance notice will be given if any changes are made.

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. I would highly prefer that all course related communication take place via email rather than CourseDen.

COURSE DESCRIPTION

The purpose of this course is to focus on the dimensions of human environments as tools for understanding the effects of colleges and universities on students. Theories of human environments will be applied to an understanding of various educational settings, with consideration given to the policies that guide and applications that shape educational practice.

COURSE OBJECTIVES

Students will:

1. Gain an explicit understanding of select theories and approaches which define and describe human environments.
2. Gain insight as to how different campus environments might affect different students in different ways. [B=f(P,E): "differential interactionist theory"]
3. Explore the application of environmental theories to educational policies and practices, focusing on the design of campuses and their influence on student behaviors and outcomes.
4. To develop familiarity with a variety of formal and informal techniques of campus environmental assessment.
5. Evaluate how different institutional types influence the different environmental theories discussed within the course.
6. To continue developing skills of analysis, synthesis, and communication (verbal and written) regarding theories and practices salient to student affairs work.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Texts:

Strange, C., & Banning, J. (2015). *Designing for Learning: Creating campus environments for student success*. San Francisco, CA: Jossey Bass.

Publication manual of the American Psychological Association, (6th ed.) (2009). Washington, DC: American Psychological Association. Please note—when you purchase this manual make sure to buy the second printing of the 6th edition.

Additional Readings:

Throughout the course of the semester the instructor will assign readings via CourseDen in addition to the readings outlined in the class schedule.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignment	Method of Submission	Points	Due Dates (M)	Due Dates (R)
Participation/Attendance	In Class	10	Throughout semester	
Analytical Memorandums	In Class	4 @ 12.5	2/8, 2/22, 3/21, 4/4	2/11, 2/25, 3/24, 4/7
Voice Journal	CourseDen	15	2/1, 2/29, 3/28, 4/11	2/4, 3/3, 3/31, 4/14
Voice-Environment Interaction Analysis	In Class	25	4/18	4/21

Grading:

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

Evaluation:

Your final grade in the course is the weighted average of grades received on individual assignments. About grading: An "A" paper is excellent—very strong in every sense. It represents a very solid job in addressing all aspects of the assignment, shows complex thinking and insight, reflects graduate-level writing (including introductory and concluding comments and appropriate transitions linking various sections), and is free of errors (e.g., APA, grammar, spelling, syntax, logic, organization, clarity, style). A "B" paper is good. It has some weaknesses in one or more of these areas but captures the essential elements of the assignment. Lower grades are assigned to papers with more significant weaknesses in the areas noted above and do not reflect the quality expected in graduate-level studies. Incompletes are not given except for major emergencies (e.g., hospitalization) late in the term and only after consultation and mutual agreement upon a contract specifying when the work will be completed. Incompletes will not be granted simply because more time is desired to complete the assignments or one wishes to complete the course during a subsequent semester.

Late Work:

I highly encourage you to turn your work in on time. For this course, I will deduct 10% of an assignments total value for each day that it is late prior to beginning my grading process. Therefore, if you do the math, assignments that are 10 days or more late are not worth any points.

ONGOING ASSESSMENTS

Attendance/Tardiness (varied points):

It is very important that you arrive to class on time, ready to participate. Please know that for each day that you are late you are subject to a penalty against your attendance. This penalty could be as high as 50% of your total credit for a days attendance. Cell phone use during class will also result in attendance penalties.

Participation (10 points):

Attend and participate thoughtfully and actively in class meetings. In order to fulfill the potential of this course, plan to study the assigned readings prior to class, bringing with you any questions or issues you would like to address in class. In addition to thoughtful preparation and participation each class session there will be a "minute paper" to offer an opportunity for each student to individually articulate the core takeaways from the days materials.

Voice Journal (15 points):

A core component to this course is to see a university through the eyes of a person different than yourself. Therefore, the first week of this course you will select a "Voice", a fictitious person who has at least one of the following personality anchors (race, class, age, gender, sexual orientation, disability, physical ability, or religious belief) that YOU DO NOT SHARE. Throughout the semester you will reflect about how your Voice might experience the world in different ways than you do and how that might shape your roles/perspectives as a future student affairs professional. Your journal does not have to be academically written, but should include analysis from peer reviewed and non-peer reviewed sources. The goal is for you to immerse yourself in learning more about one new perspective on higher education.

In the Voice journal you will manually enter, minimally, once a week, your discoveries (intellectual, personal, and experiential) about your selected Voice and their implications for the materials we discuss in class this term.

Your Voice entries should follow these prompts (due dates listed below)

- Entry #1: Introduce your Voice. Who are they? Where do they come from? What is their background story?
- Entry #2: What end user media (e.g. blogs, YouTube videos, non-scholarly articles) exists regarding the lifestyle of your Voice? What do these resources tell you about how your Voice might experience college?
- Entry #3: How does your Voice interact with the concepts of physical environments on a college campus?
- Entry #4: Free entry (this can be about anything you wish to write about regarding the course and your Voice)
- Entry #5: How does your Voice interact with the concepts of aggregate environments on a college campus?
- Entry #6: Find two scholarly articles regarding the human experience of your Voice (these do not have to be related to college, but it would be nice if they could be).
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- Entry #12: Do you think that your Voice would feel a sense of community on a college campus? Why or why not?

I will collect your Voice journal entries throughout the semester to ensure that you are keeping up. Journals will be evaluated on thoughtfulness not writing polish or format. Please submit your journals as one continuous document.

Grading of your Voice entries: Because your Voice journals are reflective and non-academic, you will be graded on (1) your integration and application of course materials to your selected Voice, and (2) your overall efforts regarding your Voice. Simply responding to the prompts above will not be sufficient to get an A. The goal is for you to dive in and learn as much about a new identity as possible, you will be graded on my perceptions of you doing so.

CLASS OUTLINE

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Preparation for Session: <input type="checkbox"/> Read: Strange & Banning – Chapter 1 (Physical Environments) <input type="checkbox"/> Read: Thelin & Yankovich (1987) <input type="checkbox"/> Read: Bonfiglio (2004) <input type="checkbox"/> Read: Keller (2007)
Session #3, M-2/1, R-2/4: Physical Environments (Week 2)
Preparation for Session: <input type="checkbox"/> Read: Kenney et al. Chapters 3, 4, 5, 7, & 9

- Due: Voice Journal Entries 1-2 [CourseDen Dropbox]
- Entry #1: Introduce your Voice. Who are they? Where do they come from? What is their background story?
 - Entry #2: What end user media (e.g. blogs, YouTube videos, non-scholarly articles exists regarding the lifestyle of your Voice? What do these resources tell you about how your Voice might experience college?

Session #4, M -2/8, R-2/11: Aggregate Environments (Week 1)

Preparation for Session:

- Read: Strange & Banning – Chapter 2 (Aggregate Environments)
- Read: Student Services – Chapter 3 (Campus Climate and Diversity)
- Read: Cruse (2008)
- Bring to class: Your Meyers-Briggs personality code (e.g. ENFP). If you do not have one, please take this quick assessment at <http://www.16personalities.com/free-personality-test>

- Due: Analytical Memorandum (Physical Environments) (12.5 points) [Bring Paper Copy to Class]

As student affairs professionals we are constantly evaluating and preparing our workspaces and campuses for change. With that in mind, you will each write an analytical memorandum to the Vice President of Student Affairs that offers suggestions for improvements to our facilities, structures, and programs based on the materials we have discussed regarding physical environments. Feel free to choose a campus other than UWG if you like. If you do, please address your letter accordingly.

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Your analysis should thoroughly integrate concepts from course readings and evaluate why your chosen environment does not sufficiently promote safety, inclusion, and community (per Strange & Banning, 2001, pp. 107-111).

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Other than your APA in text citations, feel free to abide by the memo formatting rather than APA guidelines.

Session #5, M -2/15, R-2/18: Aggregate Environments (Week 2)

Preparation for Session:

- Read: Bowman (2012)
- Read: Bowman & Park (2014)
- Read: Hurtado et al. (1999) (pp. 19-54)

Session #6, M -2/22, R-2/25: Organizational Environments (Week 1)

Preparation For Session:

- Read: Strange & Banning – Chapter 3 (Organizational Environments)
- Read: Acker (1990)
- Due: Analytical Memorandum (Aggregate Environments) (12.5 points) [Bring Paper Copy to Class]

As student affairs professionals we are constantly evaluating and preparing our workspaces and campuses for change. With that in mind, you will each write an analytical memorandum to the Vice President of Student Affairs that offers suggestions for improvements to on behalf of a demographic group on campus that you feel is being underserved. Feel free to choose a campus other than UWG if you like. If you do, please address your letter accordingly.

Some questions to ponder to help your processing:

1. What is a demographic group on campus that is currently underserved or under advocated for? How does our reading about aggregate environments support your claim? What can we do to better advocate for that

group?

2. What is a program/initiative on campus that is intended to help a disadvantaged group on campus be successful? How does our reading about aggregate environments support your claim? How might that program/initiative be adapted to advocate for another group?

Your analysis should thoroughly integrate concepts from course readings and evaluate why your chosen environment does not sufficiently promote safety, inclusion, and community (per Strange & Banning, 2001, pp. 107-111).

Your memo should not exceed 750 words in length (excluding references and appendices). For guidance on how you should format your letter, refer to <https://owl.english.purdue.edu/owl/resource/590/04/> (note: this paper will be written single spaced). You are welcome to include as many appendices as you would like to describe or illustrate your chosen environment. Your appendices will not be graded on beauty, only on how effective they are in communicating your desired message (e.g. If you draw a space that you are critiquing, I will not grade your artistic ability, only the clarity of your intended message).

Other than your APA in text citations, feel free to abide by the memo formatting rather than APA guidelines.

Session #7: M-2/29, R-3/3: Organizational Environments – Institution Types (Week 2)

Preparation for Session:

- Read: Student Services – Chapter 2 (Institutional Variety in Higher Education)
- Read: Hirt – Chapter 9 (Where You Work Matters)
- Due: Voice Journal Entries 3-6 [CourseDen Dropbox]
 - Entry #3: How does your Voice interact with the concepts of physical environments on a college campus?
 - Entry #4: Free entry (this can be about anything you wish to write about regarding the course and your Voice)
 - Entry #5: How does your Voice interact with the concepts of aggregate environments on a college campus?
 - Entry #6: Find two scholarly articles regarding the human experience of your Voice (these do not have to be related to college, but it would be nice if they could be).

Off for ACPA and Spring Break (NASPA)

Session #8, M-3/21, R-3/24: Socially Constructed Environments (Week 1)

Preparation for Session:

- Read: Strange & Banning – Chapter 4 (Socially Constructed Environments)
 - Read: Magolda (2001)
 - Read: Thornton & Jaeger (2007)
 - Due: Analytical Memorandum (Organizational Environments) (12.5 points) [Bring Paper Copy to Class]
- As student affairs professionals we are constantly helping others make informed decisions. With that in mind, you will each write an analytical memorandum that offers suggestions to either your past self or one of your future children regarding their college choice.

Some questions to ponder to help your processing:

1. Would you advise that former you/your child attend the same institution you did? If so, why? If not, why not?
2. How does our course material regarding organizational environments and institution types help support your above position?

Your analysis should thoroughly integrate concepts from course readings and evaluate why your chosen environment does not sufficiently promote safety, inclusion, and community (per Strange & Banning, 2001, pp. 107-111).

Your memo should not exceed 750 words in length (excluding references and appendices). For guidance on how you should format your letter, refer to <https://owl.english.purdue.edu/owl/resource/590/04/> (note: this paper will be written single spaced). You are welcome to include as many appendices as you would like to describe or illustrate your chosen environment. Your appendices will not be graded on beauty, only on how effective they are in communicating your desired message (e.g. If you draw a space that you are critiquing, I will not grade your artistic ability, only the clarity of your intended message).

Other than your APA in text citations, feel free to abide by the memo formatting rather than APA guidelines.

Session #9, M-3/28, R-3/31: Socially Constructed Environments (Week 2)

Preparation for Session:

- Read: Butler & Glennon
- Read: Rook
- Due: Voice Journal Entries 7-10 [CourseDen Dropbox]
 - Entry #7: How does your Voice interact with the concepts of organizational environments on a college campus?
 - Entry #8: Free entry (this can be about anything you wish to write about regarding the course and your Voice)
 - Entry #9: How does your Voice interact with the concepts of socially constructed environments on a college campus?
 - Entry #10: How might your Voice experience safety and inclusion on campus?

Session #10, M-4/4, R-4/7: Promoting Inclusion and Safety

Preparation for Session:

- Read: Strange & Banning – Chapter 5 (Promoting Inclusion and Safety)
- Read: find your own
- Due: Analytical Memorandum (Socially Constructed Environments) (12.5 points) [Bring Paper Copy to Class]

As student affairs professionals we are constantly helping our campuses evolve. With that in mind, you will each write an analytical memorandum to an administrator of your choice that outlines a new campus tradition. This tradition can be for the general student population, or for a demographic group of your choosing. Just be sure to use course materials to justify your choice.

Some questions to ponder to help your processing:

1. What new tradition do you think might help students on your campus? How might it help them? Why do you think that?
2. What is a tradition you have experienced at another campus that you think might apply to a new campus? How might it help the students on the new campus?
3. Is there a group on campus that needs a tradition to feel valued? What could be done to help them? How would it help them?

Your analysis should thoroughly integrate concepts from course readings and evaluate why your chosen environment does not sufficiently promote safety, inclusion, and community (per Strange & Banning, 2001, pp. 107-111).

Your memo should not exceed 750 words in length (excluding references and appendices). For guidance on how you should format your letter, refer to <https://owl.english.purdue.edu/owl/resource/590/04/> (note: this paper will be written single spaced). You are welcome to include as many appendices as you would like to describe or illustrate your chosen environment. Your appendices will not be graded on beauty, only on how effective they are in communicating your desired message (e.g. If you draw a space that you are critiquing, I will not grade your artistic ability, only the clarity of your intended message).

Other than your APA in text citations, feel free to abide by the memo formatting rather than APA guidelines.

Session #11, M-4/11, R-4/14: Encouraging Participation and Involvement

Preparation for Session:

- Read: Strange & Banning – Chapter 6 (Encouraging Participation and Engagement)
- Read: find your own
- Due: Voice Journal [all entries] [Bring Paper Copy to Class]
 - Entry #11: What are the barriers to engagement for your Voice? Are there any? Why or why not?
 - Entry #12: What have you learned as a result of researching your voice this semester? How will your research make you a better student affairs practitioner?

Session #12, M-4/18, R-4/21: Building a Community of Learners

Preparation for Session:

- Read: Strange & Banning – Chapter 7 (Building Communities of Learning)
- Read: Troyer (2005)

- Read: find your own
- Due: Voice-Environment Interaction Analysis (25 points) [Bring Paper Copy to Class]
In this paper you will examine the dynamics and consequences of a selected institution's environments(s) for the inclusion, safety, involvement, and communal experience of a student of your selected Voice.

This profile should be both informative and analytical. This means that you should use the topics we have discussed in this course to describe how the institution is designed, organized, and what the student demographic looks like, as it relates to a person of your Voice. Meaning, how would your Voice experience the university that you chose?

Your analysis should be comprehensive in nature, therefore, you should include materials from throughout the course. Successful papers would be at least 10 pages in length (2,500 words). You are welcome to go over that limit if you wish. All papers should be written in APA format.

Session #13, M-4/25, R-4/28: Final Activities

Preparation for Session:

- Read: Strange & Banning – Chapter 8 (Learning Through Mobile Technology)
- Read: Strange & Banning – Chapter 9 (Assessing Campus Environments for Student Learning and Success)
- To do: Course Evaluations

Assignments and reading materials adapted from and inspired by the work of Drs. Carney Strange and Ken Borland.

Online Support	D2L Home Page https://westga.view.usg.edu/
	D2L UWG Online help http://uwgonline.westga.edu/students.php
	D2L 24 hour Help https://d2lhelp.view.usg.edu/
	UWG Distance Learning http://uwgonline.westga.edu/
	Distance Learning Library Services http://libguides.westga.edu/content.php?pid=194430
	Resources for Distance & Off-Campus Students http://libguides.westga.edu/content.php?pid=194459
	Ingram Library Services http://www.westga.edu/library/
	University Bookstore http://www.bookstore.westga.edu/

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Preparing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. Standards of the Council for the Advancement of Standards in Higher Education (CAS) also are incorporated as criteria against which candidates are measured as well as professional competencies and standards identified by the American College Personnel Association (ACPA) and National Association for Student Personnel Administrators (NASPA).

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

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. 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: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

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, including texting and internet, 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.

Philosophy of Learning: My philosophy of learning in this graduate-level course relates not only to delivery of content but also to development of professional identity, behaviors, and work products. As such, papers, presentations, and other assignments are regarded not only as methods for learning and bases for evaluation in the course, but also as practice for ongoing professional skills which you will carry with you in your professional work for years to come. Evaluation of papers and presentations, therefore, includes consideration of both content and form, both what you offer and how you offer it. My goal is for you not to simply seek to meet minimal standards in order to pass the course or receive a grade but to see beyond the course to the professional applications in which the course is intended to prepare you to excel in the future. Therefore, I expect you as graduate students to assume responsibility for your learning and professional development, not merely to pass the course but to use this opportunity to seek direction and feedback from your instructor and your colleagues as preparation for your future excellence in college, community, and school settings. May your goal be not to get by with as little effort as possible but to gain the respect of your instructor and your colleagues by the enthusiasm, thoroughness, and professionalism you consistently demonstrate.

Program View (Read-Only)													
Attachments Current File: Proposed Plan of Student CMS 2017.pdf													
Originator <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:33%;">College of Education College</td> <td style="width:33%;">Clinical and Professional Studies Department</td> <td style="width:33%;">Varga, Matt Originator</td> </tr> </table>		College of Education College	Clinical and Professional Studies Department	Varga, Matt Originator									
College of Education College	Clinical and Professional Studies Department	Varga, Matt 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 <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:60%;"> <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Comments </td> <td style="width:40%;"> Shared Governance Process <input type="checkbox"/> Senate Action Item (See Procedure) </td> </tr> </table>		<input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Comments	Shared Governance Process <input type="checkbox"/> Senate Action Item (See Procedure)										
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Program Selection <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:33%;">College of Education College</td> <td style="width:33%;">Master of Education with a Major in Professional Counseling Existing Program (as shown in the DMA)</td> <td style="width:33%;">College Student Affairs Track or Concentration</td> </tr> <tr> <td colspan="2"> 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) </td> <td> College Student Affairs Track or Concentration Name (You can only edit this if you checked 'Track/Concentration Name' in the Modifications box) </td> </tr> <tr> <td colspan="2"> Master of Education Degree Name (You can only edit this if you checked 'Degree Name' in the Modifications box) </td> <td> <input type="checkbox"/> On Campus <input type="checkbox"/> Graduates Program Location Degree Level </td> </tr> <tr> <td colspan="2"></td> <td> Fall 2016 Effective Semester/Year </td> </tr> </table>		College of Education College	Master of Education with a Major in Professional Counseling Existing Program (as shown in the DMA)	College Student Affairs 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)		College Student Affairs 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)		<input type="checkbox"/> On Campus <input type="checkbox"/> Graduates Program Location Degree Level			Fall 2016 Effective Semester/Year
College of Education College	Master of Education with a Major in Professional Counseling Existing Program (as shown in the DMA)	College Student Affairs 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)		College Student Affairs 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)		<input type="checkbox"/> On Campus <input type="checkbox"/> Graduates Program Location Degree Level											
		Fall 2016 Effective Semester/Year											
Modification Details We are revising our plan of study to better reflect the needs of the students and the mission of the program. We are requesting the special topics course become CEPD 6177 Theory and Assessment of Educational Environments. We removed CEPD 6176 Legal Issues in Higher Education, but would like to modify the course to become CEPD 6176 Campus Crisis, Ethical, and Legal Issues in Higher Education offered in the second spring semester. This course will combine Legal Issues in Higher Education and CEPD 7153 Crisis Intervention. The modification of this course allows our students to have crisis trauma response as well as an understanding of legal issues. By removing Crisis Intervention, we are able to offer CEPD 6176 in the second spring semester and move CEPD 6160 to the second fall semester in place of CEPD 7153.	Rationale The change in this plan of study is necessary to stay current in the field of College Student Affairs. We had a special topics course titled Theory and Assessment of Educational Environments, which we would like to make a formal class and update the plan of study to offer this course in the first spring semester. We originally removed legal issues, but have since decided that class is critical to students understanding of current issues in higher education. Therefore, we have decided to combine Crisis Intervention with Legal Issues in Higher Education to create a modified class titled Campus Crisis, Ethical, and Legal Issues in Higher Education offered in the second spring semester. Due to this change, we moved Group Counseling to the second fall semester in place of Crisis Intervention.												
(Max 4000 characters)	(Max 4000 characters)												
Attachments Current File: Proposed Plan of Student CMS 2017.pdf													
SACSCOC Substantive Change Please review the Policy Summary and Decision Matrix Send questions to slants@westga.edu Check all that apply to this program <input type="checkbox"/> Significant departure from previously approved programs <input type="checkbox"/> New instructional site at which more than 50% of program is offered <input type="checkbox"/> Change in credit hours required to complete the program <input type="checkbox"/> Program deactivation <input checked="" type="checkbox"/> None of these apply	Comments I am updating the plan of study to reflect course changes.												
	(Max 4000 characters)												

<p>College Approvals</p> <p><u>Laura Smith [APPROVED 2016-04-15]</u> Associate Dean, College of Education</p> <p><u>Mark Parrish [APPROVED 2016-03-29]</u> Chair, Course Department</p>	<p>Other Approvals</p> <p><u>Matt Varga [APPROVED 2016-09-01]</u> Chair, Graduate Programs Committee</p>	<p>Final Approval</p> <p><u>David Jenks [REQUIRED]</u> Final Approver</p>
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MODIFIED

Program Sheet and Plan of Study Work Sheet
M.Ed. in Professional Counseling: College Student Affairs
Counselor Education Program

COLLEGE STUDENT AFFAIRS PROGRAM				
CORE CURRICULUM	HRS	GR	SEMESTER PLANNED	SUB
First Fall Semester				
CEPD 6140 Introduction to Counseling Practice	3			
CEPD 6170 Foundations of College Student Affairs	3			
CEPD 6172 Theories of College Student Development	3			
First Spring Semester				
CEPD 6131 Counseling Theories	3			
CEPD 6177 Theory and Assessment of Educational Environments	3			
CEPD 6175 Practicum: Student Affairs* (2 sections)	3			
First Summer Semester				
CEPD 7145 Advocacy and Leadership	3			
CEPD 6175 Practicum: Student Affairs* (2 Sections)	3			
Second Fall Semester				
CEPD 6178 The American College Student	3			
CEPD 6174 Higher Education Administration	3			
CEPD 6160 Group Counseling	3			
Second Spring Semester				
CEPD 6176 Campus Crisis, Ethical and Legal Issues	3			
CEPD 7152 Research and Program Evaluation	3			
CEPD 6179 Capstone Seminar: Student Affairs	3			
Total Hours	42			
COMMENTS:				

CURRENT

Program Sheet and Plan of Study Work Sheet
M.Ed. in Professional Counseling: College Student Affairs
Counselor Education Program

COLLEGE STUDENT AFFAIRS PROGRAM				
CORE CURRICULUM	HRS	GR	SEMESTER PLANNED	SUB
First Fall Semester				
CEPD 6140 Introduction to Counseling Practice	3			
CEPD 6170 Foundations of College Student Affairs	3			
CEPD 6172 Theories of College Student Development	3			
First Spring Semester				
CEPD 6131 Counseling Theories	3			
CEPD 7185 Special Topics	3			
CEPD 6175 Practicum: Student Affairs* (2 sections)	3			
First Summer Semester				
CEPD 7145 Advocacy and Leadership	3			
CEPD 6175 Practicum: Student Affairs* (2 Sections)	3			
Second Fall Semester				
CEPD 6178 The American College Student	3			
CEPD 6174 Higher Education Administration	3			
CEPD 7153 Crisis & Trauma	3			
Second Spring Semester				
CEPD 6160 Group Counseling	3			
CEPD 7152 Research and Program Evaluation	3			
CEPD 6179 Capstone Seminar: Student Affairs	3			
Total Hours	42			
COMMENTS:				

Student No: 917-26-7560

Date Issued: 05-AUG-2016

Page: 1

Issued To: MICHAEL MOCK
BRADMOCK17@GMAIL.COM
PDF

Record of: Michael B. Mock
22 Forest Circle
#604
Newman, GA 30265
United States of America

Testing Information:

S01 SAT Critical Reading 630 01-JUN-2005 LS:
S02 SAT Math 550 01-JUN-2005 LS:

High School: Northgate High School 26-MAY-2006
Admit: Fall Semester 2006
Last Admit: Summer Semester 2013
Matriculated: Spring Semester 2013

SUBJ NO. CMP COURSE TITLE CRED GRD PLS R

INSTITUTION CREDIT:

Current Program

Major : Public Administration

Fall Semester 2006

Attribute: FA06

COMM 1110 A Public Speaking 3.00 B 9.00
HIST 2111 A U S History I (Lo 1865) 3.00 B 9.00
POLS 1101 A American Government 3.00 A 12.00
PSYC 1101 A Intro to General Psychology 3.00 B 9.00
Term: Ehrs: 12.00 GPA-Hrs: 12.00 Pts: 39.00 GPA: 3.25

Comments:

SSN: XXX-XX-6272

Discipline Specific Writing Certified

Spring Semester 2007

Attribute: FA06

ENGL 1101 A English Composition I 3.00 B 9.00
HIST 1111 A Surv World History/Civiliz I 3.00 C 6.00
MATH 1111 A College Algebra 3.00 B 9.00
Term: Ehrs: 9.00 GPA-Hrs: 9.00 Pts: 24.00 GPA: 2.66

Degree Awarded Bachelor of Science 08-DEC-2012

Primary Degree

Major : Political Science

Maj/Concentration : General Concentration (BS)

Fall Semester 2007

Attribute: FA06

ENGL 1102 A English Composition II 3.00 A 12.00
HIST 1112 A Surv World History/Civiliz II 3.00 B 9.00
PHIL 2100 A Introduction to Philosophy 3.00 A 12.00
Term: Ehrs: 9.00 GPA-Hrs: 9.00 Pts: 33.00 GPA: 3.66

Degree Awarded Master of Public Administrat. 12 DEC 2015

Primary Degree

Major : Public Administration

Previous College(s):

University of West Georgia, 01-DEC 12

CPCE: S CPCM: S CPCSC: S CPCSS: S CPCEL: S CPCT: 0

US/H: S US/C: S GA/H: S GA/C: S

RTPW: Passed RTPR: Passed

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***** CONTINUED ON NEXT COLUMN *****

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Diana K. Halley
Diana K. Halley, Registrar

Student No: 917-26-7560
 Record of: Michael Bradley Mock

Date Issued: 05-AUG 2016
 Page: 2

SUBJ NO.	CMP COURSE TITLE	CRED	GRD	PTS R	SUBJ NO.	CMP COURSE TITLE	CRED	GRD	PTS R
Institution Information continued:					Institution Information continued:				
Spring Semester 2008					Spring Semester 2010				
Attribute: FA06					Attribute: FA06				
ASTR 2313 A	Astronomy	3.00	A	12.00	POLS 2601 A	Political Science Methods	3.00	B	9.00
ASTR 2313LA	Astronomy Laboratory	1.00	C	2.00	POLS 4103 A	Public Opinion	3.00	B	9.00
MUSC 1100 A	Music Appreciation	3.00	B	9.00	POLS 4701 A	Technol & Sustainable Econ Dev	3.00	B	9.00
Term: Ehrs: 7.00 GPA-Hrs: 7.00 Pts: 23.00 GPA: 3.28					Term: Ehrs: 9.00 GPA-Hrs: 9.00 Pts: 27.00 GPA: 3.00				
Fall Semester 2008					Fall Semester 2010				
Attribute: FA06					Attribute: FA06				
ANTH 1102 A	Intro to Anthropology	3.00	C	6.00	ANTH 1100 A	Faces of Culture	2.00	B	6.00
HIST 2112 A	U S History II (since 1865)	3.00	A	12.00	GEOL 1122 A	Intro Geosciences II:Hist Geol	3.00	W	0.00
SOCI 1101 A	Introductory Sociology	3.00	B	9.00	POLS 4505 A	American Foreign Policy	3.00	A	12.00
Term: Ehrs: 9.00 GPA-Hrs: 9.00 Pts: 27.00 GPA: 3.00					Term: Ehrs: 5.00 GPA-Hrs: 5.00 Pts: 18.00 GPA: 3.60				
Spring Semester 2009					Spring Semester 2011				
Attribute: FA06					Attribute: FA06				
GEOL 1121 A	Intro Geosciences I:Phys Geol	3.00	C	6.00	ACCT 2101 A	Principles of Accounting I	3.00	C	6.00
HIST 3342 A	Britain since 1688	3.00	B	9.00	POLS 3401 A	Comparative Politics	3.00	B	9.00
HIST 4464 A	American Sports History	3.00	C	6.00	POLS 4985 A	Problems in Politics	3.00	B	9.00 I
Term: Ehrs: 9.00 GPA-Hrs: 9.00 Pts: 21.00 GPA: 2.33					Term: Ehrs: 9.00 GPA-Hrs: 9.00 Pts: 24.00 GPA: 2.66				
Fall Semester 2009					Spring Semester 2012				
Attribute: FA06					Attribute: FA06				
HIST 4465 A	US Society and Culture to 1865	3.00	C	6.00	POLS 4506 A	Int'l Conflict/Conflict Mgmt	3.00	A	12.00
POLS 3501 A	International Relations	3.00	B	9.00	POLS 4721 A	Housing & Community Dev	3.00	B	9.00
POLS 4501 A	International Law	3.00	B	9.00	POLS 4984 A	Sen Seminar:Tocqueville's Amer	3.00	B	9.00
Term: Ehrs: 9.00 GPA-Hrs: 9.00 Pts: 24.00 GPA: 2.66					Term: Ehrs: 9.00 GPA-Hrs: 9.00 Pts: 30.00 GPA: 3.33				
					Summer Semester 2012				
					Attribute: FA06				
					CS 1030 NET Intro to Computer Concepts				
					3.00 A 12.00				
					MATH 2063 A Introductory Statistics				
					3.00 B 9.00				
					POLS 4209 A Environmental Policy				
					3.00 B 9.00				
					POLS 4985 A Amer National Security Policy				
					3.00 A 12.00 I				
					POLS 4985 A Arab Israeli Conflict				
					3.00 A 12.00 I				
					Term: Ehrs: 15.00 GPA-Hrs: 15.00 Pts: 54.00 GPA: 3.60				
					Dean's List				

***** CONTINUED ON NEXT COLUMN ***** CONTINUED ON PAGE 3 *****

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Student No: 917-26-7560
 Record of: Michael Bradley Mock

Date Issued: 05-AUG-2016
 Page: 3

SUBJ NO.	CMP COURSE TITLE	CRED GRD	PTS R	SUBJ NO.	CMP COURSE TITLE	CRED GRD	PTS R
Institution Information continued:				Institution Information continued:			
Fall Semester 2012				Fall Semester 2013			
POLS 4102 A	The Presidency	3.00 A	12.00	POLS 6201 A	Theory of Public Administr	3.00 B	9.00
POLS 4601 A	Ancient & Medieval Pol Thought	3.00 A	12.00	POLS 6202 A	Research Meth for Pub Admin	3.00 B	9.00
POLS 4985 A	Race&2012CampaignForUSPres	3.00 A	12.00	POLS 6206 A	Public Personnel Administrat.	3.00 B	9.00
Term:	Ehrs: 9.00	GPA Hrs: 9.00	Pts: 36.00	Term:	Ehrs: 9.00	GPA-Hrg: 9.00	Pts: 27.00
***** BEGIN UNDERGRADUATE-SEMESTER SYSTEM TOTALS *****				Spring Semester 2014			
Earned Hrs GPA Hrs Points GPA				MGNT 6670 E Organizational Theory & Behavr			
TOTAL INSTITUTION	120.00	120.00	380.00	3.16	POLS 6205 A	Administrative Law/Procedures	3.00 B 9.00
TOTAL TRANSFER	0.00	0.00	0.00	0.00	POLS 6286 A	Intnship/GA State Senate	3.00 S 0.00
OVERALL	120.00	120.00	380.00	3.16	Term:	Ehrs: 9.00	GPA Hrs: 6.00
REGENTS	120.00	120.00	380.00	3.16	Fall Semester 2014		
ACADEMIC STANDING Good Standing				***** BEGIN GRADUATE-SEMESTER SYSTEM TOTALS *****			
***** END UNDERGRADUATE-SEMESTER SYSTEM TOTALS *****				Earned Hrs GPA Hrs Points GPA			
Spring Semester 2013				TOTAL INSTITUTION			
MEDT 6401 NET	Instructional Technology	3.00 W	0.00	36.00	30.00	108.00	3.60
POLS 6204 A	Pub Policy Analysis & Evaluat	3.00 A	12.00	TOTAL TRANSFER	0.00	0.00	0.00
SEED 7262 A	Adv Instruc Strat Soc Studies	3.00 W	0.00	OVERALL	36.00	30.00	108.00
Term:	Ehrs: 3.00	GPA-Hrs: 3.00	Pts: 12.00	GPA: 4.00	33.00	27.00	96.00
Summer Semester 2013				REGENTS 3.55			
POLS 5985 A	Terrorism & Counter Terrorism	3.00 A	12.00	ACADEMIC STANDING Good Standing			
POLS 5985 A	Politics of Gun Control	3.00 A	12.00	***** END GRADUATE-SEMESTER SYSTEM TOTALS *****			
POLS 6981 A	Homeland Security Policy	3.00 A	12.00	***** END OF TRANSCRIPT *****			
Term:	Ehrs: 9.00	GPA-Hrs: 9.00	Pts: 36.00	GPA: 4.00			

***** CONTINUED ON NEXT COLUMN *****

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Course View (Read Only)

Attachments

Current File: [Parasitology 5735 Syllabus.pdf](#)

Originator

Biology Department
Department

College of Science and Mathematics
College

Pencoe, Nancy
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

BIOL 5735 Parasitology
Prefix Number Course Title

This course introduces students to the field of parasitology. Topics covered include parasite diversity, life cycles, host defense mechanisms, parasite evasion, host pathology, ecology, evolution, and control. The laboratory component of the course will examine parasites of medical and veterinary importance.

Course Catalog Description

3	3	3	Spring - 2015	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

BIOL 2108 and BIOL 2108L (or BIOL 1108 and BIOL 1108L) with a minimum grade of C and BIOL 3310

Corequisites

Rationale

Parasitism is the mode of existence in which one organism, a parasite, infects another, the host, and the parasite does some measure of harm to the host while itself deriving a benefit. Parasitism is not rare. In fact, it has been estimated that over 60% of the species on this planet employ parasitic lifestyles. As such, the study of parasitism can teach us a great deal about life in general.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 4

Comments

Attachments
Current File: Parasitology 5735 Syllabus.pdf

College Approvals

Christopher Tabit [APPROVED 2016-05-11]
Chair, Course Department

Gregory T. Payne [APPROVED 2016-07-08]
Coordinator, COSM Curriculum Committee

Other Approvals

Matt Varga [APPROVED 2016-09-01]
Chair, Graduate Programs Committee

Final Approval

David Jenks [REQUIRED]
Final Approver

PARASITOLOGY SYLLABUS (BIOL 5735)

Instructor: Dr. N.L. Penceo
Office: 115 Biology Building
Phone: 678-839-4036
Office Hours: T/R 10:00am - 12:00pm & 1:30pm - 3:30pm F 12:30pm - 2:00pm

PREREQUISITES

BIOL 2108 and BIOL 2108L (or BIOL 1108 and BIOL 1108L) with a minimum grade of C and BIOL 3310

COURSE DESCRIPTION

This course introduces students to the field of parasitology. Topics covered include parasite diversity, life cycles, host defense mechanisms, parasite evasion, host pathology, ecology, evolution, and control. The laboratory component of the course will examine parasites of medical and veterinary importance.

LECTURE MATERIALS

- Loker, Eric S. and Bruce V. Hofkin 2015. *Parasitology: A Conceptual Approach*, Garland Science, Taylor & Francis Group, New York and London. ISBN
- Desowitz, R.S. 1987. *New Guinea Tapeworms and Jewish Grandmothers: Tales of Parasites and People*, W.W. Norton and Company, New York.
- Zimmer, C. 2000. *Parasite Rex: Inside the Bizarre World of Nature's Most Dangerous Creatures*, The Free Press, New York.

LAB MATERIALS

- Sullivan, John, T. 2009. *A Color Atlas of Parasitology* 8th ed. Available via Ward's Science. ISBN-13: 978-0-9665807-7-8
- Loose leaf notebook/sketch pad with blank unlined pages
- You will be "assigned" a compound microscope; use this scope throughout the course; keep it clean & in good condition
- Microscope slides for study will be provided
 - Observe slides and return to appropriate trays
 - Report broken slides immediately (if slides "disappear" we will have to employ a complex and time consuming check-out procedure)

LEARNING OUTCOMES

Upon completion of this course you should be able to:

- Demonstrate an understanding of the diversity of parasites.

- Discuss the parasite-host relationship and describe the effects parasites have on their hosts.
- Describe the basic biology, physiology, morphology, life history, behavior, phylogeny and ecology of selected parasites.
- Recognize significant morphological characteristics for identification of parasites to the taxonomic group and the life history stage.
- Communicate effectively in class discussion and on written assignments.
- Synthesize current knowledge of a specific topic in parasitology and present this knowledge to peers via a PowerPoint presentation

ATTENDANCE POLICY

Regular attendance is strongly recommended. Participating in lecture gives you an opportunity to ask questions or discuss relevant, interesting topics. To excel in this course you will need to understand, integrate and apply information from lecture, lab, and reading material.

CELL PHONE POLICY

According to a March 2008 article in the *New York Times*, researchers found that after responding to email or text messages, it took the average person **more than 15 minutes** to re-focus on the "serious mental tasks" they had been performing before the interruption. Other research has shown that when people attempt to perform two tasks at once (e.g. following what's happening in class while checking text messages), the brain **literally cannot do it**. The brain has got to give up on one of the tasks in order to effectively accomplish the other. For this reason, I require you to turn off your cell phones or set them on silent mode when you are in class. You are **NOT** welcome to surf the web, check email, or receive/send text messages during class.

D2L (COURSEDEN)

Periodically, announcements containing important information regarding lecture will be sent to the entire class. Thus, it is your responsibility to check D2L for messages at least once every 24 hours. If you experience problems with D2L, you may seek assistance M-F 8am-5pm online@westga.edu or by phone 678-839-6248 or 1-855-933-8946. In addition, 24/7 assistance is available, 365 days a year at <https://D2Lhelp.view.us.edu>.

GRADING

Lecture Exams (3)	45% of final grade	A = 90 - 100
Lab practicals (3)	35% of final grade	B = 80 - 89
Lab drawings	10% of final grade	C = 70 - 79
Oral PowerPoint presentation	10% of final grade	D = 60 - 69

F = 59 & below

Lecture exams will include multiple choice, matching, short answer, and discussion questions.

Lab practical questions will stress material specifically covered in lab, primarily morphology, taxonomy, host(s), and target organ. The questions will be asked from the specimens themselves; therefore, you will have to recognize the specimen and/or anatomical part indicated. For example, questions might read: "Name the genus and species of this organism" or "Identify the structure indicated by the pointer".

MAKEUP EXAMS

If an exam is missed, you must be able to document your reasons for missing the exam, and only extreme catastrophes will be considered as valid excuses.

EXTRA CREDIT / CURVING OF GRADES

No extra credit allowed; curving of grades is **NOT** an option - an 89.9 is a B, not an A.

UNIVERSITY OF WEST GEORGIA HONOR CODE

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

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

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

AMERICANS WITH DISABILITIES ACT

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

UWG EMAIL POLICY

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

CREDIT HOUR POLICY

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

Lecture Topic and Exam Schedule - Spring 2015*

	<u>Day</u>	<u>Topic</u>	<u>Chapter</u>
JAN	5	Introduction	1
	7	Basic Principles & Concepts	2 & 3
	12	Parasitic Protists: Form, Function, Classification	4
	14	Kinetoplastids & other Flagellated Protists	5 & 6
	19	Holiday (no classes)	
	21	Amoebas & Apicomplexans I	7 & 8
	26	Apicomplexans II	9
	28	Parasitic Ciliates	10
FEB	2	EXAM I (Chapters 1, 2, 4 - 10)	
	4	Introduction to Platyhelminthes & Trematoda	13 & 15
	9	Trematoda: Flukes	16
	11	Trematoda: Flukes	17 & 18
	16	Monogeneans	19
	18	Cestodes: Form & Function; Tapeworms	20 & 21
	23	Nematoda: Form & Function; Trichinellida	22 & 23
	25	Nematodes: Hookworms & Intestinal Roundworms	25 & 26
MAR	2	Nematodes: Pinworms & Filarial Worms	27 & 29
	4	Nematodes: Guinea Worms	30
	9	EXAM II (Chapters 13, 15 - 23, 25 - 27, 29 & 30)	
	11	Acanthocephala	32
	23	Arthropoda: Form & Function	33
	25	Parasitic Crustaceans	34
	30	Parasitic Insects: Phthiraptera & Hemiptera	36 & 37
	APR	1	Parasitic Insects: Siphonaptera
6		Parasitic Insects: Diptera	39
8		Parasitic Strepsiptera & Hymenoptera	40
13		Parasitic Arachnids	41
15		Graduate Student Presentations	

* This lecture schedule may be modified depending on the pace of the course.

DATES TO REMEMBER...

JAN	19	Holiday - no classes
FEB	27	Last day to withdraw with grade of W
MAR	16 - 20	Spring Break - no classes
APR	15	Last day of M/W classes
APR	22	FINAL EXAM (Wednesday, 2:00 PM - 4:30 PM)

Lab Topic and Exam Schedule - Spring 2015*

	<u>Day</u>	<u>Topic</u>
JAN	7	Microscope review
	14	Kinetoplastids & other Flagellated Protists
	21	Amoebas & Apicomplexans I
	28	Parasitic Ciliates
FEB	4	
	11	Trematoda: Flukes
	18	Cestodes: Form & Function; Tapeworms
MAR	25	Nematodes: Hookworms & Intestinal Roundworms
	4	Nematodes: Pinworms & Filarial Worms
	11	Acanthocephala
APR	25	Parasitic Crustaceans
	1	Parasitic Insects: Siphonaptera
	8	Parasitic Strepsiptera & Hymenoptera
	15	Grad Student Presentations

* This lab schedule may be modified depending on the pace of the course.

DATES TO REMEMBER...

JAN	19	Holiday - no classes
FEB	27	Last day to withdraw with grade of W
MAR	16 - 20	Spring Break - no classes
APR	15	Last day of M/W classes
APR	22	FINAL EXAM (Wednesday, 2:00 PM - 4:30 PM)

Course View (Read Only)

Attachments

Current File: [math_6523.pdf](#)

Originator

Mathematics Department
Department

College of Science and Mathematics
College

Hoang, Nguyen
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	6523	Scientific computing
Prefix	Number	Course Title

The goal of this course is to expose students to Computer Algebra Systems, CAS, such as Maple and Mathematica, and their various applications in teaching concepts in Algebra and Calculus in high schools.

Course Catalog Description

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

Prerequisites

MATH 2644 and MATH 2853

Corequisites

Rationale

Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 20	Comments	
Attachments Current File: math_6523.pdf		
College Approvals Gregory T. Payne [APPROVED 2016-08-29] Coordinator, COSM Curriculum Committee Amin Boumenir [APPROVED 2016-08-18] Chair, Course Department	Other Approvals Julia Farmer [REQUIRED] Chair of the Faculty Senate Matt Varga [APPROVED 2016-09-01] Chair, Graduate Programs Committee	Final Approval David Jenks [REQUIRED] Final Approver

MATH 6523 Scientific Computing

Credits: 3 95% Online

Prerequisite: MATH 2644 and MATH 2853, or permission of instructor.

Text: Fundamentals of scientific computing, Bertil Gustafsson, Springer, 2011, ISBN 978-3642194948.

Reference: Maple 17 and Mathematica

Course Description: The goal of this course is to expose students to Computer Algebra Systems, CAS, such as Maple and Mathematica, and their various applications in teaching concepts in Algebra and Calculus in high schools.

Plans: Students will review the main topics in Algebra and Calculus using CAS. They will learn how to work out and teach high school and AP mathematics using CAS in teaching mode and also use them to solve simple problems arising from applications. This will add visual and symbolic teaching aids to high school teachers.

Course Objectives: Teach students various algorithms and how to use them with CAS.

1. students use symbolic computations.
2. use standard methods to solve various mathematical problems at college or high school levels.

Topics: Algebra of polynomials, Graphing, Complex numbers, Calculus, integration, Round-off errors, rate of convergence, interpolation, root finding, numerical integration and differentiation.

Learning Outcomes: The students are expected to

1. understand the language of standard CAS,
2. be able to choose suitable methods in CAS
3. understand the pitfalls of symbolic computations
4. acquire practical knowledge of a wide range of mathematical techniques,
5. identify existing scientific computing languages and methods.

Grading: Homework and assignments 60-70%, Tests 40-30%.

Common Language for Course Syllabi: Students, please carefully review the following information at the link <https://www.westga.edu/student-services/counseling/assets-counseling/docs/common-language-for-course-syllabi.pdf>. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

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

(Max 4000 characters)

College Approvals

Howard Goodson [APPROVED 2016-03-25]
 Chair, Course Department

Pauline Gagnon [APPROVED 2016-04-15]
 Dean, College of Arts and Humanities

Other Approvals

Matt Varga [APPROVED 2016-09-01]
 Chair, Graduate Programs Committee

Final Approval

David Jenks [REQUIRED]
 Final Approver

Requirements for Regular Admission

The minimum requirements for acceptance as a regular student in the History MA program include:

1. An undergraduate major or minor in history or a closely related field, including survey (or equivalent) courses in American History and European or World History.
2. Acceptable scores on the General (Aptitude) Test of the Graduate Record Examination are at least 151 for the Verbal Section and at least 4.0 for the Writing Section.
3. A cumulative undergraduate grade point average of at least 3.0 on a 4.0 scale for all work taken at all colleges. Students whose undergraduate GPA is above 3.5 are exempt from taking the GRE.
4. An average of at least 3.0 on a 4.0 scale for a major in History or a closely related field.
5. A writing sample that indicates an ability to research and write at the graduate level.
6. Evidence from the personal statement and the letters of recommendation that the applicant's abilities and needs match our resources and course offerings.

Provisional Admission

Students who do not have a major or minor in history or a closely related field, whose GPA or GRE scores are slightly below the minimum requirement, or who for any other reason do not meet the requirements for Regular Admission may be accepted for Provisional Admission if the History Graduate Committee decides this is appropriate. The Committee may set requirements for provisional students to become regular graduate students, including taking particular courses or a specific number of undergraduate and/or graduate courses with at least a B in each class. Any graduate course taken by a provisional student will count toward an MA degree as long as the student makes at least a B in it and meets all other requirements for becoming a regular student. Students who do not meet the minimum requirements or whose degree is not in history or a closely related field may be required to take undergraduate history coursework before being considered for provisional admission.

Addenda III

Class Roster (203)

An email announcement is sent to all faculty when official class roster verification must be done.

Faculty must indicate on each class roster the attendance of all students. 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.

Under no circumstances should a student be permitted to attend the class unless his or her name appears on the official class roster. In the online setting, students who are not listed on the official class roster and students who dropped the course should no longer have access to the course content in the course management system. The student will be referred to the Registrar's Office to determine why his/her name is not on the roster.

Deleted: remain in

Deleted: sent

Certain courses (such as colloquia, special topics, and directed readings) provide for a varying number of hours of credit and a specific title. If such a course is being created for an individual student, the student must obtain an independent study form from the instructor, have it approved by the department chairperson and submit it to the Registrar's Office during registrations or the Drop/Add Period. Faculty members teaching these courses should check their roster carefully and report to the Registrar's Office any discrepancy in number of hours, names of students working with the professor and specific titles of the course. This information must be reported to the Registrar at the time designated by the Registrar.

Rules_9/1/2016

Reporting Grades (205)

~~At mid-term, faculty members should advise each student who is not doing passing work. Depending on the student's individual situation, the instructor may refer the student to the EXCEL Center for assistance with tutoring and study skills and/or the Student Development Office for counseling for study and learning problems.~~

The University of West Georgia follows the uniform grading system of the [University System of Georgia](#). Final grades should never be posted publicly, as this is prohibited under Family Educational Rights and Privacy Act of 1974.

Final grades are entered on BanWeb at **the end of each term. Detailed instructions for reporting grades on BanWeb can be found on the Registrar's Faculty and Staff Resources web page.** ~~according to sent via email.~~

~~Faculty members are expected to meet the announced deadlines for entering final grades. Failure to do so results in a grade of NR (not reported) for the student involved. The NR grade can result in each student suffering an injustice since it affects academic standing in regard to dismissal and to honors. Moreover, an NR grade must ultimately be changed by hand by submitting a UWG Change of Grade form. For each course, faculty members will receive an email that confirms all grades have been successfully submitted or an email that indicates grades are missing.~~

A grade of "I" may be given in lieu of a final grade when a student with work of an acceptable quality (at least a D) is unable to complete the course requirements or take the final examination for non-academic reasons beyond his or her control. ~~An instructor who assigns a grade of "I" will submit an Incomplete Grade Statement form (available on the Academic Affairs Office web page) to the Registrar's Office indicating the level of performance (A, B, C, or D) excluding the missed work and the work that must be done to remove the incomplete. The Registrar will file one copy with the student's permanent record and send one copy to the appropriate department chair. The instructor should also retain one copy.~~ It is the responsibility of the student receiving an "I" to arrange with the instructor (or the department chair if the instructor is not available) to complete the required work. An undergraduate student must coordinate with the faculty member to resolve an "I" during the succeeding semester of enrollment or within one year, whichever comes first; otherwise, the grade will be changed to "F." Graduate students must coordinate with the faculty member to resolve an "I" within one calendar year or the "I" becomes an "F." A student completing the work for a course in which an "I" was received should never re-enroll in the course in a subsequent semester.

Grade Changes can be done in BanWeb UNTIL noon on official DUE DATE each term.

ALL Grades Changes after NOON will require a [Grade Change Form](#). The instructor, department chair, and the Registrar's Office must approve the grade change.

~~Once final grades have been submitted on Banweb, all grade changes must be submitted on a Change of Grade form (available in departmental offices) and have the approval of the appropriate department chairperson before they become effective.~~

~~Each academic department will articulate a process to determine grade changes when the professor is no longer available (i.e., death, moved, cannot be contacted). Policy statements articulated will be sent to the appropriate academic dean, and grade changes will be approved by the dean in accordance with established policy.~~

Rules_9/1/2016



UWG PROCEDURE NUMBER: UWG Procedure 2.7.5, Class Roster

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 procedures for compliance with UWG Policy 2.7 on Teaching Responsibilities:

Purpose of the procedure is to clearly communicate to University of West Georgia faculty how to verify their class attendance.

A. Definitions:

1. *Class Roster*- list of students officially enrolled in a course, as indicated by the current information records of the Registrar's Office.
2. *BanWeb*- web interface to university student information system.

B. Class Roster Procedure:

Faculty are required to verify class roster (*attendance verification*) each semester by the date determined by the university. An email from the Registrar's office is sent to all faculty requiring class roster verification. Faculty indicate in BanWeb whether a student has attended their class. For online courses, student attendance is indicated by logging into the online platform and accessing the course content or by other actions as specified by the faculty member.

Detailed instructions for verification of class roster on BanWeb can be found in the Registrar's Office Faculty Resource page <http://www.westga.edu/registrar/468.php>.

Commented [1]: This link has changed and should be <https://www.westga.edu/student-services/registrar/faculty-staff-resources.php>

Issued by the [title of person charged with writing procedure], **the** ____ **day of** _____, **2016.**

Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Previous version dated: N/A

Rules_4/14/2016



UWG PROCEDURE NUMBER: UWG Procedure 2.7.7, Reporting Grades

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 procedures 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 expectations to meet the announced deadlines for entering midterm grades when required and all final grades A-F, I.

A. Definitions:

1. *Grades*- standardized measurements of varying levels of achievement in a course.
2. *BanWeb*- web interface to university student information system.

B. Reporting Grades Procedure:

Faculty are required to submit all course grades by the announced deadline. Failure to do so may result in disciplinary action. Detailed instructions for reporting grades on BanWeb can be found in the Registrar's Office Faculty Resource page <http://www.westga.edu/registrar/468.php>. After submitting final grades, an automated email from the Registrar's Office will be sent to your westga.edu email address. If you have successfully submitted **ALL** grades, you will receive a "Complete" email. If you have missed any students, you will receive an "Errors" email indicating the course information and which students have missing grades. A grade of "I" may be given in lieu of a final grade when a student with work of an acceptable quality (at least a D) is unable to complete the course requirements or take the final examination for non-academic reasons beyond his or her control.

Commented [1]: This link has changed and should be <https://www.westga.edu/student-services/registrar/faculty-staff-resources.php>

C. Change Grade Procedure:

Grade Changes can be done in BanWeb **UNTIL** noon on official DUE DATE each term. ALL Grades Changes after NOON, will require a Grade Change Form. A grade change form will require the student's name and number, the course information, and the reason for change. The instructor, department chair, and a processor in the Registrar's Office must approve the form. [http://www.westga.edu/assetsDept/registrar/Grade_Change_Form\(1\).pdf](http://www.westga.edu/assetsDept/registrar/Grade_Change_Form(1).pdf)

Each academic department will articulate a process to determine grade changes when the professor is no longer available. Policy statements articulated will be sent to the appropriate academic dean, and grade changes will be approved by the dean in accordance with established policy.

D. Incomplete Work Procedure:

Instructors can assign a grade of Incomplete (I) on BanWeb.

<http://www.westga.edu/registrar/468.php>. Consult your college/school or department for specific guidelines regarding a grade of Incomplete (I).

Commented [2]: This link has changed and should be <https://www.westga.edu/student-services/registrar/faculty-staff-resources.php>

Issued by the [title of person charged with writing procedure], ***the*** ____ ***day of*** _____, ***2016.***

Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Previous version dated: N/A

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