

## Memorandum

**To:** General Faculty

**Date:** October 12, 2016

**Regarding:** Agenda, Faculty Senate Meeting, October, 14 2016, TLC 1-203

The agenda for the October 14, 2016 Faculty Senate meeting will be as follows:

1. Call to order
2. Roll call
3. Minutes

A) Approval of minutes from September 9, 2016 ([see Addendum I](#)).

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

#### **Action Items ([see Addenda II](#)):**

A) College of Arts & Humanities

1. Theater Department
  - a. [Bachelor of Arts with a Major in Theater](#)  
Request: Modify

2. English and Philosophy Department
  - a. [FILM 2000 – Georgia Film Academy](#)  
Request: Modify

B) College of Education

- 1) Department of Sport Management, Wellness, and Physical Education
  - a. [Bachelor of Science in Health and Community Wellness](#)  
Request: Modify
  - b. [CMWL 2100 – Intro to Health and Community Wellness](#)  
Request: Modify
  - c. [CMWL 3102 – Psychology of Health and Wellness](#)  
Request: Add

- d. [CMWL 4100 – Wellness Coaching](#)  
Request: Add
- e. [CMWL 4102 – Service Learning in Health and Community Wellness](#)  
Request: Add
- f. [PWLA 1699 – Healthy Eating and Nutrition](#)  
Request: Add

C) College of Science & Mathematics

- 1) Geosciences Department
  - a. [Bachelor of Science with a Major in Geology](#)  
Request: Modify
- 2) Biology Department
  - a. [BIOL 4735 – Parasitology](#)  
Request: Add

D) College of Social Sciences

- 1) Political Science Department
  - a. [POLS 4801 – Experiential/Service Learning](#)  
Request: Add
- 2) Criminology Department
  - a. [CRIM 2276 – Global Crime and Justice](#)  
Request: Add

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

**Information Item:**

- A) The Committee recommends that the Graduate School considers adopting the Council of Graduate Schools April 15<sup>th</sup> Financial Assistantship Package Resolution agreement at the University of West Georgia.

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

**Information Item:**

- A) The Academic Policies Committee will begin liaising between the LEAP West Steering Committee, ensuring that there is clear communication between LEAP and Faculty Senate.

**Committee XIII: Rules Committee (Susan Welch, Chair)**

**Action Items (See Addenda III):**

- A) UWG Faculty Handbook Section 205, Reporting Grades  
Request: Modify
- B) UWG Procedure 2.7.8, Withdrawals  
Request: Approve
- C) UWG Faculty Handbook Section 205.01, Withdrawal Policy  
Request: Modify
- D) UWG Faculty Handbook Section 205.02, Limited Course Withdrawals  
Request: Modify
- E) UWG Procedure 2.7.1, Faculty Workload  
Request: Approve
- F) UWG Faculty Handbook Section 127, Faculty Workload  
Request: Modify
- G) Restructuring of Faculty Senate committees
  - 1. Faculty senate committee descriptions
    - a. University Policies and Procedures Article IV, Section 2J  
Request: Modify
  - 5. Old business
  - 6. New business
  - 7. Announcements
  - 8. Adjournment

**Addenda I: Minutes**

**University of West Georgia**  
**Faculty Senate Meeting**  
**Draft Minutes**  
**September 9, 2016**

1. Call to order

*Dr. Farmer called the meeting to order at 3:07 p.m. in TLC 1-203.*

2. Roll call

*Present:*

*Blair, Bohannon, Boldt, Breckling (substituting for Neely), Butler, Connell, DeFoor, Elman, Farran, Fujita, Gerhardt, Henderson, Hoang, Johnson, Mahmoud, Mbaye, McCord, McCullers, McGuire, McKendry-Smith, Miller, Mindrila, Ogletree, Penco, Remshagen, Roberts, Robinson, Schroer, Seay, Self, Smallwood, Stanfield, Sterling, Stuart, Tefend, Trotman Scott, Varga, Webb, Welch, Williams, Willox, Yates, Zamostny, Zot*

*Absent:*

*Hipchen, Lee, Lopez, McGuire, Rutledge, Schoon, Velez-Castrillon*

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.

*Note: PHIL 3520 was corrected to PHIL 3250 prior to voting.*

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 3 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.

*All corrections and the addition of the information item were taken as a block and approved unanimously. Previous minutes are to be amended to reflect these changes.*

#### 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

*Items were voted upon together and approved unanimously via voice vote.*

###### B) College of Social Sciences

###### 1) Department of Criminology

###### a) Bachelor of Science with a Major in Criminology

Request: Modify

*Item approved unanimously via voice vote.*

###### 2) Department of Political Science

###### a) POLS 2101 Introduction to Political Science

Request: Add

*Item approved unanimously via voice vote.*

- b) POLS 4606 Politics of Asia

Request: Add

*Item approved unanimously via voice vote.*

**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

*Item approved unanimously via voice vote.*

- b) Master of Professional Counseling in College Student Affairs

Request: Modify

*Item approved unanimously via voice vote.*

- B) College of Science and Mathematics

- 1) Department of Biology

- a) BIOL 5735 Parasitology

Request: Add

*Item approved unanimously via voice vote.*

- 2) Department of Mathematics

- a) MATH 6523 Scientific Computing

Request: Add

*Item approved unanimously via voice vote.*

**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 29<sup>th</sup>.

**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 22<sup>nd</sup>, 2016, the Faculty Senate approved the ad hoc committee of APC's proposal for admitting 10<sup>th</sup> 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 10<sup>th</sup> 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.*

**Dr. McKendry-Smith pointed out that the minor acknowledgement form, approved previously for 10<sup>th</sup> graders, applies to all MOWR students and proposed that the document be required for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders in the program. Dr. McCord asked if the document was legally binding, as her work with adolescents in public school systems involved the "in loco**

parentis” classification that made school officials responsible for adolescents in their charge. Dr. Gantner noted that this classification would not apply to MOWR students.

*Item approved unanimously via voice vote.*

**Committee XIII: Rules Committee (Susan Welch, Chair)**

**Action Items (see Addenda III):**

H) UWG Faculty Handbook Modification of Section 203

1) UWG Faculty Handbook

a) Section 203, Class Roster

Request: Modify

*Item approved unanimously via voice vote.*

I) UWG Faculty Handbook Modification of Section 205

1) UWG Faculty Handbook

a) Section 205, Reporting Grades

Request: Modify

*Dr. Welch shared the modifications made to Section 205: “How To” hyperlinks were added; language was adjusted; the language related to the Incomplete form was removed. Associate Dean Kramer asked about the form, pointing out its importance for deans as they work with students. She asked about how others are using the form and if it is effective for recordkeeping and administrative tracking, when necessary. Dr. Welch withdrew this item so that the committee can further consider the question of language related to Incompletes.*

**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

*Dr. McCord asked if there was a required format for syllabi, as several have come to GPC lacking essential information. After discussion, it was recommended that the committee send back any proposed syllabus that is lacking.*

6. New business

*Dr. Marrero announced that UWG has submitted its monitoring report in regards to academic program assessment (3.3.1) in accordance with SACSCOC requests. Though the monitoring report focused on program assessment, presenting accurate and clear course information specific to student learning outcomes should be reviewed as programs propose courses and present syllabi to students.*

7. Announcements

*There is one week left to vote on the fight song lyrics.*

8. Adjournment

*Dr. Farmer adjourned the meeting at 3:40 p.m.*

Respectfully submitted,  
Dr. Angela Insenga  
Associate Professor of English  
Executive Secretary of the Faculty Senate and General Faculty

**Addenda II: UPC**

## Program View (Read-Only)

## Attachments

Current File: Curriculum Changes to Incorporate FILM in Theatre.docx

## Originator

College of Arts and Humanities  
CollegeTheater Department  
DepartmentElman, Shelly  
Originator

## What would you like to do?

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

## Modifications

 Program Name
  Program Description
  Degree Name
  See Comments

## Shared Governance Process

Senate Action Item (See Procedure)

## Program Selection

College of Arts and Humanities  
CollegeBachelor of Arts with a Major In Theatre  
Existing Program (as shown in the DMA)

Bachelor of Arts with a Major In Theatre

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

On Campus  
Program LocationUndergraduate  
Degree Level

Bachelor of Arts

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

Spring

2017

Effective Semester/Year

## Modification Details

Attached is a document with the same modification (it might be easier to read).

1. In Core Area F, add "or FILM 1000" to THEA 1291: Voice and Movement I and to 1000-or---2000 Level Course MUST BE ART OR MUSIC to read:

CORE AREA F - 18 hours

THEA 1100: Theatre Appreciation (3)

FOREIGN LANGUAGE 2001 &amp; 2002 (6)

THEA 2100: Play Analysis (3)

THEA 1291: Voice &amp; Movement I OR FILM 1000 (3)

1000-or---2000 Level Course MUST BE ART, MUSIC, OR FILM (3)

2. In Courses Specific to the Major, add "or FILM 2000" to THEA 1112 Production & Performance and to THEA 2111 & 2112 Production & Performance to read:

COURSES SPECIFIC TO THE MAJOR-45 hours

THEA 1000: Theatre Laboratory (0)

THEA 1111 Production and Performance (1)

THEA 1112 Production and Performance or FILM 2000 (1)

THEA 2111 &amp; 2112 Production and Performance or FILM 2000 (2)

THEA 2214 Concepts in Theatre Design (3)

THEA 2290 Stagecraft (3)

THEA 2291 Acting I (3)

THEA 2390 Stage Make Up (3)

---THEA 3291 Voice &amp; Movement II or THEA 4485 Special Topics or THEA 4486 Internship (3)

THEA 3392 Acting II or THEA Costume Design (3)

THEA 3394 Directing (DSW) (3)

THEA 3111 &amp; THEA 3112 Production and Performance (2)

THEA 3415: Playwriting I: Devised Theatre (3)

THEA 3357 Theatre History I (DSW) (3)

THEA 4111 Production and Performance Capstone (3)

THEA 4412 Acting III (DSW) or THEA 3214 Scenography (DSW) (3)

THEA 4415 Playwriting II (DSW) (3)

THEA 4457W Theatre History II (3)

3. The last three credits to fulfill the FILM 2000 course will come out

(Max 4000 characters)

## Rationale

In an effort to serve students in the Theatre Major who are interested in learning about the production end of the film industry, the Theatre faculty choose to modify our curriculum so that the FILM 1000 and 2000 courses, worth six credits each (12 credit hours total), can be taken within the 120 credit hour theatre curriculum. The Film and Theatre industries are kissing cousins; learning aspects of production elements in both fields is best practice within the Bachelor of Arts degree, while also serving both disciplines. The

(Max 4000 characters)

## Attachments

Current File: Curriculum Changes to Incorporate FILM in Theatre.docx

<p><b>SACSCOC Substantive Change</b></p> <p>Please review the <a href="#">Policy Summary and Decision Matrix</a> Send questions to <a href="mailto:cjenks@westga.edu">cjenks@westga.edu</a></p> <p>Check all that apply to this program</p> <p><input type="checkbox"/> Significant departure from previously approved programs</p> <p><input type="checkbox"/> New instructional site at which more than 50% of program is offered</p> <p><input type="checkbox"/> Change in credit hours required to complete the program</p> <p><input type="checkbox"/> Program deactivation</p> <p><input checked="" type="checkbox"/> None of these apply</p>	<p><b>Comments</b></p> <p>This is not a modification to the program name, we're not adding a track or concentration, nor are we changing the name of a track/concentration. We are making changes to the catalog, but not to the catalog description nor the degree name. We are just modifying our program so that students can take 12 credit hours in FILM courses through the Georgia Film Academy. The 12 credit hours of FILM courses through the GFA will be taken off campus (the rest of our program remains on campus).</p> <p>(Max 4000 characters)</p>	
<p><b>College Approvals</b></p> <p><b>Pauline Gagnon</b> [APPROVED 2016-08-25] Chair, Course Department</p> <p><b>Pauline Gagnon</b> [APPROVED 2016-09-21] Dean, College of Arts and Humanities</p>	<p><b>Other Approvals</b></p> <p><b>Cale Self</b> [APPROVED 2016-10-06] Chair, Undergraduate Programs Committee</p> <p><b>Julia Farmer</b> [REQUIRED] Chair of the Faculty Senate</p>	<p><b>Final Approval</b></p> <p><b>David Jenks</b> [REQUIRED] Final Approver</p>

## Theatre Curriculum Changes

**Rationale:** In an effort to serve students in the Theatre Major who are interested in learning about the production end of the film industry, the Theatre faculty choose to modify our curriculum so that the FILM 1000 and 2000 courses, worth six credits each (12 credit hours total), can be taken within the 120 credit hour theatre curriculum. The Film and Theatre industries are kissing cousins; learning aspects of production elements in both fields is best practice within the Bachelor of Arts degree, while also serving both disciplines.

Modifications:

1. In Core Area F, add “or FILM 1000” to THEA 1291: Voice and Movement I and to 1000—or---2000 Level Course MUST BE ART OR MUSIC to read:

**CORE AREA F – 18 hours**

THEA 1100: Theatre Appreciation	(3)
FOREIGN LANGUAGE 2001 & 2002	(6)
THEA 2100: Play Analysis	(3)
THEA 1291: Voice & Movement I OR FILM 1000	(3)
1000—or---2000 Level Course MUST BE ART, MUSIC, OR FILM	(3)

2. In Courses Specific to the Major, add “or FILM 2000” to the following in red to read:

**COURSES SPECIFIC TO THE MAJOR—45 hours**

THEA 1000: Theatre Laboratory	(0)
THEA 1111 Production and Performance	(1)
THEA 1112 Production and Performance or FILM 2000	(1)
THEA 2111 & 2112 Production and Performance or FILM 2000	(2)
THEA 2214 Concepts in Theatre Design	(3)
THEA 2290 Stagecraft	(3)
THEA 2291 Acting I	(3)
THEA 2390 Stage Make Up	(3)
THEA 3291 Voice & Movement II or THEA 4485 Special Topics or THEA 4486 Internship	(3)
THEA 3392 Acting II or THEA Costume Design	(3)
THEA 3394 Directing (DSW)	(3)
THEA 3111 & THEA 3112 Production and Performance	(2)
THEA 3415: Playwriting I: Devised Theatre	(3)
THEA 3357 Theatre History I (DSW)	(3)
THEA 4111 Production and Performance Capstone	(3)
THEA 4412 Acting III (DSW) or THEA 3214 Scenography (DSW)	(3)
THEA 4415 Playwriting II (DSW)	(3)
THEA 4457W Theatre History II	(3)

3. The last three credits to fulfill the FILM 2000 course will come out of the free electives listed below. We hesitate to put this in the catalog because we think students will find it confusing.

**Free Electives: 9 hours**

**6 credit hours must be in courses numbered 3000 or above outside the major**

## Course View (Read Only)

## Originator

English and Philosophy Department  
DepartmentCollege of Arts and Humanities  
CollegePearson, Meg  
Originator

## What would you like to do?

 Add New Course
  Modify Existing Course
  Delete Existing Course

## Modifications

 Prerequisites
  Corequisites
  Description
  Title
  Credit
  See Comments

## Shared Governance Process

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

## Course Details

FILM	2000	Georgia Film Academy II
Prefix	Number	Course Title

This course is the second of a two-course certificate program designed specifically to provide students with a basic level of on-set film production skills, knowledge and experience with film-industry standard organizational structure, professional equipment and on-set procedures. The skills and knowledge gained in Course I will form a foundation for students to be able to perform at an entry-level on working productions. This course will focus on professional-level productions, on which students will have roles in on-set and pre-production crafts. Students will: 1. Demonstrate knowledge of on-set protocols and relationships. 2. Demonstrate basic abilities in multiple entry-level on-set jobs.\* 3. Interpret and apply instructions from on-set supervisors. 4. Summarize the above experiences for purposes of self-marketing. \*May Include Camera, Lighting, Electrical, Security, Second Unit Director/Assistant Director, Art Department (Set Decorator/dressing, Production Design, Props), Set Construction, Makeup/Hair Department, Wardrobe Department, Sound Department, Post-Production (editing), Production Assistant, Locations, Script Supervisor (Continuity), Production Office, Production Accounting.

3	3	6	Spring - 2017	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

## Prerequisites

## Corequisites

## Rationale

The Georgia Film Academy has altered the credit hour structure for this course across the system. This modification brings our campus's course into line with theirs, from 12 hours to 6 hours.



<p><b>Planning Info</b></p> <p><input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement</p> <p>Is this a SACS substantive change? NO <a href="#">(See Policy)</a></p> <p>Present or Projected Annual Enrollment: <input type="text" value="30"/></p>	<p><b>Comments</b></p>	
<p><b>College Approvals</b></p> <p><b>Pauline Gagnon</b> [APPROVED 2016-09-21] Dean, College of Arts and Humanities</p> <p><b>Meg Pearson</b> [APPROVED 2016-08-11] Chair, Course Department</p>	<p><b>Other Approvals</b></p> <p><b>Julia Farmer</b> [REQUIRED] Chair of the Faculty Senate</p> <p><b>Cale Self</b> [APPROVED 2016-10-06] Chair, Undergraduate Programs Committee</p>	<p><b>Final Approval</b></p> <p><b>David Jenks</b> [REQUIRED] Final Approver</p>

## Program View (Read-Only)

## Attachments

Current File: [Current and Revised Program Sheet.pdf](#)

## Originator

College of Education  
CollegeSport Management, Wellness, and Physical Education  
DepartmentStewart, Bridgette  
Originator

## What would you like to do?

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

## Modifications

 Program Name
  Program Description
  Degree Name
  See Comments

## Shared Governance Process

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

## Program Selection

College of Education  
CollegeBachelor of Science In Health and Community Wellness  
Existing Program (as shown in the [CMA](#))

Bachelor of Science In Health and Community Wellness

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

On Campus  
Program LocationUndergraduate  
Degree Level

Bachelor of Science

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

Spring

2017

Effective Semester/Year

## Modification Details

The curriculum for the Health and Community Wellness program is being changed to align with the National Wellness Institute's accreditation standards. The National Wellness Institute (NWI) was formed to realize the mission of providing health promotion and wellness professionals resources and services that fuel professional and personal growth. We conducted an external and internal review of our current program. Aligning our program to the NWI national standards strengthens our program and, in turn, makes our graduates more marketable in the field. Upon our external and internal review, several existing courses were added to the program to meet the NWI accreditation standards, specifically in area F: PHED 2604 Human Anatomy and Physiology II, PSYC 1101 Introduction to Psychology, and MATH 2063 Introductory Statistics.

We removed the two different concentrations. Several new courses were created to meet the NWI accreditation standards as well: CMWL 3101 Mental and Emotional Wellness, CMWL 3102 Psychology of Health and Wellness, CMWL 4000 Exercise/Wellness Programming for Special Populations, CMWL 4100 Wellness Coaching, CMWL 4101 Worksite Wellness Programs, CMWL 4102 Service Learning in Health and Community Wellness.

To ensure a higher standard for this program, all students must make a grade of C or better in their professional content courses (all courses on the right hand side of the program sheet).

CMWL 2100 Introduction to Health and Community Wellness is being moved from professional content to area F. Currently, this course is listed as a 3-credit hour course. It is being changed to a 2-credit hour course to maintain the current 60 hour requirement for total core curriculum and to align with other introductory courses in other programs across the college.

All courses used in the 5 elective area must be at the 3000 level or above.

(Max 4000 characters)

## Rationale

The curriculum for the Health and Community Wellness program is being changed to align with the National Wellness Institute's accreditation standards. The National Wellness Institute (NWI) was formed to realize the mission of providing health promotion and wellness professionals resources and services that fuel professional and personal growth. We conducted an external and internal review of our current program. Aligning our program to the NWI national standards strengthens our program and, in turn, makes our graduates more marketable in the field. Upon our external and internal review, several existing courses were added to the program to meet the NWI accreditation standards, specifically in area F: PHED 2604 Human Anatomy and Physiology II, PSYC 1101 Introduction to Psychology, and MATH 2063 Introductory Statistics.

Several new courses were created to meet the NWI accreditation standards as well: CMWL 3101 Mental and Emotional Wellness, CMWL 3102 Psychology of Health and Wellness, CMWL 4000 Exercise/Wellness Programming for Special Populations, CMWL 4100 Wellness Coaching, CMWL 4101 Worksite Wellness Program, CMWL 4102 Service Learning in Health and Community Wellness.

To ensure a higher standard for this program, all students must make a grade of C or better in their professional content courses (all courses on the right hand side of the program sheet).

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In order to maintain and ensure high standards and rigor in this program, all courses used in the 5 elective area must be at the 3000 level or above. In special situations where a 2000 level course needs to be used in the 5 elective area, the student must gain permission from their academic advisor first.

The Department of Sport Management, Wellness, and Physical Education will identify students through Admissions who have chosen the Community Education and Care Concentration. We will work with these students through the COE Advising Center to make appropriate accommodations to keep them on track for graduation. The accommodations will be, but not limited to, appropriate course substitutions or focused independent study.

(Max 4000 characters)

## Attachments

Current File: [Current and Revised Program Sheet.pdf](#)

<p><b>SACSCOC Substantive Change</b>  Please review the <a href="#">Policy Summary and Decision Matrix</a>  Send questions to <a href="mailto:cjenks@westga.edu">cjenks@westga.edu</a></p> <p>Check all that apply to this program</p> <p><input type="checkbox"/> Significant departure from previously approved programs</p> <p><input type="checkbox"/> New instructional site at which more than 50% of program is offered</p> <p><input type="checkbox"/> Change in credit hours required to complete the program</p> <p><input type="checkbox"/> Program deactivation</p> <p><input checked="" type="checkbox"/> None of these apply</p>	<p><b>Comments</b>  The name of the degree and program is not changing. The curriculum within the program is changing. Modification details and rationale have been added above.</p> <p>(Max 4000 characters)</p>	
<p><b>College Approvals</b></p> <p><b>Laura Smith</b> [APPROVED 2016-07-06]  Associate Dean, College of Education</p> <p><b>Brian Mosier</b> [APPROVED 2016-06-09]  Chair, Course Department</p>	<p><b>Other Approvals</b></p> <p><b>Cale Self</b> [APPROVED 2016-10-06]  Chair, Undergraduate Programs Committee</p> <p><b>Julia Farmer</b> [REQUIRED]  Chair of the Faculty Senate</p>	<p><b>Final Approval</b></p> <p><b>David Jenks</b> [REQUIRED]  Final Approver</p>

Current

**B.S. with a Major in Health and Community Wellness**  
Advising Sheet

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

CORE CURRICULUM	Hrs	Gr	Trf	PROFESSIONAL**	Hrs	Gr	Trf
<b>A. Essential Skills</b>	<b>9</b>			<b>Foundation Classes for the Degree (All Required)</b>	<b>24</b>		
1. ENGL 1101	3			SOCI 1160 Intro to Social Problems	3		
2. ENGL 1102	3			*CMWL 2100 Intro to Health and Community Wellness	3		
3. MATH 1111 (Recommended)	3			CEPD 2121 Organizational Leadership	3		
<b>B. Institutional Priorities</b>	<b>4-5</b>			*PHED 2603 Human Anatomy and Physiology I	3		
1. COMM 1110 (Recommended)	3			*CMWL 3100 Lifespan Development	3		
2. Elective course in B.	1-2			^MEDT 3401 Technology or ^PHED 3401 Integrating Technology in Health and Physical Education	3		
<b>C. Humanities/Arts</b>	<b>6</b>			SPED 3703 Behavior Modification	3		
1. XIDS 2100 (Recommended)	3			CEPD 4101 Educational Psychology	3		
2. Elective course in C.	3			<b>Concentration: Community Education and Care (Option)</b>	<b>21</b>		
<b>D. Science, Math, Technology</b>	<b>10-11</b>			CMWL 3110 Program Evaluation in Community Settings	3		
1. BIOL 1010-1010L (Recommended)	4			SOCI 3134 Intro to Social Work and Social Welfare	3		
2. Elective course in D.	3			CEPD 3200 Skills and Ethics in Human Services	3		
3. Elective course in D.	3			SLPA 3702 Speech and Language Acquisition	3		
<b>E. Social Sciences</b>	<b>12</b>			CEPD 4200 Working with Diverse Populations in Human Services	3		
1. HIST 1111 or 1112	3			READ 4201 Language & Literacy for Diverse Populations	3		
2. HIST 2111 or 2112	3			SPED 4712 Language, Communication, and Technology: Mild Disabilities	3		
3. POLS 1101	3			<b>Concentration: Fitness and Wellness Leadership (Option)</b>	<b>21</b>		
4. Elective course in E.	3			PHED 3210 Healthy Eating and Nutrition	3		
<b>F. Program Related Courses</b>	<b>18</b>			PHED 3220 Health Promotion, Education, and Program Evaluation	3		
1. PHED 2628 First Aid/CPR	1			PHED 3230 Exercise Leadership	3		
2. PHED 2000 Applied Concepts of Fitness and Wellness	3			PHED 3240 Current Issues and Trends in Fitness and Wellness Leadership	3		
3. EDUC 2120 Exploring Socio Cultural Perspectives on Diversity	3			PHED 4501 Contemporary Health Issues	3		
4. SOCI 1101 Intro to Sociology	3			PHED 4603 Advanced Concepts of Personal Training	3		
5. CS 1020 Computers in Society	2			PHED 4631 Prevention and Care of Fitness and Sport-Related Injuries	3		
6. BUSA 2106 Legal & Ethical Environment of Business	3			<b>Electives Recommended</b>	<b>15</b>		
7. COMM 1154 Intro to Mass Communication	3			**Elective 1	3		
				**Elective 2	3		
				**Elective 3	3		
				**Elective 4	3		
				**Elective 5	3		
<b>Total Core Curriculum</b>	<b>60</b>			<b>Total Prof Education</b>	<b>60</b>		
				<b>Total Core</b>	<b>60</b>		
				<b>Total Program</b>	<b>120</b>		

\* Required before concentration begins

Minimum 2.0 GPA required for graduation

\*\* Students can enroll in an elective course within the degree in a separate concentration, or in another degree program as a minor

^ Requires basic computer proficiency by completing MEDT 2401 or equivalent

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Advisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Revised

**B.S. with a Major in Health and Community Wellness**  
**DEPARTMENT OF SPORT MANAGEMENT, WELLNESS, AND PHYSICAL EDUCATION**

Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

CORE CURRICULUM	Hrs	Gr	Trf	PROFESSIONAL**	Hrs	Gr	Trf
<b>A. Essential Skills</b>	9				60		
1. ENGL 1101	3			PHED 2685 Health, Wellness, and Society	3		
2. ENGL 1102	3			CMWL 3100 Lifespan Development	3		
3. MAT11 1001 (Recommended)	3			CMWL 3101 Mental and Emotional Wellness	3		
<b>B. Institutional Priorities</b>	4-5			CMWL 3102 Psychology of Health and Wellness	3		
1. COMM 1110 (Recommended)	3			PHED 4501 Contemporary Health Issues	3		
2. Elective course in B.	1-2			CMWL 4000 Exercise/Wellness Programming for Special Populations	3		
<b>C. Humanities/Arts</b>	6			PHED 3210 Healthy Eating and Nutrition	3		
1. XIDS 2100 (Recommended)	3			PHED 3230 Exercise Leadership	3		
2. Elective course in C.	3			PHED 3240 Current Issues and Trends in Fitness and Wellness Leadership	3		
<b>D. Science, Math, Technology</b>	10-11			PHED 4603 Advanced Concepts of Personal Training	3		
1. BIOL 1010-1010L (Recommended)	4			PHED 3401 Integrating Technology in HIPE	3		
2. Elective course in D.	3			CMWL 4100 Wellness Coaching	3		
3. Elective course in D.	3			CMWL 4101 Worksite Wellness Programs	3		
<b>E. Social Sciences</b>	12			CMWL 4102 Service Learning in Health and Community Wellness	3		
1. HIST 1111 or 1112	3			PHED 3220 Health Promotion, Education, and Program Evaluation	3		
2. HIST 2111 or 2112	3						
3. POLS 1101	3			<i>5 electives below are for an approved minor or special topics courses</i>			
4. Elective course in E.	3			*Elective 1	3		
<b>F. Program Related Courses</b>	18			*Elective 2	3		
1. PHED 2628 First Aid/CPR	1			*Elective 3	3		
2. PHED 2000 Applied Concepts of Fitness and Wellness	3			*Elective 4	3		
3. CMWL 2100 Intro. to Health and Community Wellness	2			*Elective 5	3		
4. PHED 2603 Human Anatomy and Physiology I	3			<i>*All electives must be at the 3000 level or above. The academic advisor must approve any 2000 level courses.</i>			
5. PHED 2604 Human Anatomy and Physiology II	3						
6. PSYC 1101 Introduction to Psychology	3						
7. MAT11 2063 Introductory Statistics	3						
<b>Total Core Curriculum</b>	<b>60</b>			<b>Total Prof Education</b>	<b>60</b>		
				<b>Total Core</b>	<b>60</b>		
				<b>Total Program</b>	<b>120</b>		

Minimum 2.0 GPA required for graduation

\*\*All courses on the right hand side of the program sheet must earn a grade of C or better.

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Advisor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

College of Education  
 University of West Georgia

Sport Management, Wellness, and Physical Education  
 Effective Spring 2017

Course View (Read Only)

Attachments

Current File: [CMWL 2100 Current and Revised Syllabi.PDF](#)

Originator

Sport Management, Wellness, and PI  
Department

College of Education  
College

Stewart, Bridgette  
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

**CMWL**      **2100**      **Intro to Health and Community Wellness**  
 Prefix      Number      Course Title

This undergraduate course is an introduction to the Health and Community Wellness degree. Through this course, students will discover the many aspects of an undergraduate degree in Health and Community Wellness, including an overview of the classes required, current and future opportunities available with a degree in this field, the potential opportunities, certifications, and work experiences which students can pursue.

Course Catalog Description

2	0	2	Spring - 2017	Spring and Fall	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

CMWL 2100 Introduction to Health and Community Wellness is being moved from professional content to area F. Currently, this course is listed as a 3-credit hour course. It is being changed to a 2-credit hour course to maintain the current 60 hour requirement for total core curriculum and to align with other introductory courses in other programs across the college. Course description is being modified as well by removing the last sentence that reflects two separate concentrations. This program will no longer have two separate concentrations so the course description needed to be modified to reflect the program change.

<p><b>Planning Info</b></p> <p><input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement</p> <p>Is this a SACS substantive change? NO <a href="#">(See Policy)</a></p> <p>Present or Projected Annual Enrollment: <u>100</u></p>	<p><b>Comments</b></p>	
<p><b>Attachments</b></p> <p>Current File: <a href="#">CMWL 2100 Current and Revised Syllabi.PDF</a></p>		
<p><b>College Approvals</b></p> <p><b>Brian Mosier</b> [APPROVED 2016-06-10]</p> <hr/> <p>Chair, Course Department</p> <p><b>Laura Smith</b> [APPROVED 2016-07-05]</p> <hr/> <p>Associate Dean, College of Education</p>	<p><b>Other Approvals</b></p> <p><b>Cale Self</b> [APPROVED 2016-10-06]</p> <hr/> <p>Chair, Undergraduate Programs Committee</p> <p><b>Julia Farmer</b> [REQUIRED]</p> <hr/> <p>Chair of the Faculty Senate</p>	<p><b>Final Approval</b></p> <p><b>David Jenks</b> [REQUIRED]</p> <hr/> <p>Final Approver</p>

**INTRODUCTION TO HEALTH AND COMMUNITY WELLNESS - CMWL 2100****Semester Hours** 3**Semester / Year** Fall 2015**Instructor****Office Location****Office Hours****Phone****E-mail****Fax****Online Support**CourseDen Home Page  
<https://westga.view.usg.edu/>CourseDen Help & Troubleshooting  
<http://www.westga.edu/~distance/webctl/help>UWG Distance Learning  
<http://distance.westga.edu/>UWG On-Line Connection  
<http://www.westga.edu/~online/>Distance Learning Library Services  
<http://westga.edu/~library/depts/offcampus/>Ingram Library Services  
<http://westga.edu/~library/info/library.shtml>University Bookstore  
<http://www.bookstore.westga.edu/>**COURSE DESCRIPTION**

This undergraduate course is an introduction to the Health and Community Wellness degree. Through this course, students will discover the many aspects of an undergraduate degree in Health and Community Wellness, including an overview of the classes required, the current and future opportunities available with a degree in this field, the potential opportunities, certifications, and work experiences which students can pursue, and introductory knowledge of



the two concentrations within the degree: Community Education and Care; and Fitness and Wellness Leadership.

### **COE Vision**

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

### **COE Mission**

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

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

### **APPROACHES TO INSTRUCTION**

Various pedagogical methods used for this class include: discussion and activities, lecture, online resources and a culminating project.

### **COURSE OBJECTIVES**

Students will:

1. identify the professional roles and responsibilities of professionals working in the fields of health, fitness, wellness, education, and social welfare (Cottrell, Girvan, & McKenzie, 2015; Mehr & Kanwischer, 2011; Popple & Leighninger, 2011);
2. describe the current trends and issues related to community wellness, including community education and care, and fitness and wellness leadership (Cottrell, Girvan, & McKenzie, 2015; Mehr & Kanwischer, 2011; Popple & Leighninger, 2011);
3. describe the ethical issues and legal considerations of working for social change among diverse populations (Cottrell, Girvan, & McKenzie, 2015; Mehr & Kanwischer, 2011; Popple & Leighninger, 2011);
4. compare and contrast medical, psychiatric, and behavioral approaches to affecting social change (Cottrell, Girvan, & McKenzie, 2015; Harrison, 2004; Mehr & Kanwischer, 2011; Popple & Leighninger, 2011); and

5. identify the needs, opportunities, barriers, and potential experiences related to working in a variety of careers in the community wellness fields (Cottrell, Girvan, & McKenzie, 2015)

## **TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES**

### **Required Text:**

Srebalus, D.J., & Brown, D. (2001). *A guide to the helping professions*. Upper Saddle River, NJ: Pearson.

### **Course References:**

Cottrell, R.R., Girvan, J.T. & McKenzie, J.F. (2015). *Principles and foundations of health promotion and education*. Upper Saddle River, NJ: Pearson.

Harrison, T.C. (2004). *Consultation for contemporary helping professionals*. Upper Saddle River, NJ: Pearson.

Mehr, J.J., & Kanwischer, R. (2011). *Human services: Concepts and intervention strategies, 11/E*. Upper Saddle River, NJ: Pearson.

Popple, P.R., & Leighninger, L. (2011). *Social work, social welfare, and American society, 8/E*. Upper Saddle River, NJ: Pearson.

## **ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY**

### **Assignments:**

#### Community Wellness Professional Interview (20 points)

Students will conduct an interview with a professional working in the field of community wellness. Specific topics and interview questions will be discussed in class. A written summary of the interview will be submitted for a grade.  
(Objectives 1 & 5)

#### Cultural Immersion Project (50 points)

Students will expand their understanding of diverse populations through this project. Students will be expected to engage in a cultural experience in the surrounding community and submit a written summary of the experience for a grade. Cultural experiences will vary for each student depending on location and interest and MUST be approved by the course instructor. Examples might include spending a day in an inner city YMCA, soup kitchen, hospital, or women's shelter. A written reflection of the experience will be submitted for a grade.  
(Objectives 2 & 3)

#### Current Trends Article Reviews (4 @ 10 each = 40 points)

Students will select, read, and write a critical review of four (4) different articles related to current trends and issues in the community wellness fields. Article selections can be aligned to

student interest but must be chosen from a list of pre-approved articles assigned by the course instructor.

(Objectives 1 & 2)

Ethics Paper (40 points)

Students will be expected to write an essay on the ethical issues and legal considerations of working in the community wellness fields. Students will be expected to cover a variety of professional roles and use specific examples from the course textbook, professional articles, and class discussions.

(Objectives 3 & 4)

Final Exam (50 points)

A cumulative exam covering information from the required text and from class discussions will be given in class during finals week.

(Objectives 1, 2, 3, 4, 5)

**Evaluation Procedures:**

Community Wellness Professional Interview	20 points
Cultural Immersion Project	50 points
Current Trends Article Reviews (4)	40 points
Ethics Paper	40 points
Final Exam	50 points
<b>Total</b>	<b>200 points</b>

**Grading Policy**

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- 59% or less = F

**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. The following link will take you to the University Policies: [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf).

**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:** You are responsible for all information and changes in the course content that may occur in your absence. No make-up assignments will be allowed. It is the student's responsibility to ensure that all requirements are completed in a timely manner.

**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](http://www.westga.edu/studentDev/index_8884.php).

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### CLASS OUTLINE

Date	Topic	Assignments
Week 1	Course Introduction	
Week 2	Community wellness professionals	Article Review
Week 3	Education across the lifespan	
Week 4	Language and literacy across the lifespan	Article Review
Week 5	Speech and language acquisition	
Week 6	Human services & social welfare	Article Review

Week 7	Affecting social change	
Week 8	Medical, psychiatric, and behavioral approaches to community wellness	Article Review
Week 9	Ethical practice in community wellness	
Week 10	Introduction to health and wellness	
Week 11	Exercise programs and opportunities	Ethics Paper
Week 12	Fitness professionals and leadership development	
Week 13	Working with diverse populations in community wellness	Professional Interview
Week 14	Professionalism	Cultural Immersion Project
Week 15	Communication	
Week 16	Final Exam	

*Revised*

CMWL 2100, Spring 2017 1

**INTRODUCTION TO HEALTH AND COMMUNITY WELLNESS  
CMWL 2100**

**Semester Hours**                    2

**Semester / Year**                Spring 2017

**Instructor**

**Office Location**

**Office Hours**

**Phone**

**E-mail**

**Fax**

**Online Support**

CourseDen Home Page  
<https://westga.view.usg.edu/>

CourseDen Help & Troubleshooting  
<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning  
<http://distance.westga.edu/>

UWG On-Line Connection  
<http://www.westga.edu/~online/>

Distance Learning Library Services  
<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services  
<http://westga.edu/~library/info/library.shtml>

University Bookstore  
<http://www.bookstore.westga.edu/>

**COURSE DESCRIPTION**

This undergraduate course is an introduction to the Health and Community Wellness degree. Through this course, students will discover the many aspects of an undergraduate degree in Health and Community Wellness, including an overview of the classes required, current and future opportunities available with a degree in this field, the potential opportunities, certifications, and work experiences which students can pursue.

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

### **APPROACHES TO INSTRUCTION**

This course is delivered face to face. Various pedagogical methods used for this class include: discussion and activities, lecture, online resources and a culminating project.

### **COURSE OBJECTIVES**

Students will:

1. identify the professional roles and responsibilities of professionals working in the fields of health, fitness, wellness, education, and social welfare (Cottrell, Girvan, & McKenzie, 2015; Mehr & Kanwischer, 2011; Popple & Leighninger, 2011);
2. describe the current trends and issues related to community wellness, including community education and care, and fitness and wellness leadership (Cottrell, Girvan, & McKenzie, 2015; Mehr & Kanwischer, 2011; Popple & Leighninger, 2011);
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4. compare and contrast medical, psychiatric, and behavioral approaches to affecting social change (Cottrell, Girvan, & McKenzie, 2015; Harrison, 2004; Mehr & Kanwischer, 2011; Popple & Leighninger, 2011); and
5. identify the needs, opportunities, barriers, and potential experiences related to working in a variety of careers in the community wellness fields (Cottrell, Girvan, & McKenzie, 2015)

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

### Required Text:

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### Course References:

Cottrell, R.R., Girvan, J.T. & McKenzie, J.F. (2015). *Principles and foundations of health promotion and education*. Upper Saddle River, NJ: Pearson.

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Popple, P.R., & Leighninger, L. (2011). *Social work, social welfare, and American society, 8/E*. Upper Saddle River, NJ: Pearson.

## ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

### Assignments:

#### Community Wellness Professional Interview (20 points)

Students will conduct an interview with a professional working in the field of community wellness. Specific topics and interview questions will be discussed in class. A written summary of the interview will be submitted for a grade.

(Objectives 1 & 5)

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Students will expand their understanding of diverse populations through this project. Students will be expected to engage in a cultural experience in the surrounding community and submit a written summary of the experience for a grade. Cultural experiences will vary for each student depending on location and interest and **MUST** be approved by the course instructor. Examples might include spending a day in an inner city YMCA, soup kitchen, hospital, or women's shelter. A written reflection of the experience will be submitted for a grade.

(Objectives 2 & 3)

#### Current Trends Article Reviews (4 @ 10 each = 40 points)

Students will select, read, and write a critical review of four (4) different articles related to current trends and issues in the community wellness fields. Article selections can be aligned to student interest but must be chosen from a list of pre-approved articles assigned by the course instructor.

(Objectives 1 & 2)



Ethics Paper (40 points)

Students will be expected to write an essay on the ethical issues and legal considerations of working in the community wellness fields. Students will be expected to cover a variety of professional roles and use specific examples from the course textbook, professional articles, and class discussions.

(Objectives 3 & 4)

Final Exam (50 points)

A cumulative exam covering information from the required text and from class discussions will be given in class during finals week.

(Objectives 1, 2, 3, 4, 5)

**Evaluation Procedures:**

Community Wellness Professional Interview	20 points
Cultural Immersion Project	50 points
Current Trends Article Reviews (4)	40 points
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Final Exam	50 points
<b>Total</b>	<b>200 points</b>

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90-100% = A

80-89% = B

70-79% = C

60-69% = D

59% or less = F

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at [http://www.westga.edu/assets/Dept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assets/Dept/vpaa/Common_Language_for_Course_Syllabi.pdf). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

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

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**CLASS OUTLINE**

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Week 8	Medical, psychiatric, and behavioral approaches to community wellness	Article Review
Week 9	Ethical practice in community wellness	
Week 10	Introduction to health and wellness	

Week 11	Exercise programs and opportunities	Ethics Paper
Week 12	Fitness professionals and leadership development	
Week 13	Working with diverse populations in community wellness	Professional Interview
Week 14	Professionalism	Cultural Immersion Project
Week 15	Communication	
Week 16	Final Exam	

## Course View (Read Only)

## Attachments

Current File: [CMWL 3102 Psychology of Health and Wellness Syllabus.pdf](#)

## Originator

Sport Management, Wellness, and PI  
DepartmentCollege of Education  
CollegeStewart, Bridgette  
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

CMWL 3102 Psychology of Health and Wellness  
Prefix Number Course Title

Prerequisite: The course is restricted to CMWL majors. Review the science that connects human behaviors and psychological variables to health status. The role of Psychology in disease, injury, premature death, substance abuse, exercise, diet, stress, social relationships, coping behaviors and high level wellness, both to individual and society. Includes interrelatedness of wellness dimensions, healthy and destructive behaviors, managing chronic diseases, psychosocial aspects of final illness and death, and delivery of health services.

## Course Catalog Description

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

## Prerequisites

## Corequisites

## Rationale

CMWL 3102 Psychology of Health and Wellness was created to meet the National Wellness Institute's standards based upon the recommendation from an external review. The National Wellness Institute (NWI) was formed to realize the mission of providing health promotion and wellness professionals resources and services that fuel professional and personal growth. All course objectives created for this course are measurable and assessable. SPED 3703 Behavior Modification will count as equivalent course credit through Spring 2017 to accommodate students that have selected the Community Education and Care Concentration.

<p><b>Planning Info</b></p> <p><input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement</p> <p>Is this a SACS substantive change? NO (See Policy)</p> <p>Present or Projected Annual Enrollment: 100</p>	<p><b>Comments</b></p>	
<p><b>Attachments</b></p> <p>Current File: CMWL_3102_Psychology of Health and Wellness_Syllabus.pdf</p>		
<p><b>College Approvals</b></p> <p><b>Brian Mosier</b> [APPROVED 2016-06-10] Chair, Course Department</p> <p><b>Laura Smith</b> [APPROVED 2016-07-05] Associate Dean, College of Education</p>	<p><b>Other Approvals</b></p> <p><b>Cale Self</b> [APPROVED 2016-10-06] Chair, Undergraduate Programs Committee</p> <p><b>Julia Farmer</b> [REQUIRED] Chair of the Faculty Senate</p>	<p><b>Final Approval</b></p> <p><b>David Jenks</b> [REQUIRED] Final Approver</p>

**Psychology of Health and Wellness  
CMWL 3102**

**Semester Hours** 3

**Semester / Year** Spring 2017

**Instructor**

**Office Location**

**Office Hours**

**Phone**

**E-mail**

**Fax**

**Online Support**

CourseDen Home Page  
<https://westga.view.usg.edu/>

CourseDen Help & Troubleshooting  
<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning  
<http://distance.westga.edu/>

UWG On-Line Connection  
<http://www.westga.edu/~online/>

Distance Learning Library Services  
<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services  
<http://westga.edu/~library/info/library.shtml>

University Bookstore  
<http://www.bookstore.westga.edu/>

**COURSE DESCRIPTION**

Prerequisite: Health and Community Wellness Admission (CMWL)

Review the science that connects human behaviors and psychological variables to health status.

The role of Psychology in disease, injury, premature death, substance abuse, exercise, diet, stress, social relationships, coping behaviors and high level wellness, both to individual and society. Includes interrelatedness of wellness dimensions, healthy and destructive behaviors, managing chronic diseases, psychosocial aspects of final illness and death, and delivery of health services.

### **COE Vision**

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

### **APPROACHES TO INSTRUCTION**

Various pedagogical methods used for this class include: discussion and activities, lecture, online resources and a culminating project.

This course will be delivered as a hybrid course, with lectures and class opportunities taking place in both face-to-face and online formats. This requires the online equivalent of 1,125 minutes of instruction (seat-time) and an additional 2,250 minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

<u>Activity</u>	<u>Instructional Equivalent</u>
Discussion posts	350 minutes
Audio/video instruction	400 minutes
Online assignments	375 minutes

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

### **COURSE OBJECTIVES**

Students will:

1. examine the interaction of biological, psychological and social factors influencing one's physical well-being and health behaviors (Anshel, 2014);
2. describe the psychophysiological effect of exercise on total well-being (Brehm, 2014);
3. examine psychological research methods, theories and principles to better understand health behaviors, health promotion and health care issues (Anshel, 2014; Sarafino & Smith, 2014);
4. describe the mind-body integration and how it impacts health behaviors (Brannon, Feist, & Updegraff, 2014);
5. describe negative health behaviors and their impact on addiction (Sarafino & Smith, 2014);
6. examine the impact of stress on the immune system (Brehm, 2014);
7. examine coping strategies for managing various chronic diseases and illnesses (Brannon, Feist, & Updegraff, (2014).

## **TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES**

### **Required Text:**

Brehm, B (2014). *Psychology of health and fitness*. F. A. Davis Company.

### **Additional References:**

Anshel, M (2014). *Applied health fitness psychology*. Human Kinetics.

Brannon, L., Feist, J. & Updegraff, J (2014). *Health psychology: An introduction to behavior and health* (8<sup>th</sup> ed.). Wadsworth Cengage Learning.

Sarafino, E. & Smith, T (2014). *Health psychology: Biopsychosocial interactions* (8<sup>th</sup> ed.). Wiley Publishing.

## **ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY**

### **Assignments:**

1. Exam – Students will take one cumulative final exam that covers all assigned readings, teacher and student presentations, and in-class discussions. 100 points. (Course Objectives 1-7).
2. Quizzes and In-Class Assessments – Students will complete several handouts, discussions, and/or quizzes on selected content throughout the semester. 100 points. (Course Objectives 1-7).



3. Project – Students will complete and submit one culminating class project. The project will be presented to the class. 100 points. More information will be provided in class. (Course Objectives 1-7).

#### Evaluation Procedures:

Assignment	Points	Assessment Tools	Submit via	Due Date
1. Exam	100 points	Answer Sheet	TBA	TBA
2. Quizzes	100 points	Answer Sheets	TBA	TBA
3. Project	100 points	Rubrics	TBA	TBA

#### Grading Policy

90-100% = A

80-89% = B

70-79% = C

60-69% = D

59% or less = F

#### CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

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: You are responsible for all information and changes in the course content that may occur in your absence. No make-up assignments will be allowed. It is the student's responsibility to ensure that all requirements are completed in a timely manner.

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](http://www.westga.edu/studentDev/index_8884.php).

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.

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

### Semester Topics

Week	Topic
Week 1	Introduction to Health Psychology
Week 2	Adhering to Healthy Behavior
Week 3	Defining, Measuring, and Managing Stress
Week 4	Understanding Stress, Immunity, and Disease
Week 5	Alternative Approaches
Week 6	Behavior and Chronic Diseases: Cardiovascular Disease
Week 7	Behavior and Chronic Diseases: Cancer
Week 8	Behavior and Chronic Disease: Diabetes
Week 9	Body Image
Week 10	Living with Chronic Illness
Week 11	Tobacco Use
Week 12	Alcohol and other Drugs
Week 13	Eating and Weight
Week 14	Exercise Adherence
Week 15	Future Challenges

## Course View (Read Only)

## Attachments

Current File: [CMWL 4100 Wellness Coaching Syllabus.pdf](#)

## Originator

Sport Management, Wellness, and PI  
DepartmentCollege of Education  
CollegeStewart, Bridgette  
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

CMWL 4100 Wellness Coaching  
Prefix Number Course Title

Prerequisite - This course is restricted to CMWL majors. Develop theory, skills, and techniques related to guiding groups and individuals through meaningful lifestyle changes by emphasizing motivational strategies and behavioral and holistic practices. Motivational Interviewing techniques and diverse coaching methodologies will be taught, practiced, and compared and contrasted.

## Course Catalog Description

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

## Prerequisites

## Corequisites

## Rationale

CMWL 4100 Wellness Coaching was created to meet the National Wellness Institute's standards based upon the recommendation from an external review. The National Wellness Institute (NWI) was formed to realize the mission of providing health promotion and wellness professionals resources and services that fuel professional and personal growth. All course objectives created for this course are measurable and assessable.

<p><b>Planning Info</b></p> <p><input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement</p> <p>Is this a SACS substantive change? NO (See Policy)</p> <p>Present or Projected Annual Enrollment: 100</p>	<p><b>Comments</b></p>	
<p><b>Attachments</b></p> <p>Current File: CMWL 4100 Wellness Coaching Syllabus.pdf</p>		
<p><b>College Approvals</b></p> <p><b>Brian Mosier [APPROVED 2016-06-10]</b> Chair, Course Department</p> <p><b>Laura Smith [APPROVED 2016-07-05]</b> Associate Dean, College of Education</p>	<p><b>Other Approvals</b></p> <p><b>Cale Self [APPROVED 2016-10-06]</b> Chair, Undergraduate Programs Committee</p> <p><b>Julia Farmer [REQUIRED]</b> Chair of the Faculty Senate</p>	<p><b>Final Approval</b></p> <p><b>David Jenks [REQUIRED]</b> Final Approver</p>

**Wellness Coaching  
CMWL 4100**

<b>Semester Hours</b>	3
<b>Semester / Year</b>	Spring 2017
<b>Instructor</b>	
<b>Office Location</b>	
<b>Office Hours</b>	
<b>Phone</b>	
<b>E-mail</b>	
<b>Fax</b>	
<b>Online Support</b>	CourseDen Home Page <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a>  CourseDen Help & Troubleshooting <a href="http://www.westga.edu/~distance/webct1/help">http://www.westga.edu/~distance/webct1/help</a>  UWG Distance Learning <a href="http://distance.westga.edu/">http://distance.westga.edu/</a>  UWG On-Line Connection <a href="http://www.westga.edu/~online/">http://www.westga.edu/~online/</a>  Distance Learning Library Services <a href="http://westga.edu/~library/depts/offcampus/">http://westga.edu/~library/depts/offcampus/</a>  Ingram Library Services <a href="http://westga.edu/~library/info/library.shtml">http://westga.edu/~library/info/library.shtml</a>  University Bookstore <a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a>

**COURSE DESCRIPTION**

Prerequisite: Health and Community Wellness Admission (CMWL)

Develop theory, skills, and techniques related to guiding groups and individuals through meaningful lifestyle changes by emphasizing motivational strategies and behavioral and holistic

practices. Motivational interviewing techniques and diverse coaching methodologies will be taught, practiced, and compared and contrasted.

### **COE Vision**

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### **APPROACHES TO INSTRUCTION**

Various pedagogical methods used for this class include: discussion and activities, lecture, online resources and a culminating project.

This course will be delivered face to face, with lectures and class opportunities taking place in the classroom.

### **COURSE OBJECTIVES**

Students will:

1. identify the ethics of professional coaching (Jordan, 2013);
2. identify the role of wellness coaching in reducing health disparities (Jordan, 2013);
3. describe the different theories and techniques of behavior change (ACE, 2014);
4. differentiate coaching from counseling and therapy (Jordan, 2013);
5. describe the skills needed to develop the coach-client relationship (ACE, 2013);
6. identify the skills necessary to develop intrinsic motivation in clients (ACE, 2014);

7. examine screening and assessment methods associated with a new client (Gavin & Mcbearty, 2013);
8. identify strategies for coaching in diverse settings (Jordan, 2013)

**TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES**

**Required Text:**

Jordan, M. (2013). *How to be a health coach: An integrative wellness approach*. Global Medicine Enterprises, Inc.

**Additional References:**

American Council on Exercise (2014). *Coaching behavior change*. American Council on Exercise.

American Council on Exercise (2013). *ACE health coach manual: The ultimate guide to wellness, fitness, & lifestyle change*. American Council on Exercise.

Arloski, M. (2014). *Wellness coaching for lasting lifestyle change*. Whole Person Associates, Inc.

Gavin, J. & Mcbearty, M. (2013). *Lifestyle wellness coaching*. Human Kinetics.

**ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY**

**Assignments:**

1. Exam – Students will take one cumulative final exam that covers all assigned readings, teacher and student presentations, and in-class discussions. 100 points. (Course Objectives 1-8).
2. Quizzes and In-Class Assessments – Students will complete several handouts, discussions, and/or quizzes on selected content throughout the semester. 100 points. (Course Objectives 1-8).
3. Project – Students will complete and submit one culminating class project. The project will be presented to the class. 100 points. More information will be provided in class. (Course Objectives 1-8).

**Evaluation Procedures:**

Assignment	Points	Assessment Tools	Submit via	Due Date
1. Exam	100 points	Answer Sheet	TBA	TBA
2. Quizzes	100 points	Answer Sheets	TBA	TBA
3. Project	100 points	Rubrics	TBA	TBA

**Grading Policy**

90-100% = A  
80-89% = B  
70-79% = C  
60-69% = D  
59% or less = F

## **CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

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Attendance: You are responsible for all information and changes in the course content that may occur in your absence. No make-up assignments will be allowed. It is the student's responsibility to ensure that all requirements are completed in a timely manner.

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## **CLASS OUTLINE**

### **Semester Topics**



<b>Week</b>	<b>Topic</b>
Week 1	Introductions, Syllabus, Expectations for Wellness Coaches
Week 2	Coaching Fundamentals
Week 3	Health and Wellness Coaching
Week 4	Coaching versus Therapy, Consulting, and Education
Week 5	Wellness and Lifestyle Improvement
Week 6	Theories and Techniques of Behavior Change
Week 7	Theories and Techniques of Behavior Change continued
Week 8	Preparing to Coach
Week 9	Strategies in Diverse Settings
Week 10	The Coaching Session
Week 11	Screening and Assessment
Week 12	Skills for the Coaching Relationship
Week 13	Facilitate Learning and Goal Setting
Week 14	Self-Discovery Tools for the Coach
Week 15	Final Exam

Course View (Read Only)

Attachments

Current File: [CMWL 4102 Service Learning in Health and Wellness Syllabus.pdf](#)

Originator

Sport Management, Wellness, and PI  
Department

College of Education  
College

Stewart, Bridgette  
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

CMWL	4102	Service Learning In Health and Community Wellness
Prefix	Number	Course Title

Prerequisite: This course is restricted to CMWL majors. Supervised pre-professional practice experience in health and wellness promotion and coaching. Students will be placed in service learning sites in a range of venues and will receive on-site supervision by a field supervisor as well as seminar meetings with the course instructor.

Course Catalog Description

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

Prerequisites

Corequisites

Rationale

CMWL 4102 Service Learning in Health and Community Wellness was created to meet the National Wellness Institute's standards based upon the recommendation from an external review. The National Wellness Institute (NWI) was formed to realize the mission of providing health promotion and wellness professionals resources and services that fuel professional and personal growth. All course objectives created for this course are measurable and assessable. Due to the popularity and healthy enrollment in this program, a prerequisite is needed to ensure seat availability to those that have met program admission standards and are officially accepted into the program.

<p><b>Planning Info</b></p> <p><input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement</p> <p>Is this a SACS substantive change? NO (See Policy)</p> <p>Present or Projected Annual Enrollment: 100</p>	<p><b>Comments</b></p>	
<p><b>Attachments</b></p> <p>Current File: CMWL 4102 Service Learning in Health and Wellness Syllabus.pdf</p>		
<p><b>College Approvals</b></p> <p><b>Brian Mosier [APPROVED 2016-06-10]</b> Chair, Course Department</p> <p><b>Laura Smith [APPROVED 2016-07-05]</b> Associate Dean, College of Education</p>	<p><b>Other Approvals</b></p> <p><b>Cale Self [APPROVED 2016-10-06]</b> Chair, Undergraduate Programs Committee</p> <p><b>Julia Farmer [REQUIRED]</b> Chair of the Faculty Senate</p>	<p><b>Final Approval</b></p> <p><b>David Jenks [REQUIRED]</b> Final Approver</p>

**Service Learning in Health and Community Wellness  
CMWL 4102**

<b>Semester Hours</b>	3
<b>Semester / Year</b>	Spring 2017
<b>Instructor</b>	
<b>Office Location</b>	
<b>Office Hours</b>	
<b>Phone</b>	
<b>E-mail</b>	
<b>Fax</b>	
<b>Online Support</b>	CourseDen Home Page <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a>  CourseDen Help & Troubleshooting <a href="http://www.westga.edu/~distance/webct1/help">http://www.westga.edu/~distance/webct1/help</a>  UWG Distance Learning <a href="http://distance.westga.edu/">http://distance.westga.edu/</a>  UWG On-Line Connection <a href="http://www.westga.edu/~online/">http://www.westga.edu/~online/</a>  Distance Learning Library Services <a href="http://westga.edu/~library/depts/offcampus/">http://westga.edu/~library/depts/offcampus/</a>  Ingram Library Services <a href="http://westga.edu/~library/info/library.shtml">http://westga.edu/~library/info/library.shtml</a>  University Bookstore <a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a>

**COURSE DESCRIPTION**

Prerequisite: Health and Community Wellness Admission (CMWL)

Supervised pre-professional practice experience in health and wellness promotion and coaching. Students will be placed in service learning sites in a range of venues and will receive on-site supervision by a field supervisor as well as seminar meetings with the course instructor.

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**APPROACHES TO INSTRUCTION**

Various pedagogical methods used for this class include: discussion and activities, lecture, online resources and a culminating project.

This course will be delivered as a hybrid course, with lectures and class opportunities taking place in both face-to-face and online formats. This requires the online equivalent of 1,125 minutes of instruction (seat-time) and an additional 2,250 minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

<u>Activity</u>	<u>Instructional Equivalent</u>
Discussion posts	350 minutes
Audio/video instruction	400 minutes
Online assignments	375 minutes

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

**COURSE OBJECTIVES**

Students will:

1. demonstrate professionalism in the field and classroom setting, as displayed by the student’s interpersonal skills, conduct, work ethic, self-directed initiatives, and qualitative/quantitative contributions to their hosting organization and course responsibilities (Pelham & Sills, 2009);

2. demonstrate effective communication skills in areas of writing, verbal responses, non-verbal communications, and presentation development and delivery (Pelham & Sills, 2009);
3. practice effective self-management and leadership skills, taking initiative as warranted and demonstrating creativeness in field work and completion of assignments (Pelham & Sills, 2009);
4. engage in self-reflection, to process learning experiences, strengths and challenges, and to aid in professional growth and development (Pelham & Sills, 2009);
5. integrate didactic skills and core competencies learned throughout various academic training through the application of theories and methodologies relative to the practice setting (Pelham & Sills, 2009);
6. demonstrate business acumen and awareness of the operational environment of respective fields of service, identifying, analyzing, and understanding the critical factors of operations affecting the mission of their host organization (Pelham & Sills, 2009).

## **TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES**

### **Required Text:**

Pelham, A. & Sills, E. (2009). *Promoting health and wellness in underserved communities: Multidisciplinary perspectives through service learning*. Stylus Publishing, LLC.

Health and Community Wellness Service Learning Handbook

### **Additional References:**

National Wellness Institute - Accreditation Standards Document

[www.welcoa.org](http://www.welcoa.org)

Various articles provided by your instructor

## **ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY**

### **Assignments:**

1. Exam – Students will take one cumulative final exam that covers all assigned readings, teacher and student presentations, and in-class discussions. 100 points. (Course Objectives 1-6).
2. Quizzes and In-Class Assessments – Students will complete several handouts, discussions, and/or quizzes on selected content throughout the semester. 100 points. (Course Objectives 1-6).

3. Project – Students will complete and submit one culminating class project. The project will be presented to the class. 100 points. More information will be provided in class. (Course Objectives 1-6).

#### Evaluation Procedures:

Assignment	Points	Assessment Tools	Submit via	Due Date
1. Exam	100 points	Answer Sheet	TBA	TBA
2. Quizzes	100 points	Answer Sheets	TBA	TBA
3. Project	100 points	Rubrics	TBA	TBA

#### Grading Policy

90-100% = A

80-89% = B

70-79% = C

60-69% = D

59% or less = F

#### CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

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Attendance: You are responsible for all information and changes in the course content that may occur in your absence. No make-up assignments will be allowed. It is the student's responsibility to ensure that all requirements are completed in a timely manner.

Off campus service learning opportunities – Students must have a minimum 2.5 GPA in order to be participate in off-campus service learning opportunities.

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](http://www.westga.edu/studentDev/index_8884.php).

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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

### Semester Topics

Week	Topic
Week 1	Reaffirming The Role Of Service Learning In Public Health Curricula
Week 2	Connections Across Generations: Dialogue Groups Bridge The Generation Gap
Week 3	Cultivating Healthy Habits: Food, Gardens, and Community-Based Learning
Week 4	Immigrant Health Literacy: Reaching Across Languages, Cultures, and Disciplines In Service
Week 5	Community-Based Health Needs Assessments With Culturally Distinct Populations
Week 6	The Role Of Community-Based Participatory Research, Civic Engagement, and Service Learning In Reducing Health Disparities
Week 7	Guest Speaker
Week 8	From Projects To Partnership: Using Ethnography To Engage Students
Week 9	Resume development, dressing for success, interviewing tips
Week 10	The Economy Of Abundance: Developing Service Learning On A Grand Scale In A Rapidly Changing Environment
Week 11	Guest Speaker
Week 12	First aid and CPR re-certification
Week 13	Using Service Learning To Teach Community Nutrition
Week 14	Guest Speaker
Week 15	Affecting Community Wellness With Technology and Cross-Disciplinary Collaboration



Course View (Read Only)

Attachments

Current File: PWLA Healthy Eating and Nutrition Syllabus - Current and Proposed.pdf

Originator

Sport Management, Wellness, and PI  
Department

College of Education  
College

Stewart, Bridgette  
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

PWLA	1699	Healthy Eating and Nutrition
Prefix	Number	Course Title

This course includes the basic principles of healthy eating and nutrition, nutrition in a changing world, and the relationship between nutrition and disease. The course will emphasize topics such as weight loss, fitness nutrition, healthy eating plans and strategies, the role of dietary supplements, smart strategies for eating out, and the diet-disease relationship. An evaluation of personal dietary habits using current dietary guidelines and nutritional assessment tools will also be completed to help students assess their own nutritional health and to determine healthy eating SMART goals.

Course Catalog Description

1	0	1	Spring - 2017	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

This course has been offered as PWLA 2611 Special Topics for at least 1 year. Since this course is very popular with the students, we plan to offer this course every semester, including summer, from this point forward. We would like for it to have its own course number of PWLA 1699 if available and approved.

<p><b>Planning Info</b></p> <p><input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement</p> <p>Is this a SACS substantive change? NO (See Policy)</p> <p>Present or Projected Annual Enrollment: 100</p>	<p><b>Comments</b></p>	
<p><b>Attachments</b></p> <p>Current File: PWLA Healthy Eating and Nutrition Syllabus - Current and Proposed.pdf</p>		
<p><b>College Approvals</b></p> <p><b>Brian Mosier</b> [APPROVED 2016-08-03] Chair, Course Department</p> <p><b>Laura Smith</b> [APPROVED 2016-08-22] Associate Dean, College of Education</p>	<p><b>Other Approvals</b></p> <p><b>Julia Farmer</b> [REQUIRED] Chair of the Faculty Senate</p> <p><b>Cale Self</b> [APPROVED 2016-10-06] Chair, Undergraduate Programs Committee</p>	<p><b>Final Approval</b></p> <p><b>David Jenks</b> [REQUIRED] Final Approver</p>

**PWLA 2611 – E01: Healthy Eating and Nutrition, Fall 2016**

<b>Class Meeting Time/Location</b>	100% online via CourseDen	<b>Online Hours</b>	
<b>Instructor</b>	Ms. Bridgette Stewart ACE Fitness Nutrition Specialist	<b>Telephone</b>	678-839-6192 678-839-6530
<b>Office Location</b>	Coliseum #2045	<b>westga email</b>	bstewart
<b>Office Hours</b>	MW 11:00-12:00pm MW 2:30-3:30pm TR 1:30-3:00pm Fridays 10:00-1:00pm ( <i>by appointment only</i> )	<b>Skype or Google+ username</b>	

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 Call: 678-839-6248 or 1-855-933-8946 or email:  
[online@westga.edu](mailto:online@westga.edu)

**24/7/365 D2L Help Center**  
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**University Bookstore**  
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The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (American Council on Exercise) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

## COURSE INFORMATION

### Course Description

This course includes the basic principles of healthy eating and nutrition, nutrition in a changing world, and the relationship between nutrition and disease. The course will emphasize topics such as weight loss, fitness nutrition, healthy eating plans and strategies, the role of dietary supplements, smart strategies for eating out, and the diet-disease relationship. An evaluation of personal dietary habits using current dietary guidelines and nutritional assessment tools will also be completed to help students assess their own nutritional health and to determine healthy eating SMART goals.

**Required Text(s):** NONE

### Course References:

American College of Sports Medicine (2003). *ACSM Fitness Book: A proven step-by-step program from the experts*. Champaign, IL: Human Kinetics.

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This course will be delivered approximately 100% online. This requires the online equivalent of 750 minutes of instruction (seat-time) and an additional 1,500 minutes of supporting activities.

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Activity	Instructional Equivalent
Discussion posts	200 minutes
Audio/video instruction	600 minutes
Online assignments	400 minutes
Quizzes	300 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

**Course Objectives and Learning Outcomes**

Students will:

1. Demonstrate a working knowledge of the basic principles of healthy eating/nutrition and how they relate to overall health and wellness;
2. Demonstrate how to set acceptable SMART goals and identify negative food triggers in regards to their nutrition;
3. Demonstrate a working knowledge of healthy cooking and shopping strategies;
4. Evaluate their own personal eating habits and demonstrate how to adjust those habits in a more positive way for better health and wellness;
5. Demonstrate a working knowledge of dietary supplements and their role in healthy eating;
6. Demonstrate a working knowledge of the impact that healthy eating and nutrition has on fitness and sport performance;
7. Demonstrate how to appropriately determine correct portions and components for breakfast, lunch, dinner and snacks;
8. Demonstrate a working knowledge of effective strategies for maintaining healthy eating patterns when eating out;
9. Identify strategies for staying motivated or getting back on track in regards to healthy eating patterns.

**Assignments and Evaluation Procedures**

Project 1 : Supertracker .....60 points

Information on this assignment and how to complete will be located inside the *Projects* module in Course Den.

Project 2 : Debunking the Diet.....30 points

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Project 3 : The Frights of Fast Food .....50 points

Information on this assignment and how to complete will be located inside the *Projects* module in Course Den.

Project 4 : Discussion board post (*on going*).....36 points

For each module, students will be required to respond to the question(s) or hot topic with their original opinion and respond to at least two of their peer’s postings for full credit to be earned. Each of your three responses **MUST** be posted on different days, so do not wait till the last minute to complete the board. Each board is worth 3 points – 1 point for your original response and 1 point each for your two peer responses. **Student responses are to be at least two full paragraphs with no spelling and grammatical**

**errors. A full paragraph consists of at least four fully developed sentences.** There will be a total of 12 different modules. Discussion boards can be located inside the module for each topic that we are covering at that time. Please use the calendar inside Course Den for reminders on when each discussion board will close because boards will not be re-opened for students that miss them once the allotted time has expired.

**Project 5 : Quizzes (on going).....90 points**

Students will have 6 total quizzes in this course. Each quiz will be worth 15 points. Students should follow the Course Den calendar to know when these quizzes will be open and when they will close. Quizzes cannot be made up unless a medical emergency with appropriate documentation from the student's physician is provided (*see policy below*)

- Quiz 1 – Modules 1 and 2
- Quiz 2 – Modules 3 and 4
- Quiz 3 – Modules 5 and 6
- Quiz 4 – Modules 7 and 8
- Quiz 5 – Modules 9 and 10
- Quiz 6 – Modules 11 and 12

Assignment	Points	Assessment Tools	Submit via:	Due Date
1. Super tracker	1@60 = 60	Rubric	D2L	Sept. 4 <sup>th</sup> by 11:59pm
2. Debunking the Diet	1@30 = 30	Rubric	D2L	Oct. 2 <sup>nd</sup> by 11:59pm
3. Frights of Fast Food	1@50 = 50	Rubric	D2L	Nov. 6 <sup>th</sup> by 11:59pm
4. Discussion boards	12@3 = 36	Rubric	D2L	See Course Den calendar
5. Quizzes	6@15 = 90	Answer key	D2L	See Course Den calendar

### Grading:

266 – 239 points = A  
 238 – 212 points = B  
 211 – 185 points = C  
 184 – 159 points = D  
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A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%

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updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information the following policies apply to this course.

**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*.

**Late Work:** Projects and/or labs can be submitted up to three days late with a five (5) point deduction for each day that the assignment is late. Assignments cannot be submitted for partial credit once the drop box has closed.

**Professional Conduct:** Students are expected to conduct themselves professionally, even in the online environment. This is an essential quality for all professionals, no matter your major. Professionalism includes, but is not limited to, the following:

- Participating in interactions and class activities in an online environment in a positive manner.
- Collaborating and working equitably with students in the class, when appropriate.
- Actively participating in class or online each day/week.
- Maintaining constant communication within the course.
- Turning in assignments/quizzes on time.
- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

**Technology/Internet Needs for this Course:** A computer with audio capabilities, an Internet connection, and a Course Den compatible browser, like Mozilla Firefox or Internet Explorer, are the only necessary components to support appropriate interactions. Course Den and any other distance education supplemental software that a specific instructor may wish to use is provided freely to all students at the UWG SITS center on front campus drive. *Students are expected to have access to our course 100% of the time, even if they go out of town on vacation or any other reason.*

**“Three before me” policy:** Students are asked to refer to three different locations when looking for answers to class questions before e-mailing their instructor. If you have questions regarding the course, please look for your answers in the following places: (1) course syllabus, (2) course calendar, (3) e-mail your classmates. If you still cannot find the answer to your question, then please e-mail your instructor. A great deal of time has been put into developing and organizing this course.

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

**Submitting projects and/or labs:** Students are expected to keep up with the daily/weekly learning plan and submit projects and/or labs by the due dates and times that are listed on the Course Den calendar and on this syllabus. All projects/labs are to be submitted through the assignment drop box in Course Den. **The instructor does allow projects and labs to be submitted up to three days late, including weekends, after the original due date. However, a five-point deduction will be assessed for each day that the project or lab is submitted after the original due date. Once the drop box closes, no assignments can be submitted.**

**Quiz/discussion board makeups if missed:** Quizzes **cannot** be made up unless a medical emergency has occurred to the student. A note from the physician must be provided before a student will be allowed to make up a missed quiz. Discussion boards cannot be made up due to the interaction between the instructor and class peers that is needed – no exceptions. It is extremely important that students keep up with the daily/weekly plan so that they do not get behind. All important dates for this course are listed on the calendar in Course Den and on this syllabus.

**Instructor Feedback:** As a student you can expect to receive feedback from me within 48 hours or less via e-mail during the week. If you wish to see me in my office just set up an appointment with me. If I am out of town I will notify you in advance.

### **Additional Support Information**

#### **Center for Academic Success**

The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280 or the email address is [cas@westga.edu](mailto:cas@westga.edu).

#### **UWG Cares**

If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/>. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

#### **Student Services**

Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

*Weekly class schedule is on the next page...scroll down*



**Class Schedule Information**

<b>Course Number, Name, and Semester</b>				
<b>Week</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Topic/Activity/Reading Assignment</b>	<b>Due Date**</b>
1	8/10	8/15	Orientation module	All task should be completed by 11:59pm on Aug. 15th
2	8/16	8/21	Module 1	11:59pm on 8/21 – Discussion board due by 11:59 on 8/21
3	8/22	8/28	Module 2	11:59pm on 8/28 – Discussion board due by 11:59 on 8/28; <b>Quiz 1 available 8/24 – 8/28</b>
4	8/29	9/4	Module 3	11:59pm on 9/4 - Discussion board due by 11:59 on 9/4
5	9/5	9/11	Module 4	11:59pm on 9/11 – Discussion board due by 11:59 on 9/11; <b>Quiz 2 available 9/7 – 9/11</b>
6	9/12	9/18	Module 5	11:59pm on 9/18 - Discussion board due by 11:59 on 9/18
7	9/19	9/25	Module 6	11:59pm on 9/25 – Discussion board due by 11:59 on 9/25; <b>Quiz 3 available 9/21 – 9/25</b>
8	9/26	10/2	Module 7	11:59pm on 10/2 - Discussion board due by 11:59 on 10/2
9	10/3	10/9	Fall break	No assignments due this week
10	10/10	10/16	Module 8	11:59pm on 10/16 – Discussion board due by 11:59 on 10/16; <b>Quiz 4 available 10/12 – 10/16</b>
11	10/17	10/23	Module 9	11:59pm on 10/23 - Discussion board due by 11:59 on 10/23
12	10/24	10/30	Module 10	11:59pm on 10/30 – Discussion board due by 11:59 on 10/30; <b>Quiz 5 available 10/26 – 10/30</b>
13	10/31	11/6	Module 11	11:59pm on 11/6 - Discussion board due by 11:59 on 11/6
14	11/7	11/13	Module 12	11:59pm on 11/13 – Discussion board due by 11:59 on 11/13; <b>Quiz 6 available 11/9 – 11/13</b>
15	11/14	11/21	Extra credit module	11:59pm on 11/21
<b>**Note:</b> All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of Course Den. Major assignments, papers, and exams are in bold.				

## PWLA 1699 Healthy Eating and Nutrition

<b>Class Meeting Time/Location</b>	<b>Online Hours</b>
<b>Instructor</b>	<b>Telephone</b>
<b>Office Location</b>	<b>westga email</b>
<b>Office Hours</b>	<b>Skype or Google+ username</b>

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## COURSE INFORMATION

### Course Description

This course includes the basic principles of healthy eating and nutrition, nutrition in a changing world, and the relationship between nutrition and disease. The course will emphasize topics such as weight loss, fitness nutrition, healthy eating plans and strategies, the role of dietary supplements, smart strategies for eating out, and the diet-disease relationship. An evaluation of personal dietary habits using current dietary guidelines and nutritional assessment tools will also be completed to help students assess their own nutritional health and to determine healthy eating SMART goals.

**Required Text(s):** NONE

### Course References:

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Williams, M. (2005). *Nutrition for Health, Fitness, and Sport*. New York, NY: McGraw-Hill.

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This course will be delivered approximately 100% online. This requires the online equivalent of 750 minutes of instruction (seat-time) and an additional 1,500 minutes of supporting activities.

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Activity	Instructional Equivalent
Discussion posts	200 minutes
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Quizzes	300 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

**Course Objectives and Learning Outcomes**

Students will:

1. Demonstrate a working knowledge of the basic principles of healthy eating/nutrition and how they relate to overall health and wellness;
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**Assignments and Evaluation Procedures**

Project 1 : Supertracker .....60 points

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For each module, students will be required to respond to the question(s) or hot topic with their original opinion and respond to at least two of their peer’s postings for full credit to be earned. Each of your three responses **MUST** be posted on different days, so do not wait till the last minute to complete the board. Each board is worth 3 points – 1 point for your original response and 1 point each for your two peer responses. **Student responses are to be at least two full paragraphs with no spelling and grammatical**

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**Project 5 : Quizzes (on going).....90 points**

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- Quiz 4 – Modules 7 and 8
- Quiz 5 – Modules 9 and 10
- Quiz 6 – Modules 11 and 12

Assignment	Points	Assessment Tools	Submit via:	Due Date
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2. Debunking the Diet	1@30 = 30	Rubric	D2L	
3. Frights of Fast Food	1@50 = 50	Rubric	D2L	
4. Discussion boards	12@3 = 36	Rubric	D2L	
5. Quizzes	6@15 = 90	Answer key	D2L	

**Grading:**

- 266 – 239 points = A**
- 238 – 212 points = B**
- 211 – 185 points = C**
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- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

**Technology/Internet Needs for this Course:** A computer with audio capabilities, an Internet connection, and a Course Den compatible browser, like Mozilla Firefox or Internet Explorer, are the only necessary components to support appropriate interactions. Course Den and any other distance education supplemental software that a specific instructor may wish to use is provided freely to all students at the UWG SITS center on front campus drive. ***Students are expected to have access to our course 100% of the time, even if they go out of town on vacation or any other reason.***

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

### Additional Support Information

#### Center for Academic Success

The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280 or the email address is [cas@westga.edu](mailto:cas@westga.edu).

#### UWG Cares

If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/>. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

#### Student Services

Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

#### Class Schedule Information

Week	Begin Date	End Date	Topic/Activity/Reading Assignment
1			Orientation module
2			Module 1
3			Module 2
4			Module 3
5			Module 4
6			Module 5
7			Module 6
8			Module 7
9			Fall/spring break
10			Module 8
11			Module 9
12			Module 10
13			Module 11
14			Module 12
15			Final exam

## Program View (Read-Only)

## Attachments

Current File: [Geologic Engineering Option 03.docx](#)

## Originator

College of Science and Mathematics  
CollegeGeosciences Department  
DepartmentMayer, James R.  
Originator

## What would you like to do?

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

## Modifications

 Program Name
  Program Description
  Degree Name
  See Comments

## Shared Governance Process

 Senate Action Item
  (See Procedure)

## Program Selection

College of Science and Mathematics

Bachelor of Science with a Major In Geology

Track or Concentration (to not specify a track, do not change this field)

College

Existing Program (as shown in the DMS)

Track or Concentration

Bachelor of Science with a Major In Geology

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

On Campus

Undergraduate

Bachelor of Science

Fall

2016

Program Location

Degree Level

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

Effective Semester/Year

## Modification Details

Updating curriculum to meet requirements for admission to engineering programs. See attachment for updated program.

(Max 4000 characters)

## Rationale

Program has not been updated for many years. As listed in catalog program will not allow transfer to engineering programs. Proposed modifications will allow students to transfer to GA Tech, complete approximately five semesters of engineering coursework and graduate with a degree in Geology from UWG and an engineering degree from Tech.

(Max 4000 characters)

## Attachments

Current File: [Geologic Engineering Option 03.docx](#)

## SACSGOC-Substantive-Change

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

## Check all that apply to this program

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

## Comments

(Max 4000 characters)



<p>College Approvals</p> <p><u>James R. Mayer</u> [APPROVED 2016-03-11] Chair, Course Department</p> <p><u>Gregory T. Payne</u> [APPROVED 2016-09-07] Coordinator, COSM Curriculum Committee</p>	<p>Other Approvals</p> <p><u>Cale Self</u> [APPROVED 2016-10-06] Chair, Undergraduate Programs Committee</p>	<p>Final Approval</p> <p><u>David Jenks</u> [REQUIRED] Final Approver</p>
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**B.S. Degree with a Major in Geology  
Geologic Engineering Option**

<b>Requirement</b>	<b>Hours</b>
Core Curriculum Requirements	
Core Areas A, B, C, D, E	42
Area A: MATH 1634 required	
Area D: MATH 2644 required; PHYS 2211, 2212 recommended	
Area E: ECON 2105 or 2106 recommended	
Area F	18
GEOL 1121, 1121L	4
GEOL 1122, 1122L	4
CHEM 1211, 1211L	4
CHEM 1212, 1212L	4
MATH 1634 (from Area A)	1 of 4
MATH 2644 (from Area D)	1 of 4
Courses from the Major	23
GEOL 3003 Field Methods	4
GEOL 3014 Mineralogy and Crystallography	4
GEOL 3024 Ig/Meta Petrology	4
GEOL 3053 Sedimentary Petrology	3
GEOL 3034 Structural Geology	4
GEOL 4084 Hydrogeology	4
Courses from supporting disciplines	10
MATH 2654	4
MATH 2853	3
MATH 3303	3
Engineering Courses Transferred	27
<b>Total Hours</b>	<b>120</b>

## Course View (Read Only)

## Attachments

Current File: Parasitology 4735 Syllabus.pdf

## Originator

<b>Biology Department</b>	<b>College of Science and Mathematics</b>	<b>Pencoe, Nancy</b>
Department	College	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

<b>BIOL</b>	<b>4735</b>	<b>Parasitology</b>
Prefix	Number	Course Title

This course introduces students to the field of parasitology. Topics 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

<b>3</b>	<b>3</b>	<b>4</b>	<b>Spring - 2016</b>	<b>Yearly</b>	<b>Letter Grade</b>
Lab 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.

<p><b>Planning Info</b></p> <p><input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement</p> <p>Is this a SACS substantive change? YES (See Policy)</p> <p>Present or Projected Annual Enrollment: <u>24</u></p>	<p><b>Comments</b></p>	
<p><b>Attachments</b></p> <p>Current File: <a href="#">Parasitology 4735 Syllabus.pdf</a></p>		
<p><b>College Approvals</b></p> <p><b>Christopher Tabit</b> [APPROVED 2016-05-11] Chair, Course Department</p> <p><b>Gregory T. Payne</b> [APPROVED 2016-07-08] Coordinator, COSM Curriculum Committee</p>	<p><b>Other Approvals</b></p> <p><b>Cale Self</b> [APPROVED 2016-10-06] Chair, Undergraduate Programs Committee</p>	<p><b>Final Approval</b></p> <p><b>David Jenks</b> [REQUIRED] Final Approver</p>

# PARASITOLOGY SYLLABUS (BIOL 4735)

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 978-0-8153-4473-5
- Desowitz, R.S. 1987. *New Guinea Tapeworms and Jewish Grandmothers: Tales of Parasites and People*, W.W. Norton and Company, New York. ISBN 978-0-393-30426-8
- Zimmer, C. 2000. *Parasite Rex: Inside the Bizarre World of Nature's Most Dangerous Creatures*, The Free Press, New York. ISBN 978-0-7432-0011-0

## LAB MATERIALS

- Sullivan, John, T. 2009. *A Color Atlas of Parasitology* 8<sup>th</sup> ed. Available via Ward's Science. ISBN 0-9665807-7-X
- 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.

### 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](mailto: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)	50% of final grade	A = 90 - 100
Lab practicals (3)	40% of final grade	B = 80 - 89
Lab drawings	10% of final grade	C = 70 - 79
		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>
<b>JAN</b>	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
<b>FEB</b>	2	<b>EXAM I</b> (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
<b>MAR</b>	2	Nematodes: Pinworms & Filarial Worms	27 & 29
	4	Nematodes: Guinea Worms	30
	9	<b>EXAM II</b> (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
	<b>APR</b>	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	<b>FINAL EXAM</b> (Wednesday, 2:00 PM - 4:30 PM)

Lab Topic and Exam Schedule - Spring 2015\*

	<u>Day</u>	<u>Topic</u>
<b>JAN</b>	7	Microscope review
	14	Kinetoplastids & other Flagellated Protists
	21	Amoebas & Apicomplexans I
	28	Parasitic Ciliates
<b>FEB</b>	4	
	11	Trematoda: Flukes
	18	Cestodes: Form & Function; Tapeworms
	25	Nematodes: Hookworms & Intestinal Roundworms
<b>MAR</b>	4	Nematodes: Pinworms & Filarial Worms
	11	Acanthocephala
	25	Parasitic Crustaceans
<b>APR</b>	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...**

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

Course View (Read Only)

Originator

Political Science Department  
Department

College of Social Sciences  
College

Dixon, Gregory  
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 4801 Experiential/Service Learning  
Prefix Number Course Title

This course provides credit for students completing an experiential or service learning project. The course must be completed under the supervision of a faculty member who will serve as the project supervisor and assign the course grade. Students must complete an assignment as evidence of satisfaction of the course requirements. This evidence can be in the form of a written assignment or a portfolio at the discretion of the supervising faculty member. This course is repeatable up to a total of 6 credit hours.

Course Catalog Description

1 - 6 Loc Hrs	Lab Hrs	1 - 6 Credit Hrs	Spring - 2017 Effective Term	Spring and Fall Frequency	Letter Grade Grading
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Prerequisites

POLS1101 and department approval.

Corequisites

Rationale

This course is intended to support experiential and service learning projects that do not meet the standards and requirements of the Internship or Prior Learning Assessment courses. The range of units is to allow varying levels of commitment to the project. It is envisioned that projects for this course will include working on political campaigns, working for non-governmental organizations, community engagement activities, international volunteerism projects, etc. The course is part of the department's efforts to develop an infrastructure for the development of service learning as part of the newly revised curriculum in Political Science. This course is designed to follow disciplinary best practices for the inclusion of service learning into the curriculum. This course is repeatable up to a total of 6 credit hours.

<p><b>Planning Info</b></p> <p><input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement</p> <p>Is this a SACS substantive change? NO (See Policy)</p> <p>Present or Projected Annual Enrollment: 6</p>	<p><b>Comments</b></p> <p>This course can be from 1 - 6 units to reflect the range of potential service learning projects.</p>	
<p><b>College Approvals</b></p> <hr/> <p><b>Amber Smallwood</b> [APPROVED 2016-04-29] Coordinator, COSS Executive Committee</p> <hr/> <p><b>J. Salvador Peralta</b> [APPROVED 2016-04-04] Chair, Course Department</p>	<p><b>Other Approvals</b></p> <hr/> <p><b>Cale Self</b> [APPROVED 2016-10-06] Chair, Undergraduate Programs Committee</p> <hr/> <p><b>Julia Farmer</b> [REQUIRED] Chair of the Faculty Senate</p>	<p><b>Final Approval</b></p> <hr/> <p><b>David Jenks</b> [REQUIRED] Final Approver</p>

## Course View (Read Only)

## Attachments

Current File: [crim\\_2276\\_160622.docx](#)

## Originator

Criminology Department  
DepartmentCollege of Social Sciences  
CollegeGriffin, Vanessa Woodward  
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

CRIM 2276 Global Crime and Justice  
Prefix Number Course Title

As we look around the world, we witness a vast array of individual, corporate, and state criminal activity that is varied in its scope, intensity, and effect upon society. The amount and variety of global crime is immense, and in order to fully appreciate its dimensions, we must impose certain definitions and perspectives. Two of the most important variables to understand are the influences of culture and globalization on the causes and responses to crime around the world. Although it may be difficult to comprehend why such crime persists decade after decade, the search for these answers uncovers a challenging and fascinating tapestry of criminal activity.

## Course Catalog Description

3	3	Fall - 2017	Every Term	Letter Grade
Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

## Prerequisites

CRIM 1100

## Corequisites

## Rationale

The course is being added in conjunction with criminology program evaluations to provide students with a course to reinforce understanding of global and diversity issues within criminology and criminal justice. The addition of this course will provide seamless, three-level alignment for the proposed learning outcome "Explain diversity and global perspectives in criminal justice and criminology."

<p><b>Planning Info</b></p> <p><input checked="" type="radio"/> Library Resources are Adequate  <input type="radio"/> Library Resources Need Enhancement</p> <p>Is this a SACS substantive change? NO (See Policy)</p> <p>Present or Projected Annual Enrollment: 90</p>	<p><b>Comments</b></p>	
<p><b>Attachments</b></p> <p>Current File: crim_2276_160622.docx</p>		
<p><b>College Approvals</b></p> <p><b>David Jenks</b> [APPROVED 2016-08-15]</p> <hr/> <p>Chair, Course Department</p> <p><b>Kathleen Skott-Myhre</b> [APPROVED 2016-08-30]</p> <hr/> <p>Coordinator, COSS Executive Committee</p>	<p><b>Other Approvals</b></p> <p><b>Julia Farmer</b> [REQUIRED]</p> <hr/> <p>Chair of the Faculty Senate</p> <p><b>Cale Self</b> [APPROVED 2016-10-06]</p> <hr/> <p>Chair, Undergraduate Programs Committee</p>	<p><b>Final Approval</b></p> <p><b>David Jenks</b> [REQUIRED]</p> <hr/> <p>Final Approver</p>

## University of West Georgia

Fall 2017

CRIM 2276

### Global Crime and Justice

**Instructor:** Dr. David Jenks

**Phone:** (678) 839 – 6327

**Email:** [djenks@westga.edu](mailto:djenks@westga.edu)

**Office:** Department of Criminology, Pafford 228

**Office Hours:**

**Prerequisites:** CRIM 1100

#### Required Text:

Albanese, Jay. 2011. Transnational Crime and the 21st Century: Criminal Enterprise, Corruption, and Opportunity. Oxford University Press. ISBN 978-0-19- 539782-6 (paperback, \$33 new).

NOTE: This text is not available for e-readers.

#### Course Description:

As we look around the world, we witness a vast array of individual, corporate, and state criminal activity that is varied in its scope, intensity, and effect upon society. The amount and variety of global crime is immense, and in order to fully appreciate its dimensions, we must impose certain definitions and perspectives. Two of the most important variables to understand are the influences of culture and globalization on the causes and responses to crime around the world. Although it may be difficult to comprehend why such crime persists decade after decade, the search for these answers uncovers a challenging and fascinating tapestry of criminal activity.

#### Course Learning Objectives

1. Explain current issues regarding global crime in various regions of the world.
2. Compare and contrast international criminal activities, their history, and the current state of affairs.
3. Identify and apply concepts and theories relevant to modern global crimes and justice issues.

#### Course Requirements

I expect everyone to be prompt, and I will be as well. I will reply to any communication within 24 hours, except on Sunday.

Students are expected to log in every day and complete required work. Much of our discussion will take place asynchronously, meaning that discussion occurs over an extended period of time rather than in "real time". You do not have to be online at the same time as other students or the instructor in order to participate in these discussions. However, you do need to log in regularly for the daily assignments. Since this is a two week course, daily participation is mandatory. Missing days will result in falling drastically behind and you should contact me immediately if anything precludes you from active participation. Due dates for all work are listed in the course calendar with CourseDen alerts for each so log in!!

A general guide for due dates

1. Tests for understanding are available every Mon., Weds., and Friday from 12:00 am to 10:00pm
2. Assignments are all available now and are due each Tues and Thurs at 10:00pm
3. Discussions have daily requirements, original post on the start date and response posts the following day. Some discussions overlap so you will be posting an original post for one discussion the same day you post a response to another.

### Communication Rules for this Class

My University email account - **Important!** Do not contact me using my University email account for the duration of this course unless you have an emergency. If you need to contact me via email, please contact me via the WestGa email account in this course.

My Response Time to You - If you ask me direct questions in CourseDen via email or the discussion areas, I will reply back within 24 hours.

Emergencies - If you have to contact me because of an emergency, you may use my email or phone number in the syllabus.

Communication in General - Communication in an online environment takes special consideration. Do not use acronyms (text message abbreviations) unless they are understood by the recipient(s) of the message.

Be careful what you say to someone on the discussion tool because everyone in the class will see it, and it cannot be retracted! Please abide by netiquette when talking to your classmates.

Always Follow Rules of Netiquette (Network Etiquette) - Communication in an online class takes special consideration. Please read the short list of tips below.

Be sensitive and reflective to what others are saying.

Don't use all caps. It is the equivalent of screaming.

Don't flame - These are outbursts of extreme emotion or opinion.

Think before you hit the post (enter/reply) button. You can't take it back!

Don't use offensive language.

Use clear subject lines.

Don't use abbreviations or acronyms unless the entire class knows them.



Be forgiving. Anyone can make a mistake.  
Keep the dialog collegial and professional.

### Americans with Disabilities Act

If you are a student who is disabled as defined under the Americans with Disabilities Act, and requires assistance or support services, Accessibility Services (<http://www.westga.edu/counseling/4486.php>) will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations.

If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please notify your instructor using the course email system by the end of the second full week of class and attach a PDF copy of your SAR (Available from the Office of Accessibility Services).

### Equal Opportunity

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 subject to discrimination under any program or activity conducted by UWG.

### Affirmative Action

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

### University Policy

All University policies for students can be found in the Student Handbook here: [http://www.westga.edu/assetsSA/handbook/Student\\_Handbook\\_Final\\_w-o\\_Student\\_Conduct\\_2014-2015\\_\(Aug\\_22\).pdf](http://www.westga.edu/assetsSA/handbook/Student_Handbook_Final_w-o_Student_Conduct_2014-2015_(Aug_22).pdf)

### Special Needs

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible so that I may make proper arrangements to accommodate your needs. Please submit your SAR as soon as possible and request any accommodations you are entitled to through university policy. All accessibility policies can be found here: <http://www.westga.edu/accessibility>

If you have any questions regarding accessibility, contact [counseling@westga.edu](mailto:counseling@westga.edu).

## Grading:

Grades for tests for understanding, discussions, and assignments will be posted within 24 hours of submission. Any revisions, should you need them, will be noted in the comments section with instructions on how to improve and resubmit.

Final grades will be based on the following:

Grading is based off a points system. Students may earn a total of 375 points.

7/8 Discussions (lowest score dropped) = 25 points each x 7 = 175

3/4 Assignments (lowest scored dropped) = 25 points each x 3 = 75

5/6 Testing for Understanding = 25 points each x 125

Every Discussion, Assignment, and Test for Understanding is worth 6.66% of the final grade after lowest scores are dropped (25/375).

## Test for Understanding (33% of final grade):

Six total quizzes (one in each module) will consist of 10 multiple choice questions that require the integration of all course materials. Quiz completion time is 20 minutes. If you miss a quiz, you cannot make it up! However, the lowest quiz grade will be dropped.

## Assignments (20% of final grade):

Four assignments will be posted and will be graded against the assignment rubric listed in the Orientation Module. More details will be made available with each assignment. All assignments due dates will be marked on the calendar. Late assignments will NOT be accepted! However, the lowest assignment grade will be dropped.

## Discussion Board Postings (47% of final grade):

You are expected to regularly contribute to the discussions posted in the Course Modules. Specifically, you will be required to do the following: Post at least one high quality reply to the discussion questions posted by the instructor during each module of the course and post at least three high quality replies to fellow students. NOTE: A high quality posting should consist of at least two paragraphs of written text, and will be evaluated based on the quality of the posting content. Discussions will be graded against the discussion rubric listed in the Orientation Module.

At the end of the session the percentages will be totaled and compared to the following scale. Extra credit will not be available.

## Points Scale

335-375 = A

295-334 = B

255-294 = C

215-254 = D

214-000 = F

COMMON LANGUAGE FOR COURSE SYLLABI at UWG Can be found here:

[http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

**Addenda III: Rules Committee**

## 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.

### **Reporting Grades Procedure:**

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 Ban Web at **the end of each term**. **Detailed instructions for reporting grades on Ban Web 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.**

### **Change Grade Procedure:**

Grade Changes can be done in BanWeb **until time listed by Registrar's office** on the official due date each term. **ALL** Grades Changes after the deadline will require a [Grade Change Form](#). The instructor, department chair, and the Registrar's Office must approve the grade change.

Students who withdraw by the midpoint of the semester or the term the course is offered (excluding final examinations) are awarded a grade of "W". After the midpoint of the semester, students who withdraw are awarded a grade of "WF" except in cases of hardship that are approved by the appropriate college dean. A course in which a "W" is received is not included in the calculation of the grade point average. Grades of "WF" are calculated as "F's".

### **Incomplete Work Procedure:**

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. **Please contact your department chair, program director, or college/school dean for specifics regarding the [Incomplete Grade Form](#)**. **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/**program director** 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.

~~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 committee approved 9/29/2016***



**UWG PROCEDURE NUMBER: UWG Procedure, 2.7.8, Withdrawals**  
**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 various withdrawals students may initiate.**

**A. Definitions.**

1. *Administrative withdrawal*- occurs when in the judgment of the Vice President for Student Affairs and Enrollment Management or his or her designee, in consultation, when appropriate, with the student's parents, spouse or designee, the Director of the Counseling and Career Development Center, and the University Physician, it is determined that the student suffers from a physical, mental, emotional or psychological health condition ([UWG Student Handbook, Administrative Withdrawal Policy](#)).
2. *Forced withdrawal*- is a withdrawal without credit from the academic course within which an offense has occurred. This could also include a required change in course section. ([UWG Student Handbook, violations of Student Code of Conduct](#)).
3. *Formal withdrawal*- occurs when the student formally withdraws from the university by submitting a request in writing to the Registrar's Office. The student will be awarded a withdrawal grade (W or WF) in each course based on the withdrawal period deadline, the student record will be marked inactive, and the student must apply for readmission if he/she wishes to return to the University of West Georgia ([University of West Georgia, Register, Drop/Add & Withdrawal](#)).
4. *Hardship withdrawal*- is an exception based on unusual or emergency circumstances beyond the student's control and may be granted based on special circumstances ([UWG Student Handbook, Hardship Withdrawal Policy](#)).
5. *Military withdrawal*-contact [UWG Center for Adult Learners and Veterans](#) for further information.
6. "W" - this symbol indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the midpoint of the total grading period, including final examinations, except in cases of hardship as determined by the appropriate official of the respective institution ([BOR policy 3.5.2, Symbols Not Included in Determining the Grade Point Average](#)). All "W" grades will count towards the student's maximum withdrawal limit but will not affect the student GPA ([University of West Georgia, Register, Drop/Add & Withdrawal](#)).

7. "WF"- this symbol indicates that a student withdrew after the midterm and the withdrawal deadline of a term. The "WF" will count the same as an F in the student's GPA.

8. "WM"- this symbol indicates a student was permitted to withdraw under the Board of Regents policy for military service refunds, as noted in [Section 7.3.5.3 of this Policy Manual](#). The use of this symbol indicates that this student was permitted to withdraw without penalty at any time during the term (BoR Minutes, October 2001.) ([BOR policy 3.5.2, Symbols Not Included in Determining the Grade Point Average](#)).

**B. Withdrawal procedure.**

University of West Georgia undergraduate and graduate students may request a hardship withdrawal or may be administratively withdrawn from the university. Please see the University of West Georgia Registrar's Office [website](#) and [University of West Georgia Student Handbook](#) for details. Students must initiate a hardship withdrawal using the [Request for Hardship Withdrawal form](#) found on the website of the [Provost and Vice President of Academic Affairs](#).

Undergraduate students may withdraw from courses with a grade of "W" a maximum of six times during their entire undergraduate enrollment at the University of West Georgia. After the limit of six withdrawals is reached, students are permitted to request exceptions only for circumstances beyond their control. Please see the University of West Georgia Registrar's Office [website](#) for details.

Students who wish to formally withdraw from the university must submit a request in writing to the Registrar's Office. Please see the University of West Georgia [Formal Withdrawal form](#) found on the website of the [University of West Georgia, Register, Drop/Add & Withdrawal](#).

***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]: \_\_\_\_\_

**Rules committee approval\_9\_29\_2016**



## 205.01 Hardship Withdrawal Policy

Students may request a hardship withdrawal after the official withdrawal Drop/Add deadline published in the UWG semester term calendar until the Friday immediately prior to the final week of the term

### What warrants a Hardship Withdrawal?

A hardship withdrawal is an exception based on unusual or emergency circumstances beyond the student's control. Categories of hardship include physical, psychological, and personal. Documentation for a hardship withdrawal is based upon the category of hardship claimed by the student. Examples of documentation might include the following:

- **Physical:** Physician's report, including name, address, phone number, nature of illness or accidents, dates of treatment, prognosis, and recommendation.
- **Psychological:** Memo from the Counseling Center counselor or letter from private psychological or psychiatric service, illness, and dates.
- **Personal/Familial:** Copy of divorce papers, police reports, obituaries, other as relevant.

Such circumstances are categorized as follows:

~~Physical—Examples include bodily injury or invasive surgery resulting in prolonged absences from class, or unexpected physical disability preventing completion of course work. Necessary documentation to support such claims would include a physician's report, including name, address, phone, nature of illness or accidents, dates of treatment, prognosis, and recommendation.~~

~~Psychological—Examples include extreme mental duress suffered from traumatic experiences, of the severity and frequency to prevent completion of course work. Necessary documentation to support such claims would include a memo from a UWG Counseling Center counselor that includes dates of treatment and a clear recommendation of whether a hardship withdrawal be given.~~

~~Personal—Examples include significant change in financial status or personal tragedy such as the death of a loved one or domestic disruptions, to the degree to prevent completion of course work. Necessary documentation to support such claims might include copy of divorce papers, financial statements, police reports, obituaries, or other pertinent documents.~~

A list of invalid reasons for a hardship withdrawal is provided in the Hardship Withdrawal Policy, located in the [University of West Georgia Student Handbook](#).

The following list is illustrative of invalid reasons for a hardship withdrawal. A request using these reasons will not be approved.

- Poor performance in one or more courses
- Registration for the wrong course
- Preference for a different professor or class section

- Failure to drop course during the drop/add period
- Failure to withdraw by the published deadline using normal procedures

### What is the process for receiving a hardship withdrawal?

University of West Georgia undergraduate and graduate students may request a hardship withdrawal or may be administratively withdrawn from the university. Please see the University of West Georgia Registrar's Office [website](#) and [University of West Georgia Student Handbook](#) for details. Students must initiate a hardship withdrawal using the [Request for Hardship Withdrawal form](#) found on the website of the [Provost and Vice President of Academic Affairs](#).

The student seeking a hardship withdrawal must initiate the request through either Health Services or Counseling Center. The student should be prepared to present documented evidence to substantiate the hardship being claimed. After interviewing the student and reviewing the appropriate documentation, the professional staff will make a determination to either recommend or not support the request for hardship withdrawal. This determination will be filed as a report consisting of the request form and a letter explaining the decision and delivered as a confidential document to the appropriate unit within Academic Affairs. For students with a declared major, the appropriate academic official is the Dean of the College (or her/his designate) where the major department is housed; for undeclared students, reports should be delivered to the Honors College. The appropriate dean has the final authority as to whether the request is granted, with any appeal limited to the Provost and Vice President of Academic Affairs. If the request is granted, the student will receive a W for each course. The Registrar's Office is to be notified by the academic office in cases where the request is granted and the student is to be notified of the decision in all cases.

1. The student completes the using the [Request for Hardship Withdrawal form](#) found on the website of the [Provost and Vice President of Academic Affairs](#). The student should be prepared to provide documented evidence to substantiate the hardship being claimed.
2. The student submits the completed Request for Hardship Withdrawal form and documented evidence to Health Services (HS) or the Counseling Center (CC).
3. The HS or CC professional staff will interview the student, review the documented evidence, and recommend to support or not support the request for Hardship Withdrawal. HS or CC professional staff will send the request form and a letter, which explains the recommendation, as a confidential document to the appropriate unit within Academic Affairs, while retaining the documented evidence in their confidential files.
  - Undergraduate students with a declared major: The request form and recommendation letter will be sent to the Dean of the College where the major department is housed.
  - Undeclared students: The request form and recommendation letter will be delivered to the Dean of the Honors College.
  - Graduate students: The request form and recommendation letter will be sent to the Dean of the College where the graduate program is housed.

4. The Dean has the authority to approve the Request for Hardship Withdrawal. If the Dean approves the request, the Dean's Office will notify the student of the approval and communicate with the Registrar to change the grade/s to W.

5. If the Dean does not approve the request, the Dean's Office will notify the student of the denial. The student may then request a review by the Provost. It is the student's responsibility to notify the Dean that he or she wants the Provost review to be done. When notified by the student, the Dean will forward the request form and recommendation letter to the Provost.

6. The Provost has the final authority to grant the Request for Hardship Withdrawal. If the Provost approves the request, the student will receive a W for each course. The Provost's Office will notify the student that the request was approved and communicate with the Registrar to change the grade/s to W. If the Provost denies the request, the Provost's Office will notify the student of the denial. The Request for Hardship Withdrawal ends with the Provost

#### Under what conditions is a hardship withdrawal request granted?

A hardship withdrawal is intended as relief for extreme circumstances and granted only in special instances. The following conditions apply:

- The student must meet the timelines and follow the steps outlined above, with emphasis on providing documentation in support of the claims warranting the request.
- The student must withdraw from all classes during the current term, and may not select only certain classes from which to withdraw.\*
- Hardship withdrawals requested on or after the last day before the final exam period will be treated as a retroactive hardship withdrawal.\*\* Retroactive hardship withdrawals will not be allowed if the student has completed all course requirements such as a final examination and/or a final project. Retroactive hardship withdrawals will not be granted for semesters occurring more than six months prior to the time the request is made.

\* Under unusual circumstances, a student may be granted a hardship withdrawal from only one class, while being allowed to remain in others. An example would be a student who is passing an applied piano course and injures a finger, thus being unable to play the piano the rest of the semester. A student would be allowed to complete other courses being taken concurrently. The student requesting a hardship withdrawal from one course must take all documentation to the Associate/Assistant Dean of the college offering the course

\*\* For unusual circumstances, the Provost and Vice President of Academic Affairs may waive this policy and grant a retroactive hardship withdrawal

## 205.02 Limited Course Withdrawals

Undergraduate students may withdraw from courses with a grade of “W” a maximum of six times during their entire undergraduate enrollment at the University of West Georgia. After the limit of six withdrawals is reached, students are permitted to request exceptions only for circumstances beyond their control. Please see the University of West Georgia Registrar's Office [website](#) for details.

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

**Commented [1]:** Remove all withdraw passing statements

**Commented [2]:** remove

~~It is recommended that students consult with the instructor, academic advisor, Financial Aid, Bursar, and International Services and Programs (if applicable) before making the decision to withdraw from a course, since undesirable consequences may follow. See the Registrar’s Limited Course Withdrawals website for student examples and potential consequences. See the Registrar’s Limited Course Withdrawals website for examples of the different types of allowable withdrawals and the financial or academic penalties that may result from these withdrawals.~~

~~See the Registrar’s Limited Course Withdrawals website for examples of the different types of allowable withdrawals and the financial or academic consequences that may result from these withdrawals.~~

~~For example:~~

- ~~● Students must make Satisfactory Academic Progress (SAP) to maintain eligibility for both federal and state financial aid.~~
- ~~● Student athletes must maintain full time status to retain athletic eligibility.~~
- ~~● International students on an F1 or J1 visa must maintain full time status to protect their immigration status.~~
- ~~● Withdrawing from a course will delay progress toward graduation.~~

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

### **Automatic Exceptions**

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

- ~~● Grades of W placed on the transcript prior to Fall 2013~~
- ~~● Grades of W included in transfer work~~
- ~~● Withdrawals from courses taken during Summer terms~~
- ~~● Hardship withdrawal~~

- Military withdrawal
- Administrative withdrawal
- Formal withdrawal from the university

### **Petition for Exceptions**

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

Commented [3]: Remove



**UWG PROCEDURE NUMBER: UWG Procedure 2.7.1, Faculty Workload**

**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 faculty workload procedures.**

**A. Definitions.**

1. *Faculty workload*- includes all faculty activities that contribute to the accomplishment of university-related activities and responsibilities: research, service, and teaching.

**B. Faculty Workload Procedure.**

UWG Faculty Handbook, section 127:

**127.01** Faculty are expected to teach four 3-hour courses or the equivalent per semester unless a portion of that time is reassigned for administrative, research, or other purposes approved by the dean or a lesser load is required to maintain specialized accreditation (e.g., AACSB).

**127.02** Faculty are expected to assume their fair share of academic advising, program, departmental, school, college, university committee work.

**127.03** Faculty are expected to accept a reasonable share of institution-wide service activities, including institutional governance when selected. However, faculty are also expected to exercise prudence in accepting such service, so that they are not taking on a disproportionate or unduly burdensome load that interferes with teaching and research.

**127.04** Faculty are expected to have an on-going research and professional development agenda, to share the agenda with their department chair, and to make progress annually in addressing the agenda.

**127.05** Faculty are expected to engage in public and professional service activities as time and opportunity allow.

**127.06** Faculty are expected to average no more than one day a week in any approved outside employment.

**127.07** Faculty may not be paid for teaching overloads during the regular academic year and will not be assigned overloads unless they are agreeable and compensatory time is provided within the subsequent two-semester. Please refer to the BOR Faculty Overloads and Instructional Staff Responsibilities ([4.10 Faculty Overloads and Instructional Staff Responsibilities](#)).

**127.08** Summer teaching is optional, depends on need, and is limited to no more than 9 credit hours for the summer semester.

Pursuant to BOR Academic Affairs 3.1 General Policy, BOR Policy 8.2.15, BOR Policy 8.3.12.4, and BOR Academic and Student Affairs Handbook section 4.10:

[3.1 General Policy](#), [8.2.15 Outside Activities](#), [8.3.12.4 Research, Saturday Classes, and Off-Campus Continuing Education](#) and [4.10 Faculty Overloads and Instructional Staff Responsibilities](#).

**C. Compliance.**

The University of West Georgia follows the Board of Regents policies on this matter, and to the extent the language conflicts, the Board of Regents language prevails.

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

\_\_\_\_\_  
Signature, [  
Reviewed by President [or VP]: \_\_\_\_\_

*Previous version dated:* N/A

**Rules committee approval\_9\_29\_2016**

## 127 Faculty Workload

**127.01** Faculty are expected to teach four 3-hour courses or the equivalent per semester unless a portion of that time is reassigned for administrative, research, or other purposes approved by the dean or a lesser load is required to maintain specialized accreditation (e.g., AACSB).

**127.02** Faculty are expected to assume their fair share of academic advising, registration duties, club sponsorships, and program, departmental, school, college, university committee work.

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Faculty are expected to assume their fair share of academic advising, program, departmental, school, college, university committee work.

**127.03** Faculty are expected to accept a reasonable share of institution-wide service activities, including institutional governance when selected. However, faculty are also expected to exercise prudence in accepting such service, so that they are not taking on a disproportionate or unduly burdensome load that interferes with teaching and research.

**127.04** Faculty are expected to have an on-going research and professional development agenda, to share the agenda with their department chair, and to make progress annually in addressing the agenda.

**127.05** Faculty are expected to engage in public and professional service activities as time and opportunity allow.

**127.06** Faculty are expected to average no more than one day a week in any approved outside employment.

**127.07** Faculty may not be paid for teaching overloads during the regular academic year and will not be assigned overloads unless they are agreeable and compensatory time is provided within the subsequent two-semester. ([4.10 Faculty Overloads and Instructional Staff Responsibilities](#)).

**127.08** Summer teaching is optional, depends on need, and is limited to no more than 9 credit hours for the summer semester.



### **Undergraduate Programs Committee**

**Purpose:** to receive and consider requests for modifications to the undergraduate curriculum as specified in the [UWG Shared Governance Procedures for Modifications to Academic Programs](#) and to advise the Provost and Vice President for Academic Affairs on said requests; to recommend policies and procedures concerning undergraduate degrees and academic programs (including majors, concentrations and minors) ~~extended-degree programs, international programs, core curriculum~~ and individual undergraduate courses; to advise on incorporating diversity and inclusion into curricula as appropriate; as well as to review comprehensive program reviews. The Core, Honors, and Interdisciplinary Programs (CHIP) subcommittee of this committee, consisting of four senators and three representatives, will make recommendations about curricula in the stated areas. The members of this sub-committee will be chosen by the committee as a whole.

Membership: ten senators; seven faculty, one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; four administrators: ~~the Registrar and a Provost appointee will sit on the main committee; the Dean of the Honors College and the Executive Director of Interdisciplinary Programs will sit on the CHIP subcommittee; one student, appointed by SGA.~~ (Total: 22)

### **Graduate Programs Committee**

**Purpose:** to receive and consider requests for modifications to the graduate curriculum as specified in the [UWG Shared Governance Procedures for Modifications to Academic Programs](#) and to advise the Provost and Vice President for Academic Affairs on said requests; to recommend policies and procedures concerning graduate programs, curriculum, admissions, transfers, admission to candidacy, eligibility for graduation, ~~petitions and appeals;~~ to advise on incorporating diversity and inclusion into curricula as appropriate; ~~as well as to review comprehensive program reviews; and to develop policies regarding graduate faculty.~~

Membership: five senators; seven faculty, one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; two administrators: the Dean of the Graduate School and one appointed by the Provost; one student, appointed by the Dean of the Graduate School. (Total: 15)

### **Honors Program Committee**

~~Purpose: to recommend policy and procedures concerning Honors College admission and retention criteria, Honors College advising and curriculum matters, petitions and appeals, and the annual Honors Convocation; to recommend proposals for recognizing Honors College student achievements through the University Commencement program and other appropriate means; and to recommend means to attract prospective Honors College students, and to provide Honors College students amenities and advantages consistent with national patterns of excellence; and to make recommendations concerning honorary degrees. Membership: three senators; seven faculty, one elected from each of the following academic units: the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; three administrators: the Dean of the Honors College, the Director of the Advanced Academy, and one appointed by the provost; one student, appointed by the Student Honors Council. (Total: 14)~~

### **Academic Policies**

**Purpose:** to recommend policy and procedures concerning advising, undergraduate admissions, retention, progression and graduation, registration, University calendar, class scheduling, final examination scheduling, testing, advanced placement ~~and other programs regarding dual enrolled students,~~ commencement, and catalog-- including catalog content; to consider undergraduate student

petitions for exceptions to academic policy, including graduation requirements, as authorized by the Provost and Vice President for Academic Affairs; and to advise with respect to Admissions, Enrollment Management, Learning Support, Testing, Registrar, Registration and Records. It is recommended that members of this committee also serve as Senate representatives on non-Senate university committees designated for decision making regarding the above items. The chair of the Academic Policies Committee will represent the Senate on the university calendar committee.

Membership: four senators; seven faculty, one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; three administrators: the Registrar, one appointed by the Provost, and one appointed by the Senior Diversity Officer; one student, appointed by SGA. (Total: 15)

#### Faculty Development Committee

**Purpose:** to recommend policy concerning appointments, promotions, tenure, salaries, benefits, grievances, discipline and dismissals; to serve as the Faculty Hearing Committee in accordance with the Board of Regents established faculty grievance process; to review pedagogy for distance and classroom learning; to determine the allocation of UWG funded grant support; and to serve in an advisory capacity on faculty and institutional research institutional diversity, sponsored projects, and other faculty development issues as may be requested by administration; A member of this committee will serve as Senate representative on the Alternative Dispute Resolution Committee. It is also recommended that a member of this committee serve on the university's advisory committee on honorary degrees.

Membership: five senators; seven faculty, one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, the Library; three administrators: one appointed by the Provost and Vice President for Academic Affairs; one appointed by the Senior Diversity Officer; and the University Counsel. (Total: 15)

#### Strategic Planning Institutional Planning Committee

**Purpose:** to recommend policy concerning University purposes and goals (and to evaluate their degree of suitability and attainment), academic planning and growth, including the integration of technology into the strategic mission of the University, and SACSCOC and specialized accreditations; and to advise regarding the development of Quality Enhancement Plans (QEP) and campus development; and to monitor the implementation of the University's strategic plan. It is recommended that members of this committee be invited to represent the Senate on related committees across campus, e.g., QEP.

Membership: four senators; seven faculty, one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; two administrators: the Director of Institutional Effectiveness and Assessment and one appointed by the Provost and Vice President for Academic Affairs; one student, appointed by SGA. (Total: 14)

#### Student Affairs Committee

**Purpose:** to serve in an advisory capacity to the Vice President for Student Affairs and Enrollment Management and to recommend policy and procedures concerning financial aid, orientation, housing, health, and food services, career and counseling services, student security and safety, student discipline, student publications, student organizations and government, student development, internship programs, multicultural opportunities, international students, and other student matters referred to the committee. It is recommended that members of this committee be invited to serve on related committees across campus, e.g., SAFBA.

Membership: three senators; seven faculty, one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; three administrators: one appointed by the Provost and Vice President for Academic Affairs, one by the Vice President for Student Affairs and Enrollment Management, and one by the Dean of the Graduate School; two students, one appointed by SGA and one appointed by the Dean of the Graduate School. (Total: 15)

#### **Technology Committee**

~~Purpose: To recommend policy and procedures concerning the integration of information and instructional technology into the academic mission, including distance and online learning; to evaluate the state of information technology at the university; and to advise with respect to the campus computer centers, and Information Technology Services. Membership: three senators; seven faculty, one elected from each of the following academic units: the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; three administrators; the Chief Information Officer, the Director of Distance and Distributed Education, and one appointed by the Provost; one student representative, appointed by SGA. (Total 14)~~

#### **Facilities and Information Technology Services Committee**

**Purpose:** to serve in an advisory capacity to the Vice President for Business and Finance and the Vice President for Information Technology and Chief Information Officer; to recommend policy and procedures concerning campus planning and development, auxiliary services, campus security and safety, campus facilities such as telephone services, mail services, technology planning and support, parking and traffic control, physical plant, and environmental and sustainability issues. It is recommended that members of this committee be invited to serve on related committees across campus, e.g., technology committees, Vehicle Incident Review Panel.

Membership: three senators; seven faculty, one elected from the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; three administrators, one appointed by the Provost and Vice President for Academic Affairs; one by the Vice President of Business and Finance; and one by the Vice President of Information Technology and Chief Information Officer; one student, appointed by SGA. (Total 14)

#### **Intercollegiate Athletics and University Advancement Committee University Relations**

**Purpose:** to serve in an advisory capacity to the Vice President of Business and Finance and Vice President for University Advancement, to recommend policy and procedures concerning athletic admission standards, athletic budgets, program expansion or reduction, and membership in associations; and to oversee the enforcement of conference, association and accreditation rules and regulations; to recommend policy and procedures concerning university public relations, alumni relations, marketing, university events, and convocations; to consult on priorities for fund raising and capital campaigns. It is recommended that members of this committee be invited to serve on related committees across campus, e.g., athletic budget, graduation ceremony planning committee.

Membership: three senators; eight faculty, one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing and the Library; and the University's NCAA Faculty Athletics Representative; ~~four~~ three administrators: the Director of Athletics; ~~the NCAA representative;~~ one appointed by the Provost, and one by the Vice President for University Advancement; one student, appointed by SGA (Total: 14)

#### **Intercollegiate Athletics**

~~Purpose: to recommend policy and procedures concerning athletic admission standards, athletic budgets, program expansion or reduction, and membership in associations; and to oversee the enforcement of conference, association and accreditation rules and regulations.~~

~~Membership: three senators; seven faculty, one elected from each of the following academic units: the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; four administrators: the Director of Athletics; the NCAA representative; one appointed by the Provost, and one by the Vice President for University Advancement; two students, appointed by SGA. (Total: 16)~~

### **Budget Committee**

**Purpose:** to serve in an advisory capacity to the Vice President for University Advancement and Vice President of Business and Finance; to review the budget of the University and make recommendations regarding prioritization, distribution, and implementation to the President and the Vice Presidents of the University; and to consult on discussions concerning salaries and benefits.

Membership: four senators; seven faculty, one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; five administrators: the Director of Budget Services and one each appointed by the Provost, the Vice President for Student Affairs and Enrollment Management, the Vice President for Business and Finance, the Vice President for University Advancement; one student, appointed by SGA. (Total: 17)

### **Rules Committee**

Purpose: to review and make recommendations to the Faculty Senate regarding the structures, composition and organizational aspects of the Faculty Senate and its committees and the rules under which they operate; to resolve disputes between Senate committees, to recommend clear, transparent, efficient, and effective rules for faculty participation in shared university governance; to consider appeals for cases of alleged violations to the rules; to recommend and to coordinate revisions and updates to the UWG *Faculty Handbook, Statutes, Bylaws, Policies, and Procedures*, and any operating protocols the Senate establishes.

Membership: four senators; seven faculty, one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; two administrators: the University General Counsel; and one appointed by the Provost. (Total 13)

### **Diversity and Internationalization Committee**

**Purpose:** to advise the Senior Diversity Officer; to advise the Center for Diversity and Inclusion; to advise on issues of internationalization; to advise and consult regarding adherence to Title IX requirements; to advise on incorporating diversity and inclusion into curricula as appropriate. One member of the committee will represent Faculty Senate on the Education Abroad Advisory Council. It is also recommended that a member of this committee serve on other related committees across campus, e.g. Presidential Committee on Campus Inclusion.

Membership: three senators; seven faculty, one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; three administrators: the University General Counsel; one appointed by the Director of International Student Admissions and Programs; and one appointed by the Senior Diversity Officer; one student, appointed by SGA (Total: 14)

### **Teaching, Learning, & Assessment Committee**

**Purpose:** to advise the Provost and Vice President for Academic Affairs and the Vice President for Information Technology and Chief Information Officer; to consult with ITS regarding issues related to instruction and research on campuses and online; to advise and assist with QEP implementation; to advise the Center for Teaching and Learning; and to advise the Executive Director of Extended Learning (eCore, continuing education, distance and distributed education, satellite campuses.) It is recommended that members of this committee be invited to serve on related committees across campus, e.g., technology fees committee, assessment committee.

**Membership:** three senators; seven faculty, one elected from each of the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; three administrators: one appointed by the Provost and Vice President for Academic Affairs, one appointed by the Vice President for Information Technology and Chief Information Officer, and one appointed by the Executive Director of Extended Learning; one student, appointed by SGA. (Total:14)