

Memorandum

To: General Faculty

Date: September 13, 2023

Regarding: Faculty Senate Agenda for September 15, 2023 in Richards Hall, room 102

1. Call to Order

2. Roll Call

3. Minutes

A) The April 14, 2023 Faculty Senate Meeting Minutes were approved electronically on April 27, 2023.

4. Administrator Reports

A) Course Scheduling Proposal ([Addendum I](#))

5. Committee Reports

Executive Committee (Jeff Reber, Chair)

Information Items:

- 1) General Information Updates
- 2) Committee Chair General Updates

Committee I: Undergraduate Programs Committee (Kim Green, Chair)

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

- A) University College
 - a) Department of Civic Engagement and Public Service
 - 1) [POLS - 3100 - Constitutional Law](#)

Request: Add

This is an eMajor class approved by the consortium as an elective for CRJU majors. It provides a perspective on constitutional law for practical applications in civil rights, civil liberties, courts, criminal procedure, and equal protection. This class should have been submitted in 2021 with the program request but was not submitted at that time.

Information Items:

- A) The Honors Faculty Council approved the grading procedure for Honors conversion courses.
 - a) The Honors Faculty Council approved updates (shown in **Addendum III**) to the process by which "regular" (non-Honors) courses are converted to "Honors" credit. The two changes are intended to reduce the burden of course conversion for instructors from having to alter the base syllabus and to establish consistency across course conversions through which students earn Honors distinction.
- B) Old Business
 - A) Chair-Elect nomination.
- C) New Business
- D) Announcements
- E) Adjourn

Addendum I

UWG Course Scheduling Proposal

The proposal from the UWG Course Scheduling Workgroup on aligning and updating the scheduling of classes across all colleges brings specific positive upgrades to the way we schedule classes and supports elevating student experiences through:

1. Creating consistent start times for classes will make scheduling much easier for students
2. This new proposal provides “free time” to allow meeting planning, as well as time for invited speakers that do not conflict with class times. This allows all faculty to be able to attend.
3. There is an opportunity to provide flexible class times to accommodate our students with jobs and adult learners.
4. This proposal also makes it easier to schedule some block courses for freshmen, and create cohorts of students with similar interests or majors.
5. This proposal enables us to have a higher utilization rate of classrooms.
6. Low-utilization classes starting early or late in the day have been reconsidered based on historic scheduling data, and new start times aligned with top preferences that have been observed.

Proposed Schedule

Proposed

Block A 2 Credit Hours 1 Day Per Week 100 Minutes		Block B 2 Credit Hour 2 Day Per Week 50 Minutes		Block C 3 Credit Hour MWF 50 minutes		Block D 3 Credit Hour MW or TR 75 minutes		Block E 3 Credit Hour 1 Day Per Week 150 Minutes		Block F 4 Credit Hour 2 Day Per Week 200 Minutes	
Start Time	End Time	Start Time	End Time	Start Time	End Time	Start Time	End Time	Start Time	End Time	Start Time	End Time
		7:30 AM	8:20 AM	7:30 AM	8:20 AM	7:30 AM	8:45 AM				
9:00 AM	10:40 AM	9:00 AM	9:50 AM	9:00 AM	9:50 AM	9:00 AM	10:15 AM	9:00 AM	11:30 AM	9:00 AM	10:40 AM
		10:30 AM	11:20 AM	10:30 AM	11:20 AM	10:30 AM	11:45 AM				
Free hour - no classes scheduled											
1:00 PM	2:40 PM	1:00 PM	1:50 PM	1:00 PM	1:50 PM	1:00 PM	2:15 PM	1:00 PM	2:30 PM	1:00 PM	2:40 PM
		2:30 PM	3:20 PM	2:30 PM	3:20 PM	2:30 PM	3:45 PM				
3:00 PM	4:40 PM	4:00 PM	4:50 PM	4:00 PM	4:50 PM	4:00 PM	5:15 PM	3:00 PM	5:30 PM	3:00 PM	4:40 PM
5:30 PM	7:10 PM					5:30 PM	6:45 PM			5:30 PM	7:10 PM
6:00 PM	7:40 PM							6:00 PM	8:30 PM	6:00 PM	7:40 PM
						7:00 PM	8:15 PM				
						8:30 PM	9:45 PM				

UWG - Class Scheduling Guide

Scheduling Principles

Facilitate Student Scheduling and Success

- Colleges must schedule classes so that students can build reasonable schedules with maximum options. For example, scheduling four different required courses in consecutive MWF time blocks allows students to build a schedule easily.
- On-grid scheduling maximizes room utilization and reduces student scheduling conflicts.

Optimize Space

- Colleges must optimize classroom space utilization throughout the week.
- Sections scheduled as hybrids, technology-enhanced, or meeting once a week for 165 minutes must align to the scheduling grid and be matched with other sections to maximize room utilization throughout the week.

Use Standard Time Slots

- Classes must be scheduled within the official start and end times of the schedule grid so students will not be blocked from scheduling consecutive classes and to ensure final exams can be scheduled without conflicts.
- All General Education courses for 3 credits must follow the scheduling grid blocks A or B (see next two pages). General Education courses less than 3 credits must begin on schedule grid start days/times and end before the schedule grid end times. Requirements for courses of more or less than 3 credits are detailed in the section entitled, "Scheduling of Courses of 1, 2, or 4 Credits."
- Exceptions to the schedule grid require justification and prior approval from the Office of the Provost.

Scheduling Block Options

Block A

<i>Meeting Type</i>	<i>Day(s) of Week</i>	<i>Meeting Pattern</i>
Face-to-Face (F2F)	MWF	Three F2F 50-min meetings
Technology-Enhanced (66% F2F with 33% online)	MW, MF, or WF	Two F2F 50-min meetings
Hybrid (33% F2F with 66% online)	M, W, or F	One F2F 50-min meeting
F2F (From 3:30 to 9:15 PM)	MW, MF, or WF	Two F2F 75-min meetings
Hybrid (50% F2F with 50% online) (From 3:30 to 9:15 PM)	M, W, or F	One F2F 75-min meeting

Note(s):

- If the online component of a section includes an online synchronous meeting, the synchronous meeting time(s) must adhere to the schedule grid and match the meeting time of the face-to-face component(s) of the section.
- While rarely used, the 6:55-7:45 AM MWF slot is an option.

Block B

<i>Meeting Type</i>	<i>Day(s) of Week</i>	<i>Meeting Pattern</i>
F2F	TR	Two F2F 75-min meetings
Hybrid (50% F2F with 50% online)	T or R	One F2F 75-min meeting

Note(s)

- If the online component of a section includes an online synchronous meeting, the synchronous meeting time(s) must adhere to the schedule grid and match the meeting time of the face-to-face component(s) of the section.
- While rarely used, the 6:30-7:45 AM TR slot is an option.

Block C

<i>Meeting Type</i>	<i>Day(s) of Week</i>	<i>Meeting Pattern</i>
F2F	M, T, W, R, F, S, or U	One F2F 165-min meeting

Note(s):

- Any online synchronous meeting must adhere to the schedule grid.
- One-day-per-week classes are strongly discouraged during weekdays except evenings and Friday afternoons, as such classes create scheduling conflicts for students who need to take other classes during the week.

Required Balance of Course Offerings

Distribution of Course Offerings

Between 8:00 AM – 6:15 PM Monday through Friday, course offerings should be balanced across the days of the week and all standard class times. Course offerings should not be concentrated into select days and/or time periods.

- General Education offerings must follow Standard Scheduling Blocks A and B.

Space Optimization Guidance

Scheduling Efficiencies

Two or more courses (e.g. hybrid and one-day-a-week) could be scheduled within a single room and time slot on separate day(s) of the week. Care should be taken in selecting the “matching” courses so that the same size and type of room is appropriate. The same strategy applies to two 7-week sections scheduled in the same time slots and in the same room during different 7-week sessions to optimize space.

Scheduling of Courses of 1, 2, or 4 Credits

Seek opportunities to optimize space utilization for 1-credit, 2-credit, or 4-credit sections.

Scheduling Courses of 4 or More Credits:

By necessity, courses of 4 or more credits with no online components will occupy more than one standard 3-credit block. Scheduling of these courses should be done with certain principles in mind:

- Start and end times should be chosen so that the course doesn't overlap with more than two standard 3-credit blocks.
- Start and end times should be chosen so that students have adequate time to move between courses scheduled on the standard grid.
- See below for examples of how a 4-credit course might be scheduled:
 - TR, 8 AM – 9:40 AM
 - TR, 10 AM – 11:40 AM
 - TR, 12 PM – 1:40 PM
 - TR, 2 PM – 3:40 PM
 - MW or TR, 4 PM – 5:40 PM
 - MW or TR, 6 PM – 7:40 PM
 - MW or TR, 8 PM – 9:40 PM
 - MWF, 9:25 AM – 10:35 AM
 - MWF, 10:50 AM – 12 PM

- MWF, 12:20 PM – 1:30 PM
- MWF, 1:45 PM – 2:55 PM

Scheduling 1- and 2-Credit Courses:

1- and 2-credit courses must use standard start times so students will not be blocked from scheduling consecutive classes and final exam times can be scheduled without conflict. Schedulers should also match course offerings with other sections to maximize room utilization throughout the week.

- **1-Credit Courses:**

Because of final exam considerations, 1-credit courses that meet 50 minutes per week should be scheduled using Block C start times and matched with other course offerings to use the space optimally. For example, offer one section on Tuesday at 2 PM and one section on Thursday at 2 PM, or offer one on Monday at 11 AM, one on Wednesday at 11 AM and one on Friday at 11 AM.

- **2-Credit Courses:**

2- credit hour courses should be scheduled using Block A or B start times.

- **Laboratory Courses:**

Laboratory courses that meet on M, W, or F should start on Block A times. Laboratory courses that meet on T or R should start on Block B times.

750 minutes/credit hour/days of the semester

Meeting and Research Slot Opportunity

The scheduling grid under option 2, also allows for a regular time slot where no classes are scheduled for faculty to utilize for research, meetings and other student success needs.

Addendum II

POLS - 3100 - Constitutional Law

2024-2025 Undergraduate New Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*

Desired Effective Year*

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/ Department*

Is this a School of Nursing or School of Communication, Film and Media course?* Yes No

Is this a College of Education course?* Yes No

Is this an Honors Yes

College course?* No

Is the addition/change related to core, honors, or XIDS courses?* Yes No

Course Information

Course Prefix*

Course Number* 3100

Course Title* Constitutional Law

Long Course Title Constitutional Law: Civil Rights and Equal Protection

Course Type*

Catalog Course Description* Offers a comprehensive study of American constitutional law focusing on civil rights, civil liberties, and equal protection. Constitutional claims examined include the denial of freedoms under the Bill of Rights, the equal protection of laws under the 14th Amendment, and civil rights legislation enacted by Congress since the Civil War. The course will also focus on the application and interpretation of the constitutional protections by the American courts.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* Yes No

If yes, indicate maximum number of credit hours counted toward graduation.* 3

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculum Terminology/Icon Guide](#).

Prerequisites POLS 1101

Concurrent

Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* Yes No

If yes, which area(s) (check all that apply):

- Area A
- Area B
- Area C
- Area D
- Area E

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

Frequency - How many semesters per year will this course be offered?

Grading*

Justification and Assessment


Rationale* This is an eMajor class approved by the consortium as an elective for CRJU majors. It provides a perspective on con law for practical applications in civil rights, civil liberties, courts, criminal procedure, and equal protection. This class should have been submitted in 2021 with the program request but was not submitted at that time.

Student Learning Outcomes - Please provide these in a numbered list format.*

After completing this course, you will be able to:

- Demonstrate the ability to think critically on issues involving criminal procedure, analyzing and interpreting situations, events, practices, and cases;
- Demonstrate competence in written communication on issues involving criminal procedure producing well-organized writing that meets conventional standards of correctness, exhibits appropriate style and awareness of audience, and presents substantial material;
- Demonstrate the ability to use research and technology effectively in communication and scholarship on issues involving criminal procedure.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., **correct course prefix and number**, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement


Present or Projected Annual Enrollment* 15

Will this course have special fees or tuition required?* Yes
 No

If yes, what will the fee be?* 0

Fee Justification

LAUNCH proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

POLS 3100 - Constitutional Law, [Term]

[Instructor Name]

[Institution name]

[Institution address]

Phone Number: (xxx) xxx-xxxx

E-mail address: xxxxxxxxxxx@xxxxx.edu

Office hours:**Xday, X:00 AM/PM - X:00 AM/PM**

During office hours, you can find me in **XXX**. You can also reach me during office hours at the above phone number.

NOTICE: Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

Response Time: Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and within 48 hours during the weekend.

Attendance Verification & Semester Dates

IMPORTANT - In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity by **Friday, (insert the date) at noon**. Both of these activities are required and can be found within the START HERE module.

Please note: failure to complete these activities may result in you being removed from the course.

Course Description

POLS 3100 - Constitutional Law

Offers a comprehensive study of American constitutional law focusing on civil rights, civil liberties, and equal protection. Constitutional claims examined include the denial of freedoms under the Bill of Rights, the equal protection of laws under the 14th Amendment, and civil rights legislation enacted by Congress since the Civil War. The course will also focus on the application and interpretation of the constitutional protections by the American courts.

Course Objectives

After completing this course, you will be able to:

- Demonstrate the ability to think critically on issues involving criminal procedure, analyzing and interpreting situations, events, practices, and cases;
- Demonstrate competence in written communication on issues involving criminal procedure producing well-organized writing that meets conventional standards of correctness, exhibits appropriate style and awareness of audience, and presents substantial material;
- Demonstrate the ability to use research and technology effectively in communication and scholarship on issues involving criminal procedure.

Prerequisites

See your home institution's prerequisite requirement.

Course Credit Compliance

This course will be delivered entirely online. This requires the online equivalent of 2250 minutes of instruction (instruction time) and an additional 4500 minutes of supporting activities. As such, you will be required to complete the following online activities during this course (times are approximate):

Instruction Time	
Discussion Postings	700 minutes
Virtual meetings/chat or audio & video	400 minutes
Course Content Facilitation	700 minutes

Assignments	450 minutes
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It is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

Course Texts

eMajor has explored cost-reducing options for students and currently utilizes a range of open educational resources for this course. Open educational resources apply to information and technology that is licensed but freely available for educational purposes. You will not be required to purchase a textbook at this time. The required readings and course material can be found in each module. This course will use the following open educational resources in addition to external web links and embedded video content.

NOTE: These materials are collected from multiple higher education resources, including sources that are printed in British-English. The spelling of words and grammar may differ from American-English. Although extremely rare, some materials may have minor typos. We strongly encourage you to report these mistakes using the Student Change Request form in the Course Resources module.

Module Breakdown

The following modules are covered in this course:

- Module 1: Understanding the Supreme Court & State Action
- Module 2: Judicial Power - The Power of Judicial Review: Challenges & Constraints
- Module 3: Judicial Decision Making – How Politics Shapes Constitutional Interpretation
- Module 4: Slavery & Racial Equality
- Module 5: Freedom of Speech: The Development of Legal Standards & Constitutional Tests of Free Speech
- Module 6: Civil Rights- Racial Discrimination
- Module 7: Civil Rights- Discrimination Based on Sex and Gender
- Module 8: Civil Liberties- The Second Amendment

Course Format and Requirements

Teaching Philosophy:

[In your statement of teaching philosophy, you should include descriptions of how you think learning occurs, how you (as a) will impact the students' learning, what goals you hold for student learning, and how you believe students should participate in the learning process.]

Course Schedule:

NOTE: The schedule is tentative and may be subject to change.

DATE	READING ASSIGNMENTS	ACTIVITIES - What's
MODULE 1 x/x-x/x	<ul style="list-style-type: none"> • Module 1 Readings and Resources • Robson pages 1-47 • Article III, A Summary • How the Supreme Court Works (the Judicial Learning Center) • The U.S. Supreme Court: How it Works (CNN) 	<ul style="list-style-type: none"> • Start Here I Quiz and In • Module 1 D
MODULE 2 x/x - x/x	<ul style="list-style-type: none"> • Robson, page 62-75 • The Separation of Powers (National Conference on State Legislatures) • The Separation of Powers (A Comparative Examination) • The 51st Federalist (Constitution Society) • Abraham Lincoln's First Inaugural Address • Marbury v. Madison (Oyez) • Ex Parte McCardle (Oyez) 	<ul style="list-style-type: none"> • Module 2 D • Module 2 - Assignment • Module 2: E Slavery to N
MODULE 3 x/x - x/x	<ul style="list-style-type: none"> • Module 3 Readings and Resources • Robson pages 73-75 • Constitutional Topic: Constitutional Interpretation • Constitutional Interpretation Overview • Souter, David H. "The Text of David Souter's Speech" Harvard Gazette 5-10-2010 	<ul style="list-style-type: none"> • Module 3 D • Module 3 C
MODULE 4	<ul style="list-style-type: none"> • Module 4 Readings and Resources 	<ul style="list-style-type: none"> • Module 4 D

<p>x/x - x/x</p>	<ul style="list-style-type: none"> • Robson, pages 75-106 • The 3/5ths Compromise (Digital History) • Prigg v. Pennsylvania (Oyez) • Dred Scott v. Sandford (Oyez) • West Virginia v. Strauder (Oyez) • Plessy v. Ferguson- An Overview (History Channel) • Slavery as a Form of Racialized Social Control 	<ul style="list-style-type: none"> • Module 4: E The Hamilt
<p>MODULE 5 x/x - x/x</p>	<ul style="list-style-type: none"> • Module 5 Readings and Resources • Free Speech and the Paradox of Tolerance • Should There be Limits on Free Speech • Protecting the First Amendment in the Internet Age • Social Media and the First Amendment • Schenck v. United States (1919) • Abrams v. United States (1919) • Gitlow v. New York (1925) • Dennis v. United States (1951) • Brandenburg v. Ohio (1969) • Chaplinsky v. New Hampshire (1942) • West Virginia State Board of Ed. V. Barnette (1943) • Tinker v. Des Moines (1969) • Texas v. Johnson (1989) • R.A.V. v. St. Paul (1992) 	<ul style="list-style-type: none"> • Module 5 D
<p>MODULE 6 x/x - x/x</p>	<ul style="list-style-type: none"> • Module 6 Readings and Resources • Robson, pages 120-132 and 220-246 • Plessy v. Ferguson • Korematsu v. United States • Brown v. Board of Education • Judicial Enforcement: Cooper v. Aaron • Legislative Enforcement: Title VI of the Civil Rights Act of 1964 • Swann v. Charlotte (Oyez) • Loving v. Virginia (Oyez) • Grutter v. Bollinger (Oyez) • Gratz v. Bollinger (Oyez) 	<ul style="list-style-type: none"> • Module 6 D • Module 6 V

<p>MODULE 7 x/x - x/x</p>	<ul style="list-style-type: none"> • Robson, pages 290-360 • Craig v. Boren (Oyez) • United States v. Virginia (Oyez) • Obergefell v. Hodges (Oyez) • Romer v. Evans (Oyez) • Reed v. Reed (Oyez) • Talbot, Margaret "A Risky Proposal", New Yorker • Full oral arguments in Hollingsworth v. Perry • Same Sex Marriage Fast Facts (CNN) 	<ul style="list-style-type: none"> • Module 7 D
<p>MODULE 8 x/x - x/x</p>	<ul style="list-style-type: none"> • Module 8 Readings and Resources • Robson, pages 503-533 • The Second Amendment- An Overview (Legal Information Institute) • The Second Amendment-Constitutional Interpretations (The National Constitution Center) • Printz. V. United States • District of Columbia v. Heller • McDonald v. Chicago 	<ul style="list-style-type: none"> • Module 8 D • Module 8 G • Module 8 S

Attendance, Participation, and Time Commitment

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. It is expected that you will demonstrate a positive attitude and courtesy toward other participants in the discussion and observe good discussion netiquette. Be sure to read and observe the following procedures:

- You are a guest in the instructor's classroom, so be sure to observe the class rules.
- Practice manners and civility, and be polite and respectful of your instructor and classmates in all your communication.
- Respect your instructor, and be on time in your work submissions.
- Keep your instructor informed of your status.
- Address your instructor as Professor or Doctor.

- Use correct grammar and punctuation in all your communication ('Dear Professor xxx' not 'Hey').
- Accept your instructor's feedback and learn from it.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. The student who repeatedly turns in late work will be subject to penalties.

Time Commitment

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working on homework problems.

The amount of time it will take you to complete the work for the course will depend on many factors, which will vary with each individual. Students can expect to spend anywhere from 8 - 15 hours per week on this course. Consult the course Calendar and your instructor to be sure you are on schedule, keeping up with the material, and taking quizzes on time.

As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work on all assigned problems for each lesson.
- Complete all coursework and assignments in the time allowed.

Conduct

You are expected to refrain from profanity, crudeness, and slurs of any kind. In other words, you are expected to behave and treat your fellow students and instructor fairly, just as you would in the traditional classroom.

Just as you would listen to others speak in the classroom, you are expected to read and respond politely and thoughtfully to others in the online course. You are expected to refrain from crude or unbecoming comments and be supportive to the class. Proper conduct applies to all forms of communication in the course.

Late Policy

B – To achieve this grade you need to display above-average performance in your course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. As a "B" student you will also go beyond minimum requirements in terms of preparation and presentation of assigned work. You will demonstrate above-average communication skills and the ability to contextualize material.

C – For this grade, you must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. You will demonstrate adequate communication skills and the ability to contextualize materials.

D – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" indicates that your performance is below the average in terms of preparation and presentation of assigned work. You may not be demonstrating adequate communication skills or the ability to contextualize materials.

F – If you receive an F, you have failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate the ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

Academic Honesty

(Acknowledgement is hereby given to Georgia State University on whose policy this is based).

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

For more information, visit: <https://emajor.usg.edu/current-students/student-guide/policies-and-procedures#academic-honesty>

Frequently Asked Questions and Helpful Links

I need:	LINK
ADA Accommodations	https://emajor.usg.edu/current-students/student-guide/academic-services
Technical Support and Requirements	https://emajor.usg.edu/current-students/student-guide/computer-support
To Report a Course Error	https://docs.google.com/forms/d/e/1FAIpQLSdzKI9SXFh7oDcAjtA8Wj8Mk9z1D
To Make a Student Complaint	https://emajor.usg.edu/current-students/student-guide/policies-and-procedur-policy
To Make a Grade Appeal	https://emajor.usg.edu/current-students/student-guide/policies-and-procedur
To Withdraw from a Course	https://emajor.usg.edu/current-students/student-guide/academic-services#ac
To Understand the eCampus Academic Honesty Policy	https://emajor.usg.edu/current-students/student-guide/policies-and-procedur
To Know the Campus Carry/HB 280 Policy	https://www.usg.edu/hb280/additional_information

Addendum III

Information Item from Undergraduate Programs Committee

Honors Course Conversion Grading Procedure

The Honors Faculty Council approved updates to the process (shown below) by which "regular" courses are converted to "Honors" courses. The updated process changes two elements related to the additional work that an Honors student "contracts" with the professor/instructor to do in order to turn the course into an Honors course.

Change the terms for Honors course conversion as follows:

Additional assignment/work	Current	Change
Grading and Syllabus	Must constitute some percentage of the course grade. Thus, Honors conversion alters the syllabus for the course.	Is graded pass/fail and does not affect the student's percentage in the course and letter grade. Thus, Honors conversion does not alter the syllabus for the course.
Assignment Options	Determined by the course instructor. There are minimal guidelines and no established standards.	Options are provided on the contractual form (e.g., at least six options, including research paper, applied and/or creative projects, short papers, additional presentation), along with guidelines and standards that the Honors Faculty Council is establishing with minimal/maximal standards, e.g., page counts.

The Honors College is making this change: (1) To reduce the burden of course conversion for instructors that arises from having to alter the syllabus and (2) to establish consistency across course conversions through which students earn Honors distinction, e.g., to avoid one student completing a two-page paper for a successful conversion and another, in another instructor's course, completing a 30-page paper for a successful conversion.