

Memorandum

To: General Faculty

Date: December 1, 2010

Regarding: Agenda, Faculty Senate Meeting, December 3, 2010 at 3:00 pm TLC
1-303

The agenda for the December 3, 2010 Faculty Senate Meeting will be as follows:

1. Call to Order
2. Roll Call
3. Approval of the minutes of the November 12, 2010 meeting ([See Addendum I](#))
4. Committee Reports

Committee I: Undergraduate Academic Programs (Chair, Tami Ogletree)

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

- A) College of Arts and Sciences
 - 1) Department of Art
 - a) Course: ART 3210 Non-Western Art
Request: Add
Action: Approved
 - 2) Department of Geosciences
 - a) Program: Environmental Science
Request: Modify (update degree requirements)
Action: Approved
 - B) General Education Subcommittee:
 - a) Core Area D Learning Outcomes ([Addendum III](#))
 - b) Critical Thinking Plan Proposal ([Addendum IV](#))

Information Items:

- A) College of Arts and Sciences
 - 1) Department of Art
 - a) Course: ART 2210 Intro to Non-Western Art
Request: Modify
Action: Tabled

- b) Course: ART 3401 Graphic Design I: Typography
Request: Modify
Action: Approved
 - c) Course: ART 3402 Graphic Design II: Typography
Request: Modify
Action: Approved
 - d) Course: ART 4403 Graphic Design IV: Type and Image
Request: Modify
Action: Approved
 - e) Course: ART 4404 Graphic Design IV: Branding
Request: Modify
Action: Approved
 - f) Course: ART 4406 Graphic Design VI Prof Portfolio
Request: Modify
Action: Approved
- 2) Department of Mathematics
- a) Course: Course: MATH 3703 Geometry for P-8 Teachers I
Request: Modify
Action: Approved
 - b) Course: MATH 3803 Algebra for P-8 Teachers I
Request: Modify
Action: Approved
 - c) Course: MATH 4713 Probab/Statistics for P-8 Teachers
Request: Modify
Action: Approved
- 3) Department of Political Science
- a) Course: POLS 4213 Comparative Public Admin & Policy
Request: Modify
Action: Approved
 - b) Course: POLS 4504 International Political Economy
Request: Modify
Action: Approved Request: Modify
- B) College of Education
- 1) Department of Leadership and Applied Instruction
 - a) Course: SPMG 2600 Intro to Sport Management
Request: Modify
Action: Rejected

Committee VII: Institutional Studies and Planning (Chair, Eilis Crean)

Information Item:

The Senate Institutional Studies and Planning (ISP) committee is engaged in the topic selection for UWG's quality enhancement plan. (See [Addendum V](#))

Committee IX: Graduate Studies (Chair, David Jenks)

Action Items: (See [Addendum VI](#))

- A) College of Arts and Sciences
 - 1) Department of Foreign Languages
 - a) Program: M.Ed./PTED in French
Request: Deactivate
Action: Approved
 - b) Program: M.Ed./PTED in Spanish
Request: Deactivate
Action: Approved
- B) College of Education
 - 1) Department of Educational Innovation
 - a) Program: Certification in Media – Plan C
Request: Modify
Action: Approved
 - b) Program: Certification in Media – Plan D
Request: Modify
Action: Approved
 - c) Program: M.Ed. in Media – School Library Media – Plan A
Request: Modify
Action: Approved
 - d) Program: Online Ed.S. in Media IT track Plan G
Request: Modify
Action: Approved
 - 2) Department of Contemporary Teaching and Early Learning
 - a) Policy Change – Ed.S. in Early Childhood Education
Early Childhood Education Faculty members would like to request a change in policy which would allow graduate students admitted into the Ed.S. program in ECED to transfer in up to six (6) hours of graduate credit from an accredited institution.
 - a) Program: M.Ed. in Reading Education
Request: Modify
Action: Approved
 - 3) Department of Leadership and Applied Instruction

- a) Program: Educational Leadership Certification Only
Request: Modify
Action: Approved
- b) Program: M.Ed. in Educational Leadership
Request: Deactivate
Action: Approved
- c) Program: M.Ed. in Physical Education
Request: Deactivate
Action: Approved
- d) Program: Ed.S. Program: Educational Leadership
Request: Modify
Action: Approved
- e) Program: Ed.S. in Middle Grades Education
Request: Deactivate
Action: Approved
- f) Program: Ed.S. in Secondary Education
Request: Deactivate
Action: Approved

Committee XIII: Rules Committee (Chair, Chris Aanstoos)

Action items:

- A. Allocation of Senators - To replace Article IV, Section 2, A, 5 of the *Policies and Procedures Manual* ([See Addendum VII](#)).
- B. Re-election of incumbent senators - To revise the current statement in Article IV, Section 2, F, 1 of the *Policies and Procedures Manual* ([See Addendum VIII](#))
- C. Proposal to further define the Executive Committee -Recommendation to replace Article IV, Section 2, E of the *Policies and Procedures Manual*. ([See Addendum IX](#))
- D. USG Faculty Council - To revise the *Policies and Procedures Manual*, Article IV, Section 2, B to include the specification that it shall be the responsibility of the Chair of the Faculty Senate to represent the University of West Georgia on the USG Faculty Council ([See Addendum X](#)).
- E. Planning Council - To revise Article I, Section 1, E of the *Policies and Procedures Manual* by deleting section 3 ([See Addendum XI](#)).

Information Items:

- A) On the Committee Structure of the Senate ([See Addendum XII](#))
 - B) On the Definition of a Quorum ([See Addendum XIII](#))
5. Old Business
 6. New Business
 7. Announcements
 8. Adjournment

Addendum I

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

November 12, 2010

1. Call to Order

The meeting was convened in room 1-303 of the Technology-enhanced Learning Center. The meeting was called to order by Chair Chris Huff at 3:05 p.m.

2. Roll Call

Present: Aanstoos, Muriel Cormican (substitute for Anderson), Ashford, Austin, Barnhart, Baumstark, Baylen, Bucholz, Burton, Carter, Cook, Cox, Crean, de Nie, Deng, Donohoe, Gordon, Hasbun, Hatfield, Jim Yoder (substitute for Hodges), Hooper, Jenks, Kang, Khan, Lane, Sal Peralta (substitute for Mbaye), Walter Todd (substitute for Morris), Ogletree, Penco, Ringlaben, Rutledge, Smith, Thomas, Williard

Absent: Chowns, DeFoor, Jackson, Payne, Rollins

3. Approval of the minutes of the October 8, 2010 meeting

The minutes were approved by voice vote with no additions or corrections.

4. Committee Reports

Committee I: Undergraduate Academic Programs (Chair, Tami Ogletree)

Action Items:

Motion to change course modification for SLPA 3701—Introduction to Communication Disorders from and action item to an information item was approved.

A) College of Arts and Sciences

- 1) Department of English and Philosophy
 - a) Program - Minor in Creative Writing
Request: Modify
Action: Approved

Motion approved by voice vote.

Ogletree moved to approve UAPC recommendations on Items A.2.a-C.1.a, which follow:

- 2) Department of Geosciences
 - a) Course: GEOG 4900 Dendrochronology
Request: Add
Action: Approved
- 3) Department of History
 - a) Course: HIST 4423 Women and Gender in the Ancient World
Request: Add
Action: Approved

- b) Course: HIST 4432 The Roman Republic
Request: Add
Action: Approved
- c) Course: HIST 4462 American Politics since 1933
Request: Add
Action: Approved
- 4) Political Science and Planning
 - a) Course: POLS 4462 American Politics since 1933
Request: Add
Action: Approved
- B) College of Education
 - 1) Special Education and Speech Language Pathology
 - a) Course: SLPA 4786 Internship
Request: Delete
Action: Approved
 - b) Course: SLPA 4787 Internship
Request: Delete
Action: Approved
 - c) Course: SLPA 4788 Internship
Request: Delete
Action: Approved
 - d) Course: SLPA 4789 Student Teaching Seminar
Request: Delete
Action: Approved
 - e) Course: SPED 2704 Foundations of Special Education
Request: Delete
Action: Approved
 - f) Course: SPED 2706 Intro to Special Education
Request: Delete
Action: Approved
 - g) Course: SPED 3706 Lang & Comm w/disabled Children
Request: Delete
Action: Approved
 - h) Course: SPED 3708 Medical Aspects/Assistive Tech
Request: Delete
Action: Approved
 - i) Course: SPED 3712 Characteristics of Mental Retardation
Request: Delete
Action: Approved

- j) Course: SPED 4706 Collaboration in School Settings
Request: Delete
Action: Approved
 - k) Course: SPED 4752 Pract. III Mod/Sev/Prfnd MR
Request: Delete
Action: Approved
 - l) Course: SPED 4762 Curr & Meth-Mod/Sev/Prfnd MR
Request: Delete
Action: Approved
 - m) Course: SPED 4787 Student Teaching
Request: Delete
Action: Approved
 - n) Course: SPED 4788 Student Teaching
Request: Delete
Action: Approved
- C) Richards College of Business
- 1) Department of Management
 - a) Course: CISM-3385: Special Tpcs in Mgnt Info Syst
Request: Delete
Action: Approved

Motion approved by voice vote.

- D) General Education Subcommittee: (Presented by Dan Williams)
- a) Revised Learning Outcomes

Motion approved by voice vote.

- b) Proposed Course Overlays

Friendly amendment to Learning outcome for Critical Thinking (CT) Core Overlay:
Students will demonstrate the ability to interpret, analyze, evaluate, and explain various kinds of evidence, statements, and arguments.

Friendly amendment to learning outcome for the courses for Global Perspectives (GL) Core Overlay:
Change "PHIL 2100" to "Phil 2010," since the course number for this course, "Introduction to Philosophy," has changed.

Motion approved by voice vote.

Information Items:

- A) College of Arts and Sciences

- 1) Department of Foreign and Literatures
 - a) Course: FREN 4310 Francophone Civilization and Culture
Request: Modify
Action Approved

- 2) Department of History
 - a) Course: HIST 1111 Survey World Hist/Civ I to 1500
Request: Modify
Action: Approved

 - b) Course: HIST 1112 Survey World Hist/Civ II
Request: Modify
Action: Approved

 - c) Course: HIST 2111 US Hist I (to 1865)
Request: Modify
Action: Approved

 - d) Course: HIST 2112 US Hist II (since 1865)
Request: Modify
Action: Approved

- B) College of Education
 - a) Course: SLPA 3701 Introduction to Communication Disorders
Request: Modification
Action: Approved

- C) Richards College of Business
 - 1) Department of Management
 - a) Course: CISM-4390: Information Systems Topics
Request: Modify
Action: Approved

- D) School of Nursing
 - a) Course: NURS 4545 Nursing Leadership in Healthcare
Request: Modify
Action: Approved

Committee II: Academic Policies and Procedures (Chair, Farooq Khan)

Action Item:

Whereas the FS-APP committee has responded to a request from the provost to review possible changes to the Academic Calendar, and

Whereas the FS-APP committee has conducted survey of faculty preferences regarding various calendar options, and

Whereas the survey reveals strong faculty preference for one of those options,

Therefore be it resolved that the Faculty Senate recommends to the Provost that a four-year rolling calendar be created which follows the formula most preferred in the faculty survey.

Motion approved by voice vote.

Committee IX: Graduate Studies (Chair, David Jenks)

Action Items:

Jenks moved to approve Graduate Studies recommendations on Items A.1.a-B.2, which follows:

- A) College of Arts and Sciences
 - 1) Department of History
 - a) Course: HIST 5423 – Women and Gender in the Ancient World
Request: Add
Action: Approved
 - b) Course: HIST 5432 – The Roman Republic
Request: Add
Action: Approved
 - c) Course: HIST 5462 – American Politics since 1933
Request: Add
Action: Approved
 - 2) Department of Political Science
 - a) Course: POLS 5462 – American Politics since 1933
Request: Add
Action: Approved
- B) College of Education
 - 1) Department of Curriculum and Instruction
 - a) Course: SEED 7220 – Introduction to the Profession
Request: Add
Action: Approved
 - b) Course: SEED 7289 – Teaching Internship Seminar
Request: Add
Action: Approved
 - c) Course: SEED 7291 – Instruction and Management in the Classroom
Request: Add
Action: Approved
 - d) Course: SEED 7291L – Instruction and Management in the Classroom
Request: Add
Action: Approved
 - 2) Department of Special Education and Speech Language
 - a) Course: SPED 6785 – Special Topics in Special Education
Request: Delete
Action: Approved

Motion approved by voice vote.

Motion to change following item to an action item approved.

College of Education

1) Curriculum and Instruction

a) Policy Change – Ed.S. in Early Childhood Education

Early Childhood Education Faculty members would like to request a change in policy that would allow graduate students admitted into the Ed.S. Program in ECED to transfer in up to six (6) hours of graduate credit from an accredited institution.

Item sent back to COGS for clarification

Information Items:

1) Media and Instructional Technology

a) Course: MEDT 6461 – Admin of School Media Center

Request: Modify

Action: Approved

b) Course: MEDT 6463 - Cataloging

Request: Modify

Action: Approved

c) Course: MEDT 7474 – Online Reference Sources and Services

Request: Modify

Action: Approved

d) Course: MEDT 7477 – Technology for Media Services

Request: Modify

Action: Approved

e) Course: MEDT 7478 – Automating School Media Center

Request: Modify

Action: Approved

f) Course: MEDT 7487 – Practicum

Request: Modify

Action: Approved

Committee XIII: Rules Committee (Chair, Chris Aanstoos)

Action items:

Proposal for clarification of the definition of “faculty” to “voting members of the general faculty” for purposes of eligibility to serve on the Senate and for the basis of the representative apportionment of senators.

As requested by the Faculty Senate, the following codicil to the proposal to clarify who is eligible faculty has been added to the minutes.

The Rules Committee wishes to include this codicil to insure that no one misconstrues the proposal’s use of the term “visiting” to include “limited term appointments” in the proposal’s categories of faculties. These are recognized as two different categories of appointments, and the reference to the Statutes’ citation

of visiting faculty in this proposal's accompanying rationale explicitly does not include those with limited term appointments in that category.

The motion was approved by voice vote.

Information Items:

A) Consultative role of the faculty in the shared governance of the university

B) Allocation of Senators

5. Old Business-none

6. New Business-none

7. Announcements

- a) ISP is currently considering the selection of a topic for the Quality Enhancement Plan (QEP). The Learning Outcome Survey is still available until Nov. 16, 2010. The Next step will be to select a short list of topics.

The ISP committee is currently considering the selection of a topic for the Quality Enhancement Plan. The selection of the QEP topic is a significant piece of academic planning at UWG. This topic will be a focus for student learning at this institution for the next 7 years. Please take time to respond to the surveys and give the feedback to this senate committee.

See the following link for proposals <http://www.westga.edu/qep/>

And, e-mail reminder to participate in the current survey sent 10th November to All-Faculty, staff and students.

Update on process:

The committee has reviewed all topic proposals, <http://www.westga.edu/qep/>) narrowed the ideas contained in the submissions and, developed the following surveys:

1. QEP Categories Survey:

- a. Global Perspectives/Views
- b. Literacy/Proficiency
- c. Transformative Action
- d. Inquiry/Research

2. QEP: Learning Outcomes Survey, (active until Tuesday 16th November nine learning outcomes to be ranked 1-9; Two suggestion boxes are included for "Other learning outcomes" and "QEP topic title suggestion"

1. Read and comprehend complex material
2. Demonstrate analytical, persuasive, and imaginative writing skills
3. Utilize quantitative reasoning appropriate to professional field and personal lives
4. Understand and perform methods of basic research for the purpose of making informed decisions professionally, personally and academically
5. Apply liberal arts education for the betterment of civic life
6. Use technology to create/locate/manipulate information
7. Synthesize, interpret, and evaluate ideas and data
8. Demonstrate an awareness of global and cultural interconnectedness
9. Generate innovative, imaginative, creative, and broadminded solutions for the good of humanity

The committee meets next on Wednesday 17th November to develop a list of topic titles. A third survey, QEP Topic Titles, will be forthcoming. A shortened list will be sent to the UAPC, COG, and PAC for comment before a final recommendation to the senate in December.

- b) Current work of GUM, May 2010 – Nov 10th, 2010, includes the parking code and a Volunteer Policy for the University.

Parking code: We revised parking code and it was approved by Senate.

Parking on Front and Back campus Drive: We received the proposal to change parking on Front and Back campus. With the expertise of Parking Services reviewed proposal and discussed possible solutions for both student and faculty parking on campus. In addition, Parking Services updated us on current and future developments concerning parking on campus.

Volunteer policy: We received the proposal from University's Risk Management to review university's volunteer policy. The policy is currently being revised.

- c) FASP is working towards a development of the Promotion and Tenure Policy.

- d) Library will be open 24/7 through the end of the semester.

8. Adjournment

Addendum II

Course or Program Addition, Deletion or Modification Request

Department: Environmental Science Program College: College of Arts & Sciences

RECEIVED

Current course catalog listing: (for modifications or deletions)

2010 NOV 17 PM 2:53

Prefix Course Title Hours: Lecture/Lab/Total

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input checked="" type="checkbox"/> Other	

Credit
<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
<small>*Variable credit must be explained</small>

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total


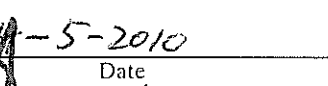


Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) _____ **Effective Date*:** ____/____/____
*For a new course, one full term must pass between approval and effective date. Term/Year

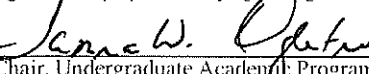
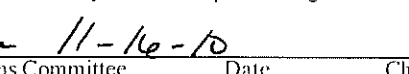
Grading System: Letter Grade Pass/Fail Other

Approval:

	Date		Date
Department Chair	4-5-2010	Department Chair (if cross listed)	Date
	Date		Date
Dean of College	4/12/10	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

	Date		Date
Chair, Undergraduate Academic Programs Committee	11-16-10	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs Date

Proposed changes to B.S. in Environmental Science Program

We wish to update degree requirements for the B.S. Degree in Environmental Science to account for changes in course offerings in several departments and to clarify catalog description of the program. Environmental Science is an interdisciplinary degree requiring coursework in many academic departments. Course offerings in those departments have changed significantly since inception of the Environmental Science Program. As a result many required courses in the program are taught only infrequently or not at all. We wish to update degree requirements to reflect these changes and provide students a reasonable choice of courses for completing their degree.

Proposed changes to Environmental Science Major requirements (proposed catalog description is attached):

1. Change catalog description and degree requirements to omit most ENVS course prefixes. ENVS 2202 and ENVS 4900 are the only valid ENVS course numbers. The remaining ENVS courses (all cross-listed with other programs' courses) are not valid course numbers recognized by the Registrar. The courses themselves exist, but only under their original, permanent course numbers. Degree requirements need to be changed to refer only to officially recognized courses.
2. Move requirement for MATH 2644 from Core F to Required Lower Division Courses; change requirement to include MATH 2644 or MATH 2063

Rationale: MATH 2644 is now listed as required in Core Area F. This math requirement is more appropriately listed outside the Core. MATH 2063 is more useful than MATH 2644 for many ENVS majors and should be listed here as an alternative.

3. Move requirements for Science Sequence II from Required Lower Division Courses to Core Area F.

Rationale: Core Area F is too confusing in its present form. Program advisors cannot figure it out themselves, much less explain it to students.

4. Now required: ENVS 2202 (in Core F)

Change to: ENVS 2202 or GEOG 2505 or ISCI 1121 (and move to Required Lower Division Courses)

Rationale: ENVS 2202 is not offered on a regular basis; GEOG 2505 and ISCI 1121 address many of the same environmental issues and are taught yearly. We presently make these substitutions on a piecemeal basis for many ENVS students.

5. Now required: CS 1030 or CS 1301

Change to: Choose one: CS 1030, CS 1300, GEOL 2002, GEOG 2553

Rationale: CS 1301 requires CS 1300 as a prerequisite—CS 1300 is more appropriate for this requirement. The additional courses above are applied computing courses that will be useful to many ENVS majors. Changing this requirement allows students to select the best course for their needs.

6. Now required: POLS 4209 (listed as ENVS 4209)

Change to: Remove this as a required course (but include it as an option below)

Rationale: The course is not offered on a regular basis.

7. Now required: Choose two: GEOL 4053 (ENVS 4053), GEOL 4093 (ENVS 4093), ANTH 3180 (ENVS 3180), SOCI 4803 (ENVS 4803).

Change to: Choose two: CHEM 3010, GEOG 3800, ANTH 3180, GEOL 4093, POLS 4209, BIOL 4450, HIST 4461, SOCI 4803.

Rationale: GEOL 4053 is no longer offered; some remaining courses are not offered regularly. Additional choices are necessary to ensure students are able to graduate on time. This requirement now also includes POLS 4209 from #6 above.

Proposed catalog description for Environmental Science major:

Core Areas A, B, C, D and E: See University of West Georgia Core Curriculum requirements		42
Core Area A: must include MATH 1113		
Core Area B: XIDS 1004 recommended		
Core Area D: MATH 1634 and Science Sequence I* recommended		
Core Area E: XIDS 2301 recommended		
Core Area F:		18
Science Sequence II and III *(choose two of the following introductory science sequences):	16	
BIOL 1107+1107L and BIOL1108+1108L		
GEOL 1121+1121L and GEOL 1122+1122L		
CHEM 1211K and CHEM 1212K		
Math credit from areas A and D	2	
(*Note: Science Sequences I-III include BIOL 1107-1108, CHEM 1211K-1212K and GEOL 1121-1122; they may be taken in any order.)		
Required Lower Division Courses		12-22
Science Sequence I (if not taken in Core)	0-8	
PHYS 1111 or PHYS 2211	4	
Choose one: CS 1030, CS 1300, GEOL 2002, GEOG 2553	2-3	
Choose one: MATH 2644, MATH 2063	3-4	
Choose one: ENV5 2202, GEOG 2505, ISCI 1121 (Ecore)	3	
Required Upper Division Courses		9-10
Choose two: CHEM 3010, GEOG 3800, ANTH 3180, GEOL 4093, POLS 4209, BIOL 4450, HIST 4461, SOCI 4803	6	
Capstone Course: ENV5 4900	3-4	
Choose one concentration:		
BIOLOGY		28-39
BIOL 4440	4	
CHEM 3310K	4	
GEOL 3603	3	
Biology electives (restricted to courses approved for Biol. major)	12	
General Electives (at 3000 level or higher)	5-16	
CHEMISTRY		28-39
CHEM 2411+L	4	
CHEM 3310K	4	
CHEM 4920	4	
BIOL 4440	4	
GEOL 3603	3	
Chemistry Electives at 3000 level or higher (excluding CHEM 3130, 3140, 4083)	3-4	
General Electives (at 3000 level or higher)	5-17	
GEOLOGY		28-39
GEOL 3004	4	
GEOL 4084	4	
GEOL 4014 or GEOL 4083	3-4	
GEOL 4093 (if not taken in Major Courses)	0-3	
BIOL 4440	4	
CHEM 3310K	4	
General Electives (at 3000 level or higher)	5-20	

Course Update Request (Add, Delete, Modify)

Originator

Art Department: College of Arts and Sciences College
 Reynolds, Rebecca Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments

Course Details

ART 3210 Non-Western Art
 Prefix Number Course Title

Lecture-based course on selected topics in non-Western art of Asia, Africa, Oceania, or the New World, studying artworks from within or across these cultures in their cultural and historical contexts. May be repeated up to 9 credit hours if the topic changes.

Course Catalog Description

3 Lec Hrs Lab Hrs 3 Credit Hrs Fall - 2011 Effective Term Yearly Frequency Letter Grade Grading

Prerequisites

Art 2201, 2202, or 2210

Corequisites

Rationale

We are reinstating a previously existing upper-level course offering.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 25

Comments

TEAC Approval Required

College Approvals

Shunn, Kevin [APPROVED]
 Chair, Course Department

Overfield, Denise [APPROVED]
 Associate Dean, College of Arts and Sciences

Cross Listing Approvals

N/A
 Chair, Cross Listed Department

N/A
 Associate Dean, Cross Listed College

Other Approvals

Ogletree, Tamra [APPROVED]
 Chair, Undergraduate Academic Programs Committee

N/A
 Chair, TEAC

FINAL APPROVAL

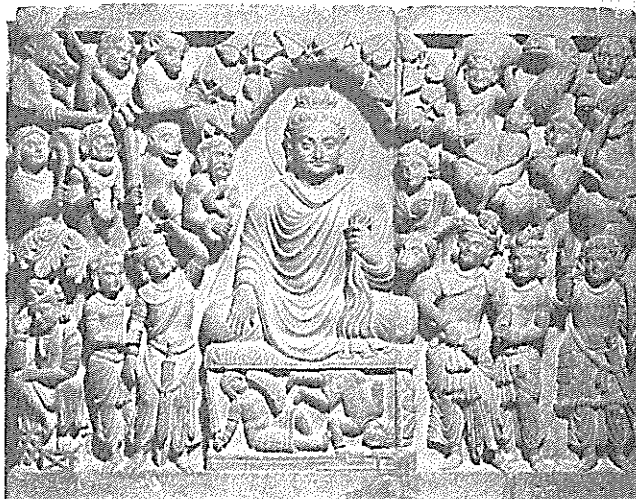
Anderson, Jon [REQUIRED]
 Chair, Faculty Senate

ART 3210/5210: Aspects of the History of Non-Western Art & Architecture: Asian – DSW and Grad sections

Spring 2007
Tuesday Thursday
5:30-6:45
Humanities 203

Dr. Rita Tekippe
rtekippe@westga.edu
<http://www.westga.edu/~rtekippe/>
e/
324 Humanities Building
678-839-4953

Office Hours:
MW 9:00-11:15
TTh 11:00-11:30; 4:00-5:00
Or by appointment



Sakyamuni's Victory over Mara. Bactro-Gandharan.
Kushan Period
Schist. 67cm H. 1st-3rd CAD

Required Texts:

- Diana L. Eck *Darśan, Seeing the Divine Image in India* Chambersburg PA: Anima Books, or NYC: Columbia
- THE FOLLOWING ARE ALL FROM THAMES & HUDSON: WORLD OF ART SERIES:
 - Roy C. Craven *Indian Art, A Concise History*
 - George Michell *Hindu Art & Architecture*
 - Robert E. Fisher *Buddhist Art & Architecture*
 - Robert E. Fisher *Art of Tibet*
 - Mary Tregear *Chinese Art*
 - Joan Stanley-Baker *Japanese Art*

Assigned readings here (schedule attached). Lecture material presupposes that you have completed reading assignments prior to class. You should expect to re-read and study text again, in conjunction with your notes again, perhaps several times. Text readings will supplement material presented in lectures. They are not a substitute for engaged attention in the classroom.

Course Description: We will examine select works of painting, sculpture, craft, and architecture created in India, Southeast Asia, China, Japan, and Korea, and will explore the cultural and historical circumstances of their creation. This survey will cover works from the prehistoric period to the present, as appropriate for each culture/geographic region. In addition, we will investigate the disparate methods used for gathering information about the arts which give expression to the various cultural groups.

Purposes for the creation of specific types of artworks often have stronger influences on technique and style than is normal for "western" works, and serve as determinants in aesthetic values. Stylistic issues will be considered in relationship to purpose, and the conditions which affect stylistic evolution, or the lack of stylistic change, will be investigated with regard to controlling cultural factors. The differences from the western canons of art history will be scrutinized. Students will be expected to master visual recognition of select works by these artists and to discuss how the works demonstrate the significant traits of style, technique and material well as how they reflect the context of their creation in other ways. Mastery will be demonstrated through four exams, a term project, a museum writing assignment, article reviews, and class discussion.

Relationship of course goals to program goals. This course facilitates progress towards Art Department goals of familiarity of students with works and intentions of major artists/designers and movements of the past and present; helps to develop visual sensitivity and the conceptualization means of artists, including technical processes. For Art History students, this fulfills the non-western requirement. For Global Studies students, advisement will help you determine how it fits into your requirements.

Discipline-Specific Writing: Please note that this course has a "DSW" designation, which means it is a Writing course. DSW accepts as a guiding principle the idea that writing is valuable tool for learning and communication. Therefore, the writing components of this course are designed to help you to learn the material and to communicate what you have learned, within the context and the norms for the discipline of art history. As a Writing course, it demands a variety of writing assignments which are intended to stimulate "writing to learn" (WTL) as well as "writing to communicate" (WTC), and requires phases and revisions to polish and improve the written work. Your writing skills will be assessed as part of the evaluation of any written assignments. These include exams, article reviews, online discussions, the annotated bibliography/project thesis statement, and the term project.

Students With Disabilities: UWG adheres to requirements of Americans with Disabilities Act. If you need accommodation under this Act, contact the Disability Student Services at 678-839-6428.

Assignments and Grading:

Exam 1 February 6th 60 points
Exam 2 March 6th 60 points
Exam 3 April 3rd 60 points
Final Exam May 1st 11:00-1:00 80 points
Attendance 1 point/day 30 points
Museum Visit (by February 13th) 25 points
Writing assignments:
Museum Object Writing Assignment due February 13th 35 points
Article Response 1 February 27th 30 points
Article Response 2 March 15th 30 points
Article Response 3 April 5th 30 points
Term Project April 12th 100 points
TOTAL 540 points

Exams: At least 50% of each exam will be in essay format. Exams 1, 2, or 3 are not cumulative with regard to titles and dates of works. You will not be required to identify works from earlier exams for later exams. However, you are expected to accrue and retain skills, concepts, and terms throughout the semester. And the Final Exam may include comparative works from previous cultures for analysis. Exams might include (but are not limited to) identifications and analysis or comparison of known or unknown works, themed essays. You are expected to make intelligent observations of your own, upon

thoughtful consideration of works seen in class, texts, and lecture material. **NO MAKEUP EXAMS WILL BE GIVEN.**

Website: <http://www.westga.edu/~rtekippe/> This site will be useful to you for reference to your syllabus, image & terms lists, and other information related to class. Studyguides, which might include vocabulary terms, will be posted on the website, and you should print them out and bring them along to guide you through the lectures. The website will also include sections on terms and concepts for which you are responsible. Studyguides will be annotated prior to quizzes and exams, noting appropriate emphasis for study, but all material presented in class is important to the learning experience – none of it is "throwaway".

CourseDen: Some of your assignments will require the use of CourseDen, which is accessed through the UWG website.

Course/Reading Schedule: (Subject to change as we progress through the term)

- **Weeks 1 through 8: India & Tibet**
- **Weeks 9 through 12: China**
- **Weeks 13 through 16: Japan, Korea & other Southeast Asia if time permits**

TOPICS & READINGS

India: Prehistoric, Harappan Culture, Vedic Period

Craven: Intro, Chs. 1, 2; Michell: Chs. 1, 2; Eck: entire book
Hinduism, Buddhism, Jainism

Maurya, Shunga, Andhra, Kushan Dynasties

Craven: Chs. 3, 4, 5, 6; Michell: pp. 44-54; Fisher *Buddhist*: pp. 7-41
Gupta & Post-Gupta

Craven: Ch. 7; Michell: pp. 44-64; Fisher *Buddhist*: pp. 41-61
South India

Craven: Ch. 8; Michell: pp. 64-88 **EXAM 1 February 6th no class - take-home due February 13th**

February 8th Museum Day, no class

Museum Object Writing Assignment February 13th

Term Project Proposal February 15th

Medieval & Post Medieval India

Craven: Ch. 9; Michell: pp. 89-132; Fisher *Buddhist*: pp. 62-77
Islam in India; Later Indian Art & Architecture

Craven: Chs. 10, 11; Michell pp. 133-211

Tibet

Fisher *Buddhist*: pp 77-85; Fisher *Tibet*: entire book

Writing 2: Article Review 1 February 27th

March 1st -- Last day to Withdraw without failing **EXAM 2 March 6th**

China: Prehistoric; Shang, Zhou, Qin Dynasties

Fisher *Buddhist*: Ch. 2; Tregear: Intro, Chs. 1, 2, 3

Han, Northern & Southern Wei & Jin, Sui, Tang, Five Dynasties, Liao

Tregear: Chs. 4, 5, 6

Writing 3: Article Review 2 March 15th

Spring Break March 20, 22

Song, Yuan, Ming, Qing, Modern China

Tregear: Chs. 7, 8, 9, 10, 11, 12 **EXAM 3 April 3rd**

Writing 4: Article Review 3 April-10th April 5th

Japan: Prehistoric, Asuka, Nara

Fisher *Buddhist*: Ch. 3 Tregear: Chs. 1, 2, 3

Heian, Kamakura, Muromachi

Tregear: Chs. 4, 5

Term Project due April 12th

Azuchi-Momoyama, Edo, Modern Era

Tregear: Chs. 6, 7

Korea, Thailand, Cambodia, Indonesia

Attendance & Class Participation: You are expected to attend class and participate in discussions. You are responsible for awareness of any changes of assignment or course schedule announced in class, and any handouts, as well as any material which is posted on the website. Thorough lecture notes and visual familiarity with slides shown are essential to successful completion of the course. Your absence or tardiness/early departure should be explained to me in the event that there may be a reason I deem legitimate, but *any absence is an absence* – you are missing material I consider necessary for the course. My attendance policy is strict, and the penalties for absence and tardy incidents are as follows

For each:	1 st -2 nd	3 rd -4 th	5 th	6 th +
Absence	1 point	2 points	3 points	5 points
Tardy/leaving early	½ point	1 point	2 points	4 points

Museum Object Writing Assignments: will require that you visit the Carlos Museum at Emory university and examine and analyze a specific museum object, from the Carlos Museum Asian collection or the special exhibition *Domains of Wonder, Masterworks of Indian Painting*, according to guidelines which will be given to you. The directions will guide you step by step through the process and result in a written paper of 2-4 pages in length.

Article Reviews: You will write three article reviews, one each for the three major areas we will cover (India, China, Japan). These will be based upon articles on electronic reserve in the library. They will be submitted electronically through WebCT This requires that you use MSWord as a word-processing program. (If you do not have this, it is available free to all students through SITS). Full directions for Article Reviews will be posted separately on the class website.

Term Project: You will create an illustrated written catalogue for an exhibition of 8-12 works of art, for which you will choose the theme. You will go to the Carlos Museum by February 13th, to view their Asian collection and the special exhibition *Domains of Wonder, Masterworks of Indian Painting*, and you should plan to choose at least one of the works you will include in your exhibition from among those on display there, and then to build your show around a theme you develop in relationship to that work and others you will choose from various sources. Proposal for your project is due February 13th, and it must have my approval before you proceed with the project. Your catalogue will include an essay explaining the theme you have chosen and entries for each item, to describe the object, give pertinent data about its creation, use, context, and history, which you will glean from your research, and references for further information. Term Project is due April 5th. You will do scholarly library research (not just on the internet), including materials from interlibrary loan, and formulate an intellectually-sound study, which will be well-written and professionally-presented. More information on project and requirements to be given at a later date.

ANYONE WHO FAILS TO SUBMIT THE TERM PROJECT

WILL FAIL THE COURSE

Academic Honesty: (see <http://www.westga.edu/~vpaa/handrev/207>) The University has adopted a policy for promoting high ideals and the greatest possible learning for each individual. Improper

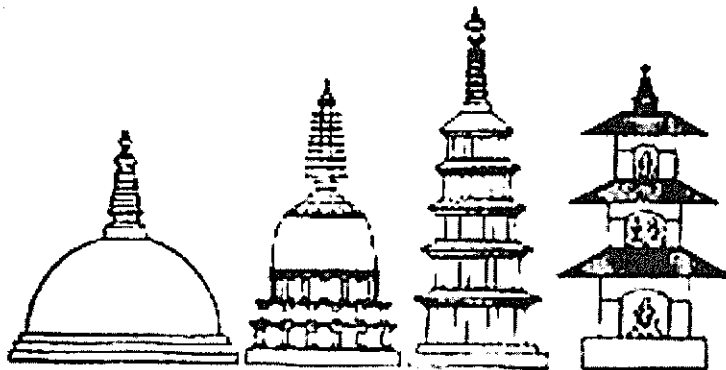
academic conduct on the part of the student shall be interpreted to mean obtaining and use of information during examination by means other than those permitted by instructor, including supplying such to other students. Also improper is plagiarism, i.e., purchase and use of ghost-written papers and reports, or incorporating into a report, term theme, research paper, or project, ideas and data obtained from another person without credit to the person from whom such information was obtained. Further, inclusion of published or unpublished writings of another person without noting sources according to scholarly procedures acceptable for the discipline of art history shall be considered plagiarism. The definition of academic misconduct applies equally to improper use of electronic sources of information and opinion. At West Georgia, the student is urged to seek truth and beauty in and for themselves, as well as skills needed for a productive life. Academic honesty is essential in preserving one's own integrity, that of the institution, and in gaining a true education. The West Georgia student pledges not to lie, cheat, or steal in the pursuit of his or her studies and is encouraged to report those who do.

Office Hours: Please plan to consult with me during my designated office hours, or by appointment, rather than before or after class. The office hours are reserved for you so that I can give specific attention to you and your concerns, and this is usually not possible when you catch me outside those scheduled times.

E-mail is a very good way to contact me and I make an effort to respond fairly promptly during week-day hours and often in the evenings and on week-ends. Use your UWG e-mail address, NOT an outside server. You are responsible for checking your university account regularly.

If, at any point, you have questions or problems, be sure to contact me. I will be happy to consult with you on advice about taking notes, preparing for exams.

Come to my office during office hours, or set up an appointment, or contact me by e-mail.



Evolution from stupa to pagoda as Buddhist architectural form

Addendum III

Core Area D Learning Outcomes Approved by the General Education Committee
November 2010

1. Apply scientific reasoning and methods, mathematical principles, or appropriate information technologies to explain natural phenomena or situations that arise in the real world.
2. Use appropriate scientific tools and instruments to acquire data, process information, and communicate results.

Addendum IV

Critical Thinking Plan Proposal

The University of West Georgia has chosen to submit a Critical Thinking Plan instead of creating a Critical Thinking overlay, because we believe that all of the areas of our core train students in critical thinking and meet the learning outcomes of the Critical Thinking learning goal. The UWG Critical Thinking learning outcome states that “*Students will demonstrate the abilities to interpret, analyze, evaluate, and explain various kinds of evidence, statements and arguments.*”

This outcome is explicit in AREA B, which all students are required to fulfill. AREA B outcomes specifically refer to the development of “*problem solving and critical thinking skills*” as one of several learning outcomes.

Likewise, critical thinking outcomes are implicitly featured in the learning outcomes for all core areas, A through E. AREA A deals specifically with communication through the effective articulation of ideas, oral and written. Critical thinking skills are implied in the learning outcomes for AREA A, which state that students must “*recognize and identify topics, synthesize and logically arrange,*” and “*adapt*” communication to “*specific purposes and audiences.*” These AREA A requirements support the development of critical thinking because they require students to “*demonstrate the ability to access, analyze, interpret and use various information sources.*”

In AREA C, the exploration of “*foundational concepts*” in “*artistic, intellectual, and literary achievements*” fosters a keen understanding of the tradition and practice of interpretation. Additionally, other learning outcomes in AREA C challenge students to “*make informed judgments about the fine, literary, or performing arts from various cultures.*” This reflects the development of skills which contribute to students achieving a decided level of critical thinking in order to complete this area of the core.

AREA D, which includes sciences, mathematics, and computer science, further supports development of critical thinking skills through the application of scientific reasoning and methods of inquiry, the appropriate use of tools to acquire data, process information and communicate results, and the appropriate application of mathematical principles and information technologies to real world situations. These AREA D requirements fulfill the critical thinking learning goal “*to interpret, analyze, evaluate and explain various kinds of evidence, statements and arguments.*”

AREA E, where both the social sciences and history reside, calls for multiple outcomes which can be linked to further development of critical thinking skills. Specific outcomes such as demonstrating the ability to “*think historically*” and gain “*awareness of the social significance of ethnicity, gender, race, and class in historical events and study*” imply that students will be asked to practice critical thinking skills.

These selected outcomes serve as examples of the numerous ways in which our core curriculum emphasizes critical thinking as students move through areas A through E. Every student who completes the UWG core will thus fully meet the objectives listed in the Critical Thinking learning outcome.

Addendum V

Faculty Senate Meeting, 3rd December 2010

Information Item: The Senate Institutional Studies and Planning (ISP) committee is engaged in the topic selection for UWG's quality enhancement plan.

So far, the committee has completed the following steps:

- A call for topics from all faculty and staff
- A categorical survey based upon review of topics
- A survey of learning outcomes associated with the topics

The committee is in the process of reviewing the results of these and has formulated a conceptual framework.

- Topic Theme:
 - Writing
- Topic Applications and Outcomes:
 - Applying Ideas and Data in a Globally Interconnected World
 - Exploring new frontiers through Research and Creative Engagement

The committee's next steps include:

- Defining the concepts
- Identifying key assessments related to the topic
- Presenting a fully developed topic to the senate in the January or February senate meeting

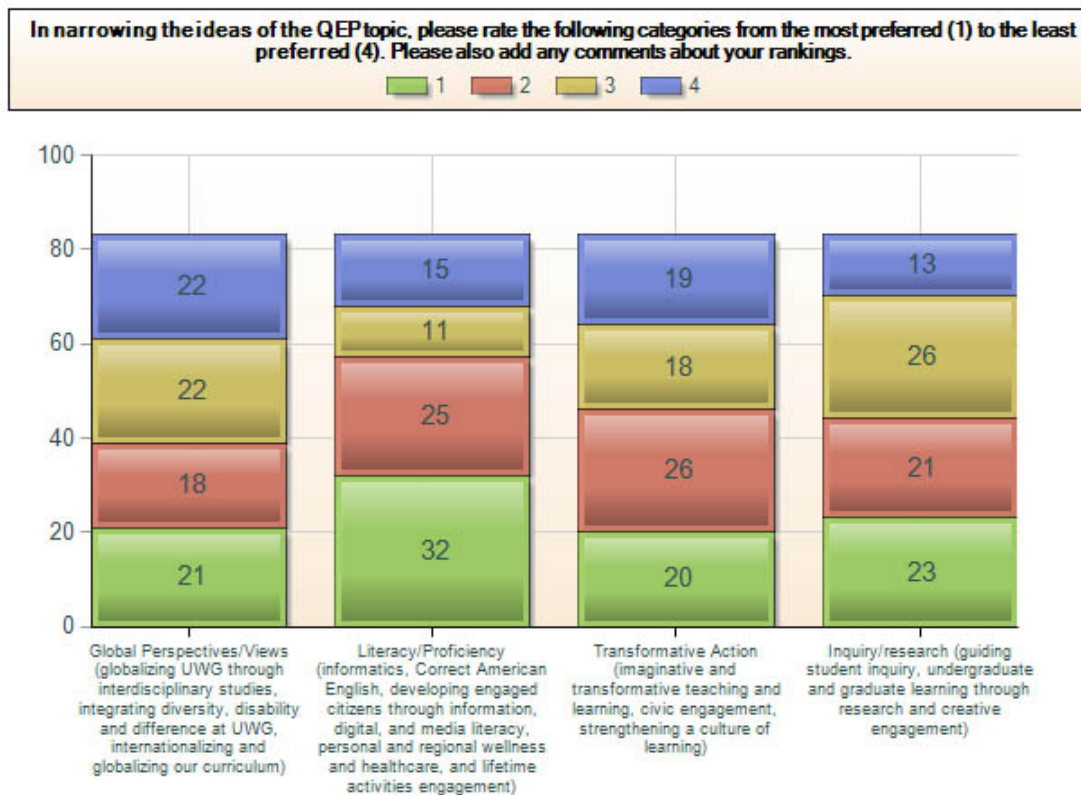
The conceptual framework includes writing as the key student learning outcome.

The survey data and models follow:

Two Surveys conducted in October and November:

Survey 1. Categorical survey based upon review of topics. This was sent out to all faculty in October.

Results identified Reading and Writing/ Literacy proficiencies highest.

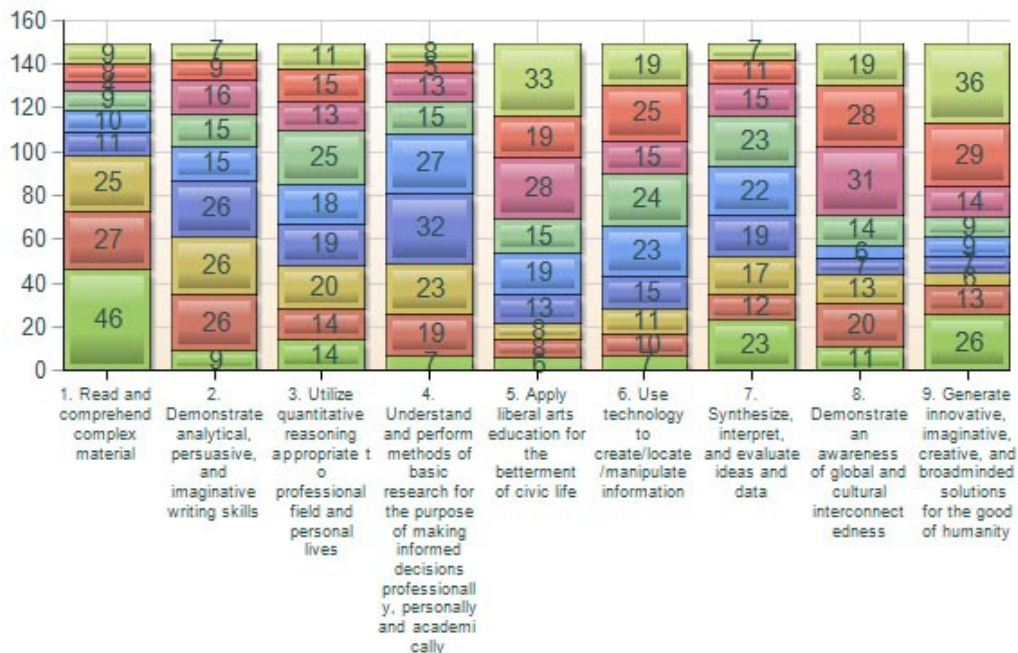
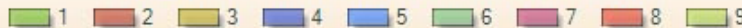


Survey 2. QEP: Learning Outcomes: Ranking a list of nine skills, and/or abilities, according to importance. This was sent out to All-Faculty, All-Staff, and All-Students in November.

The mean factor analysis of the results of this survey indicate;

1. The factor of most importance is Reading and Writing (1 and 2 on the survey).
2. The second most important factor was a combination of 9 and 5 on the survey
3. The third most important factor was 7 and 8 on the survey.

From the following list of skills and/or abilities, please rank each item based on its importance for UWG undergraduate students (from the most important (1) to the least important (9)): All University of West Georgia undergraduate students should be known for their ability to:



The committee also noted that the outcomes from the National survey and Student Engagement for UWG. Overall, the Surveys seem to illustrate the notion that the more involved a student is, the more successful they will be.

Addendum VI



BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA

DEGREE AND/OR MAJOR DEACTIVATION FORM

Institution: The University of West Georgia

Date Submitted: November 3, 2010

Deactivation Effective Date: Pending COGS approval

Degree Title and CIP Code: M.Ed./PTED In French

Rationale:

(Note: Include a brief description of the reason the institution and department have made the decision to deactivate the program).

The deactivation is proposed due to low enrollment. Deactivation will prevent new enrollment until such time as the program is reevaluated.

Name (President or VP for Academic Affairs typed):

Dr. Peter Hoff, Provost and Vice President of Academic Affairs

Signature (President or VP for Academic Affairs):



BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA

DEGREE AND/OR MAJOR DEACTIVATION FORM

Institution: The University of West Georgia

Date Submitted: November 3, 2010

Deactivation Effective Date: Pending COGS approval

Degree Title and CIP Code: M.Ed./PTED In Spanish

Rationale:

(Note: Include a brief description of the reason the institution and department have made the decision to deactivate the program).

The deactivation is proposed due to low enrollment. Deactivation will prevent new enrollment until such time as the program is reevaluated.

Name (President or VP for Academic Affairs typed):

Dr. Peter Hoff, Provost and Vice President of Academic Affairs

Signature (President or VP for Academic Affairs):

Course or Program Addition, Deletion or Modification Request

Department: Educational Innovation (Media & IT)

College: College of Education

RECEIVED

Current course catalog listing: (for modifications or deletions)

OCT 22 2010

Prefix	Course	Title	Certification in Media Plan C	Hours: Lecture/Lab/Total
<div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p align="center">Action</p> <input type="checkbox"/> Course <input checked="" type="checkbox"/> Program <hr/> <input checked="" type="checkbox"/> Modify <input type="checkbox"/> Add <input type="checkbox"/> Delete <input type="checkbox"/> Credit <input type="checkbox"/> Number <input type="checkbox"/> Title <input type="checkbox"/> Description <input type="checkbox"/> Other </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p align="center">Credit</p> <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Other* <small>*Variable credit must be explained</small> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p align="center">UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL</p> <input checked="" type="checkbox"/> Every Term <input type="checkbox"/> Yearly <input type="checkbox"/> Other </div> </div>				

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Certification in Media Plan C	Hours: Lecture/Lab/Total
<p>Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):</p>				

Rationale for proposed program modification attached.

Prerequisite(s) _____

Present or Projected Enrollment: 30 (Students per year) **Effective Date*:** Summer /2011
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

<i>Elizabeth Bennett</i>	9.27.2010		
Department Chair	Date	Department Chair (if cross listed)	Date
<i>Quinn</i>	10/6/2010		
Dean of College	Date	Dean of College (if cross listed)	Date
<i>Michelle Hotman Scott</i>	10.21.10		
Chair of TEAC (if teacher prep. program)	Date		

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

		<i>[Signature]</i>	11-30-10
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs _____ Date _____

Certification Program in Media – School Library Media – Plan C
Entry Certification: T-5

This program modification is being submitted in order to update course syllabi – objectives and references; change course numbers for 4 courses from the 6XXX level to the 7XXX level to coincide with certification requirements in the Ed.S. in Media – IT with Certification in School Library Media track.

Changes to be included in the proposal:

Catalog Description change:

MEDT 6464 (7474) New description: An introduction to reference sources and services, with emphasis upon online sources and services, and to the development of reference skills in K-12 learners.

Course title change:

MEDT 6464 (7474) New title: Online Reference Sources and Services

Course numbers for 4 courses will be changed to the 7XXX level:

MEDT 6464 Reference Sources and Services - change to MEDT 7474

MEDT 6467 Technology for Media Services - change to MEDT 7477

MEDT 6468 Automating Media Centers - change to MEDT 7478

MEDT 6487 Practicum - change to MEDT 7487

Program sheet to be modified:

Certification Program in Media – Plan C

Course Syllabi to be submitted:

MEDT 6461 Course objectives, references

MEDT 6463 Course objectives, references

MEDT 7474 (6464) Course number, title, and objectives

MEDT 7477 (6467) Course number

MEDT 7478 (6468) Course number

MEDT 7487 (6487) Course number

Current Program Sheet

Student Name: _____ ID No. _____

University of West Georgia – Certification Program in Media – Plan C (For Students Entering Program with Teacher Certification)

Entry Degree: Masters
Entry Certifications: T-5

Exit Degree: No Change
Exit Certification: S-5

Prerequisites: The following are required as prerequisites and must be taken before other MEDT courses.

MEDT 2401	Introduction to Instructional Technology (required if the student has not acquired basic computer skills)	3		
MEDT 6401	Instructional Technology (required if the student is not InTech certified or has not taken an equivalent course. Assess Online does NOT satisfy this requirement).	3		

The following courses are required unless previously taken in an accredited masters program.

Media Courses	Key: (1) early in program, (2) middle of program, (3) end of program	Sem. Hrs.	Semester	Grade
MEDT 6461	Administration of School Library Media Center (1)	3		
MEDT 6465	Selection and Materials (1)	3		
MEDT 6466	The Media Program (1)	3		
MEDT 7461	Instructional Design (1)	3		
MEDT 6464	Reference Sources & Services (2)	3		
MEDT 6463	Cataloging (2) (Must be taken prior to MEDT 6468)	3		
MEDT 6467	Technology for Media Services (2) (Must be taken prior to MEDT 6468)	3		
MEDT 6468	Automating School Media Centers (3) (Must be taken after MEDT 6463 & 6467)	3		
MEDT 6487	Practicum (3) (Must be taken during last semester of program)	3		

The following course is required if not previously taken in a teacher preparation program:

SPED 6706	Spec. Education in the Regular Education Classroom (A graduate or undergraduate Special Education course, or equivalent that meets the Georgia Exceptional Student course requirement, will substitute.)	3		
-----------	--	---	--	--

For certification, students must pass the state media certification test (GACE Content Assessment). Students must also complete an electronic portfolio.

NOTE: Students must maintain a "B" average throughout the program. If a student earns a grade of "C" in a course, he/she must earn a grade of "A" in another course to compensate for the grade of "C". A grade of "C" in a second course will result in a one year suspension from the program.

Student Signature: _____ E-Mail Address: _____

Student Mailing Address: _____

Phone (H) _____ (W) _____

APPROVED: _____
(Advisor Signature) (Date)

(Department Chair Signature) (Date)

Revised 02/27/07

Proposed Program Sheet

Student Name: _____

Student ID#: _____

Univ. of West Georgia – Certification Program in Media – School Library Media – Plan C

Entry Degree: Masters
Entry Certification: T-5

Exit Degree: No change
Exit Certification: S-5 certification in school library media

Area and Course Number	Course Title	Credit Hours	Semester	Grade
Prerequisites				
MEDT 2401	Introduction to Instructional Technology (required if the student has not acquired basic computer skills)	3		
MEDT 6401	Instructional Technology (Required if student has not taken an equivalent course. AssessOnLine does NOT satisfy this requirement.)	3		
The following courses are required unless previously taken in an accredited masters program.				
Required Courses				
Media				
MEDT 6461	Administration of School Library Media Center	3		
MEDT 6466	Media Program	3		
MEDT 6465	Selection and Materials	3		
MEDT 7461	Instructional Design (must be taken prior to MEDT 7477)	3		
MEDT 7474	Online Reference Sources and Services	3		
MEDT 6463	Cataloging (must be taken prior to 7478)	3		
MEDT 7477	Technology for Media Services (must be taken prior to 7478)	3		
MEDT 7478	Automating School Media Centers	3		
MEDT 7487	Practicum (must be taken during last semester in program)	3		
The following course is required for Certification if not previously taken in a teacher preparation program				
SPED 6706	Special Education in the Regular Education Classroom (A graduate or undergraduate course or equivalent that meets the House Bill 671 requirement)	3		

Students must pass the state media certification test (GACE Content Assessment) in order to be certified. Students must also complete an electronic portfolio during the semester MEDT 7487 is taken. Students without T-5 certification must also pass or meet the exemption criteria for the GACE Basic Skills Assessment.

_____ GACE Basic Skills _____ ACT Score _____ SAT Score _____ GRE Score

A grade of "C" in any course in the program results in a review of the student's status by the Graduate School and the Educational Innovation Department. The department determines the student's eligibility to continue in the program. A grade of "C" in a second course or a grade of "F" in one course will automatically result in a one year suspension from the program.

Student Signature _____ e-mail address _____

Student Mailing Address _____

Phone (H) _____ (W or C) _____

APPROVED (Advisor Signature) _____ Date _____

(Departmental Signature) _____ Date _____

Course or Program Addition, Deletion or Modification Request

Department: Educational Innovation (Media & IT)

College: College of Education

RECEIVED

Current course catalog listing: (for modifications or deletions)

OCT 22 2010

Prefix Course Title Certification in Media Plan D Hours: Lecture/Lab/Total

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input type="checkbox"/> Undergraduate
<input checked="" type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Certification in Media Plan D Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Rationale for proposed program modification attached.

Prerequisite(s) _____

Present or Projected Enrollment: 30 (Students per year) Effective Date*: Summer /2011
 *For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

<i>Elizabeth Bennett</i>	9-27-10	Department Chair	Date
<i>Quinn Kelly</i>	10/16/2010	Department Chair (if cross listed)	Date
<i>Michelle Hotman Scott</i>	10-21-10	Dean of College	Date
		Dean of College (if cross listed)	Date
		Chair of TEAC (if teacher prep. program)	Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee	Date	<i>[Signature]</i>	11-30-10
		Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs Date

Certification Program in Media – School Library Media – Plan D
Entry Certification: None

This program modification is being submitted in order to update course syllabi – objectives and references; change course numbers for 4 courses from the 6XXX level to the 7XXX level to coincide with certification requirements in the Ed.S. in Media – IT with Certification in School Library Media track.

Changes to be included in the proposal:

Catalog Description change:

MEDT 6464 (7474) New description: An introduction to reference sources and services, with emphasis upon online sources and services, and to the development of reference skills in K-12 learners.

Course title change:

MEDT 6464 (7474) New title: Online Reference Sources and Services

Course numbers for 4 courses will be changed to the 7XXX level:

MEDT 6464 Reference Sources and Services - change to MEDT 7474

MEDT 6467 Technology for Media Services - change to MEDT 7477

MEDT 6468 Automating Media Centers - change to MEDT 7478

MEDT 6487 Practicum - change to MEDT 7487

Program sheet to be modified:

Certification Program in Media – Plan D

Course Syllabi to be submitted:

MEDT 6461 Course objectives, references

MEDT 6463 Course objectives, references

MEDT 7474 (6464) Course number, title, and objectives

MEDT 7477 (6467) Course number

MEDT 7478 (6468) Course number

MEDT 7487 (6487) Course number

Current Program Sheet

Student Name: _____ ID No. _____

University of West Georgia – Certification Program in Media – Plan D (For Students Entering Program without Teacher Certification)

Entry Degree: Masters
Entry Certifications: None

Exit Degree: No Change
Exit Certification: S-5

Prerequisites: The following are required as prerequisites and must be taken before other MEDT courses.

MEDT 2401	Introduction to Instructional Technology (required if the student has not acquired basic computer skills)	3		
MEDT 6401	Instructional Technology (required if the student is not InTech certified or has not taken an equivalent course. Assess Online does NOT satisfy this requirement).	3		

The following courses are required unless previously taken in an accredited masters program.

Media Courses	Key: (1) early in program, (2) middle of program, (3) end of program	Sem. Hrs.	Semester	Grade
MEDT 6461	Administration of School Library Media Center (1)	3		
MEDT 6465	Selection and Materials (1)	3		
MEDT 6466	The Media Program (1)	3		
MEDT 7461	Instructional Design (1)	3		
MEDT 6464	Reference Sources & Services (2)	3		
MEDT 6463	Cataloging (2) (Must be taken prior to MEDT 6468)	3		
MEDT 6467	Technology for Media Services (2) (Must be taken prior to MEDT 6468)	3		
MEDT 6468	Automating School Media Centers (3) (Must be taken after MEDT 6463 & 6467)	3		
MEDT 6487	Practicum (3) (Must be taken during last semester of program)	3		

Students must complete the requirements for initial certification. If the student has not taken the Education courses listed below or their equivalent, they must be taken.

CEPD 6101	Psychology for Classroom Learning	3		
EDRS 6301	Research in Education	3		
EDRS 6302	(OR) Research Methods in Educational Studies	3		
PTED 7271	School Curriculum (P-12)	3		
EDLE 6322	(OR) Curriculum for Educational Leaders	3		
SPED 6706	Special Education in the Regular Education Classroom	3		

For certification, students must pass the state media certification test (GACE Content Assessment). Students must also complete an electronic portfolio. Students without certification must also pass or meet the exemption criteria for the GACE Basic Skills Assessment. GACE Basic Skills Assessment met with sufficient score on:

_____ GACE I Score _____ ACT Score _____ SAT Score _____ GRE Score

NOTE: Students must maintain a "B" average throughout the program. If a student earns a grade of "C" in a course, he/she must earn a grade of "A" in another course to compensate for the grade of "C". A grade of "C" in a second course will result in a one year suspension from the program.

Student Signature: _____ E-Mail Address: _____

Student Mailing Address: _____

Phone (H) _____ (W) _____

APPROVED: _____
(Advisor Signature) (Date)

(Department Chair Signature) (Date)

Proposed Program Sheet

Student Name: _____

Student ID#: _____

Univ. of West Georgia – Certification Program in Media – School Library Media – Plan D

Entry Degree: Masters
Entry Certification: None

Exit Degree: No change
Exit Certification: S-5 certification in school library media

Area and Course Number	Course Title	Credit Hours	Semester	Grade
Prerequisites				
MEDT 2401	Introduction to Instructional Technology (required if the student has not acquired basic computer skills)	3		
MEDT 6401	Instructional Technology (Required if student has not taken an equivalent course. AssessOnLine does NOT satisfy this requirement.)	3		
The following courses or their equivalent are required unless previously taken in an accredited masters program.				
Required Courses				
Media				
MEDT 6461	Administration of School Library Media Center	3		
MEDT 6466	Media Program	3		
MEDT 6465	Selection and Materials	3		
MEDT 7461	Instructional Design (must be taken prior to MEDT 7477)	3		
MEDT 7474	Online Reference Sources and Services	3		
MEDT 6463	Cataloging (must be taken prior to MEDT 7478)	3		
MEDT 7477	Technology for Media Services (must be taken prior to MEDT 7478)	3		
MEDT 7478	Automating School Media Centers	3		
MEDT 7487	Practicum (must be taken during last semester in program)	3		
The following courses or their equivalent are required for Certification if not previously taken in a teacher preparation program				
CEPD 6101	Psychology for Classroom Learning	3		
EDRS 6301	Research in Education	3		
EDRS 6302	OR Research Methods in Educational Studies			
EDRS 6303	OR School Based Research Methods			
EDLE 6322	Curriculum for Educational Leaders	3		
EDLE 6323	OR EDLE Promoting Teaching and Learning			
PTED 7271	OR Issues in School Curriculum P-12			
SPED 6706	Special Education in the Regular Education Classroom (A graduate or undergraduate course or equivalent that meets the House Bill 671 requirement)	3		

Students must pass the state media certification test (GACE Content Assessment) in order to be certified. Students must also complete an electronic portfolio during the semester MEDT 7487 is taken. Students without T-5 certification must also pass or meet the exemption criteria for the GACE Basic Skills Assessment upon admission to the program.

_____ GACE Basic Skills _____ ACT Score _____ SAT Score _____ GRE Score

A grade of "C" in any course in the program results in a review of the student's status by the Graduate School and the Educational Innovation Department. The department determines the student's eligibility to continue in the program. A grade of "C" in a second course or a grade of "F" in one course will automatically result in a one year suspension from the program.

Student Signature _____ e-mail address _____

Student Mailing Address _____

Phone (H) _____ (W or C) _____

APPROVED (Advisor Signature) _____ Date _____

(Departmental Signature) _____ Page 44 of 86 Date _____

Created 9/20/2010

Course or Program Addition, Deletion or Modification Request

Department: Educational Innovation (Media & IT)

College: College of Education

RECEIVED

Current course catalog listing: (for modifications or deletions)

OCT 22 2010

Prefix Course Title M.Ed. in Media - School Library Media Plan A Hours: Lecture/Lab/Total

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input type="checkbox"/> Undergraduate
<input checked="" type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

M.Ed. in Media - School Library Media Plan A

Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Rationale for proposed program modification attached.

Prerequisite(s) _____

Present or Projected Enrollment: 30 (Students per year)

Effective Date*: Summer /2011

*For a new course, one full term must pass between approval and effective date.

Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

Elizabeth Bennett 9/27/2010

Department Chair

Date

Department Chair (if cross listed)

Date

Quinn Kelly

Dean of College

Date

Dean of College (if cross listed)

Date

Michelle Trotman Scott 10-21-10

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date [Signature] 11-30-10 Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Current Program

Student Name: _____ ID No. _____

University of West Georgia - M.Ed. in Media Program - Plan A

Entry Degree: Bachelors

Exit Degree: M.Ed. (36 hrs. required)

Entry Certification: T-4 or no teaching certificate

Exit Certification: S-5

Area III Prerequisites: The following courses are required as prerequisites and must be taken before any other MEDT Area III courses.

MEDT 2401	Introduction to Instructional Technology (required if the student has not acquired basic computer skills)	3		
MEDT 6401	Instructional Technology (required if the student is not InTech certified or has not taken an equivalent course. AssessOnline does NOT satisfy this requirement).	3		

Area I - 3 hrs.	Educational Psychology	Sem. Hrs.	Semester	Grade
CEPD 6101	Psychology for Classroom Learning (1, 2, or 3)	3		
Area II - 3 hrs.	Foundations			
PTED 7271	Issues in School Curriculum (P-12) (1, 2, or 3)	3		
EDLE 6322	(OR) Curriculum for Educational Leaders (1, 2, or 3)	3		
Area III - 27 hrs.	Media & Technology Key: (1) early in program, (2) middle of program, (3) end of program			
MEDT 6461	Administration of School Library Media Center (1)	3		
MEDT 6465	Selection and Materials (1)	3		
MEDT 6466	The Media Program (1)	3		
MEDT 7461	Instructional Design (1)	3		
MEDT 6464	Reference Sources & Services (2)	3		
MEDT 6463	Cataloging (2) (Must be taken prior to MEDT 6468)	3		
MEDT 6467	Technology for Media Services (2) (Must be taken prior to MEDT 6468)	3		
MEDT 6468	Automating School Media Centers (3) (Must be taken after MEDT 6463 & 6467)	3		
MEDT 6487	Practicum (3) (Must be taken during last semester of program)	3		
Area IV - 3 hrs	Research			
EDRS 6302	Research Methods in Educational Studies (1, 2, or 3)	3		
EDRS 6301	(OR) Research in Education (on permission of advisor) (1, 2, or 3)	3		

The following course is required if not previously taken in a teacher preparation program:

SPEd 6706	Spec. Education in the Regular Education Classroom (A graduate or undergraduate Special Education course, or equivalent that meets the House Bill 671 requirement will substitute.)	3		
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Masters students must pass the state media certification test (GACE Content Assessment) in order to be certified. Students must also complete an electronic portfolio and satisfactorily complete a departmental comprehensive exam during the semester MEDT 6487 is taken. Masters students without certification must also pass or meet the exemption criteria for the GACE Basic Skills Assessment.

GACE Basic Skills Assessment met with sufficient score on:

_____ GACE Score _____ ACT Score _____ SAT Score _____ GRE Score

A grade of "C" in any course in the program results in a review of the student's status by the Graduate School and the Media and Instructional Technology Department. The department determines the student's eligibility to continue in the program.

A grade of "C" in a second course will automatically result in a one year suspension from the program.

Student Signature: _____ E-Mail Address: _____

Student Mailing Address: _____

Phone (H) _____ (W) _____

APPROVED: _____ (Date)
(Advisor Signature)

_____ (Date)
(Department Chair Signature)

Proposed Program Sheet

Student Name: _____

Student ID#: _____

Univ. of West Georgia – M.Ed. in Media – School Library Media – Plan A

Entry Degree: Bachelors

Exit Degree: M.Ed. (36 hrs. required)

Entry Certification: T-4 or no teaching certificate

Exit Certification: S-5 certification in school library media

Area and Course Number	Course Title	Credit Hours	Semester	Grade
Prerequisites				
MEDT 2401	Introduction to Instructional Technology (required if the student has not acquired basic computer skills)	3		
MEDT 6401	Instructional Technology (Required if student has not taken an equivalent course. AssessOnLine does NOT satisfy this requirement.)	3		
Required Course				
CEPD 6101	Educational Psychology Psychology for Classroom Learning	3		
Required Course				
	Foundations (select one of the following)			
EDLE 6322	Curriculum for Educational Leaders	3		
EDLE 6323	Promoting Teaching and Learning	3		
PTED 7271	Issues in School Curriculum (P-12)	3		
Required Courses				
	Media			
MEDT 6461	Administration of School Library Media Center	3		
MEDT 6466	Media Program	3		
MEDT 6465	Selection and Materials	3		
MEDT 7461	Instructional Design (must be taken prior to MEDT 7477)	3		
MEDT 7474	Online Reference Sources and Services	3		
MEDT 6463	Cataloging (must be taken prior to MEDT 7478)	3		
MEDT 7477	Technology for Media Services (must be taken prior to MEDT 7478)	3		
MEDT 7478	Automating School Media Centers	3		
MEDT 7487	Practicum (must be taken during last semester in program)	3		
Required Course				
	Research (select one of the following)			
EDRS 6301	Research in Education	3		
EDRS 6302	Research Methods in Educational Studies	3		
EDRS 6303	School Based Research Methods	3		
Additional Course				
SPED 6706	Special Education in the Regular Education Classroom (A graduate or undergraduate course or equivalent that meets the House Bill 671 requirement)	3		

Students must pass the state media certification test (GACE Content Assessment) in order to be certified. Students must also complete an electronic portfolio during the semester MEDT 7487 is taken. Students without T-5 certification must also pass or meet the exemption criteria for the GACE Basic Skills Assessment.

_____ GACE Basic Skills _____ ACT Score _____ SAT Score _____ GRE Score

A grade of "C" in any course in the program results in a review of the student's status by the Graduate School and the Educational Innovation Department. The department determines the student's eligibility to continue in the program. A grade of "C" in a second course or a grade of "F" in one course will automatically result in a one year suspension from the program.

Student Signature _____ e-mail address _____

Student Mailing Address _____

Phone (H) _____ (W or C) _____

APPROVED (Advisor Signature) _____ Date _____

(Departmental Signature) _____ Page 47 of 86 Date _____

Created 9/20/2010

Course or Program Addition, Deletion or Modification Request

RECEIVED

Department: Educational Innovation (Media & IT) College: College of Education

Current course catalog listing: (for modifications or deletions)

OCT 22 2010

Prefix Course Title Online Ed.S. in Media IT track Plan G Hours: Lecture/Lab/Total

Action		
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program	
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add	<input type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input type="checkbox"/> Other		

Credit
<input type="checkbox"/> Undergraduate
<input checked="" type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Ed.S. in Media IT Initial Certification in School Library Media - Plan G

Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Rationale for proposed program modification attached.

Prerequisite(s) _____

Present or Projected Enrollment: 30 (Students per year) Effective Date*: Summer /2011
 *For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

<i>Elizabeth Bennett</i>	9/27/2010		
Department Chair	Date	Department Chair (if cross listed)	Date
<i>Quiana P. Jeff</i>	10/6/2010		
Dean of College	Date	Dean of College (if cross listed)	Date
<i>Stephelle Hotman Scott</i>	10-21-10		
Chair of TEAC (if teacher prep. program)	Date		

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee	Date	<i>[Signature]</i>	11-30-10
		Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs _____ Date _____

Ed.S. in Media – IT with Certification in School Library Media track Plan G

This program modification is being submitted in order to add another track in the Online Ed.S. in Media. Currently there are two tracks in this program – Track in Instructional Technology and Track in School Library Media (students already hold a clear renewable Georgia certificate in School Library Media). The proposed new track will be a 36 credit hour track in Instructional Technology with Initial Certification in School Library Media. Currently students who already have a master's degree and are seeking certification in school library media only have the option to complete our Add-On/Initial Certification program. This option does not lead to an advanced degree even though the Add-On/Initial Certification program consists of 27 graduate credit hours. Valdosta State University recently received approval for just such a program – Ed.S. in Instructional Technology with certification in School Library Media consisting of 36 credit hours. No additional resources will be required.

Changes to be included in the proposal:

Catalog Description change:

MEDT 6464 (7474) New description: An introduction to reference sources and services, with emphasis upon online sources and services, and to the development of reference skills in K-12 learners.

Course title change:

MEDT 6464 (7474) New title: Online Reference Sources and Services

Course numbers for 4 courses will be changed to the 7XXX level:

MEDT 6464 Reference Sources and Services - change to MEDT 7474

MEDT 6467 Technology for Media Services - change to MEDT 7477

MEDT 6468 Automating Media Centers - change to MEDT 7478

MEDT 6487 Practicum - change to MEDT 7487

Program sheet to be modified:

Ed.S. in Media – IT track with Initial Certification in School Library Media – Plan G

Course Syllabi to be submitted:

MEDT 6461 Course objectives, references

MEDT 6463 Course objectives, references

MEDT 7474 (6464) Course number, title, and objectives

MEDT 7477 (6467) Course number

MEDT 7478 (6468) Course number

MEDT 7487 (6487) Course number

Current Program Sheet

Student Name: _____

Student ID#: _____

Student Signature: _____

University of West Georgia – Online Ed.S. in Media (IT Track) - Plan E

Entry Degree: Masters
Entry Certification: None required

Exit Degree: Ed.S.(27 hrs. required)
Exit Certification: No initial or additional certification area. Those entering with T-5 or S-5 will be eligible for a T-6 or S-6

Area I – 3 hrs.	Psychology for Classroom Learning	Semester Hrs.	Semester	Grade
CEPD 8102	Life Span Human Development (1, 2)	3		
Area II – 18 hrs.	Media & Technology (6 required & 12 elective hrs.)			
Required	6 required hours in Media & IT. Both courses are required.			
MEDT 8461	Diffusion of Innovations (1)	3		
MEDT 8463	Issues in Instructional Technology (1)	3		
Electives	12 hours are elected in Media & IT. Select 4 of the following electives. Other electives may be substituted at the discretion of the advisor.			
MEDT 6401	Instructional Technology (1, 2) – Requires permission of advisor.	3		
MEDT 6462	Administration of Instructional Technology Programs (2)	3		
MEDT 7461	Instructional Design (2)	3		
MEDT 7462	Internet Tools, Resources and Issues in Education (2)	3		
MEDT 7464	Integrating Technology into the Curriculum (2)	3		
MEDT 7465	Resources for Children & Young Adults (2)	3		
MEDT 7466	Digital and 35 mm Photography (2)	3		
MEDT 7467	Web Design for Instruction (MEDT 6401 prerequisite) (2)	3		
MEDT 7468	Introduction to Multimedia (MEDT 6401 prerequisite) (2)	3		
MEDT 7470	Videotape Production & Utilization (2)	3		
MEDT 7471	Data Networks for Instruction (2)	3		
MEDT 7472	Introduction to Distance Education (2)	3		
MEDT 7473	Advanced Multimedia (MEDT 7467 & MEDT 7468 prerequisites) (2)	3		
Area III – 6 hrs.	6 hours in Research. Both courses are required.			
MEDT 8484	Research Seminar (2, 3) – Must be taken before MEDT 8480.	3		
MEDT 8480	Program Evaluation (3) – Must be taken at end of program.	3		

(Key: 1 = must be taken at beginning of program; 2 = taken in middle of program; 3 = taken at end of program.)

Ed.S. Students must satisfactorily complete a departmental comprehensive exam and submit an electronic portfolio.

Student Mailing Address: _____

E-mail Address: _____

Phone (H) _____ (W) _____

APPROVED _____
(Advisor Signature)

(Date)

(Department Chair Signature)

(Date)

Proposed Program Sheet

Student Name: _____

Student ID#: _____

Univ. of West Georgia – Online Ed.S. in Media (IT Track-Initial Certification in School Library Media) Plan G

Entry Degree: Masters

Exit Degree: Ed.S. (36 hrs. required)

Entry Certification: None required

Exit Certification: S-6 certification in school library media

Area and Course Number	Course Title	Credit Hours	Semester	Grade
Prerequisites				
MEDT 6401	Instructional Technology (Required if student has not taken an equivalent course. AssessOnLine does NOT satisfy this requirement.)	3		
SPED 6706	Special Education in the Regular Education Classroom or equivalent	3		
CEPD 6101	Psychology of Classroom Learning	3		
EDLE 6322 or PTED 7271	Curriculum for Educational Leaders or Issues in School Curriculum (P-12) or equivalent	3		
Core Required Course				
MEDT 8463	Issues in Instructional Technology	3		
Certification Required Courses				
MEDT 6461	Administration of School Library Media Center	3		
MEDT 6466	Media Program	3		
MEDT 6465	Selection and Materials	3		
MEDT 7461	Instructional Design (must be taken prior to MEDT 7477)	3		
MEDT 7474	Online Reference Sources and Services	3		
MEDT 6463	Cataloging (must be taken prior to MEDT 7478)	3		
MEDT 7477	Technology for Media Services (must be taken prior to MEDT 7478)	3		
MEDT 7478	Automating School Media Centers	3		
MEDT 7487	Practicum (must be taken in the semester prior to or during the semester MEDT 8480 is taken)	3		
Research Required Courses				
MEDT 8484	Research Seminar	3		
MEDT 8480	Program Evaluation (must be taken during last semester in program)	3		

Students must pass the state media certification test (GACE Content Assessment) in order to be certified. Students must also complete an electronic portfolio which will be started during the semester MEDT 7487 is taken and completed during the semester MEDT 8480 is taken. Students without T-5 certification must also pass or meet the exemption criteria for the GACE Basic Skills Assessment upon admission to the program.

_____ GACE Basic Skills _____ ACT Score _____ SAT Score _____ GRE Score

A grade of "C" in any course in the program results in a review of the student's status by the Graduate School and the Educational Innovation Department. The department determines the student's eligibility to continue in the program. A grade of "C" in a second course or a grade of "F" in one course will automatically result in a one year suspension from the program.

Student Signature _____ e-mail address _____

Student Mailing Address _____

Phone (H) _____ (W or C) _____

APPROVED (Advisor Signature) _____ Date _____

(Departmental Signature) _____ Date _____

Created 9/23/2010

Course or Program Addition, Deletion or Modification Request

RECEIVED

Department: Curriculum and Instruction

College: College of Education

OCT 22 2010

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	M.Ed. in Reading Education	Hours: Undergraduate/Lab/Total																																		
<table border="1"> <thead> <tr> <th colspan="3">Action</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> Course</td> <td colspan="2"><input checked="" type="checkbox"/> Program</td> </tr> <tr> <td><input checked="" type="checkbox"/> Modify</td> <td><input type="checkbox"/> Add</td> <td><input type="checkbox"/> Delete</td> </tr> <tr> <td><input type="checkbox"/> Credit</td> <td colspan="2"></td> </tr> <tr> <td><input type="checkbox"/> Number</td> <td colspan="2"></td> </tr> <tr> <td><input type="checkbox"/> Title</td> <td colspan="2"></td> </tr> <tr> <td><input type="checkbox"/> Description</td> <td colspan="2"></td> </tr> <tr> <td><input type="checkbox"/> Other</td> <td colspan="2"></td> </tr> </tbody> </table>				Action			<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program		<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add	<input type="checkbox"/> Delete	<input type="checkbox"/> Credit			<input type="checkbox"/> Number			<input type="checkbox"/> Title			<input type="checkbox"/> Description			<input type="checkbox"/> Other			<table border="1"> <thead> <tr> <th>Credit</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> Undergraduate</td> </tr> <tr> <td><input checked="" type="checkbox"/> Graduate</td> </tr> <tr> <td><input type="checkbox"/> Other*</td> </tr> <tr> <td>*Variable credit must be explained</td> </tr> </tbody> </table>	Credit	<input type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Other*	*Variable credit must be explained	<table border="1"> <thead> <tr> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td><input checked="" type="checkbox"/> Every Term</td> </tr> <tr> <td><input type="checkbox"/> Yearly</td> </tr> <tr> <td><input type="checkbox"/> Other</td> </tr> </tbody> </table>	Frequency	<input checked="" type="checkbox"/> Every Term	<input type="checkbox"/> Yearly	<input type="checkbox"/> Other
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<input checked="" type="checkbox"/> Graduate																																						
<input type="checkbox"/> Other*																																						
*Variable credit must be explained																																						
Frequency																																						
<input checked="" type="checkbox"/> Every Term																																						
<input type="checkbox"/> Yearly																																						
<input type="checkbox"/> Other																																						

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: 20 (Students per year) Effective Date*: Fall /2010
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

Donna M. Harlan 9-13-10 Department Chair Date
[Signature] 9/15/2010 Department Chair (if cross listed) Date
[Signature] Date Dean of College (if cross listed) Date
Michelle Rotman Scott 10-21-10 Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

 Chair, Undergraduate Academic Programs Committee Date [Signature] 11-30-10
 Chair, Committee on Graduate Studies Date

 Vice President for Academic Affairs Date

Rationale for Modifying M.Ed. READ Program Sheet

Remove READ 7260 Reading Strategies and Authentic Assessments as an option in Area III Reading Concentration on the program sheet.

READ 7260 has already been approved for deletion.

**MASTER OF EDUCATION
READING EDUCATION
PLAN OF STUDY
3/24/03**

Name: _____

ID#: _____

PLAN OF STUDY	HRS.	GR	TRF/ SUB		HRS.	GR	TRF/ SUB
Area I Psychological Background	3			Area III Reading Concentration	15		
CEPD 6101 Psy of Classroom Learning	3			READ 7269 Supervision in Reading	3		
Area II Language/Assessment	9			READ 7271 Reading Theory, Development, and Practices	3		
PTED 7240 Issues in App Ling and Second Lang Acquisition	3			READ 7262 Trends in Reading Instruction	3		
PTED 7241 Teaching English as a Second Language: Methods & Materials	3			* READ 7263 Diagnosis and Correction of Reading Problems	3		
ECED 6262 Lang Dev: Imp for the Childhood Educator	3			* READ 7264 Clinical Practice in Reading	3		
SPED 7723 Psychoneurology of Learning	3			READ 7261 Content Reading	3		
SLPA 7720 Language and Literacy	3			READ 7260 Reading Strategies and Authentic Assessments	3		
CEPD 6150 Tests and Measurement	3			READ 7201 Applied Reading	3		
* EDFD 7303 Culture & Society in Ed or EDFD 7305 History of American Ed or EDFD 7307 Critical Issues in Ed or EDFD 7309 Philosophical Found of Ed	3			Area IV Literature	3		
				An appropriate literature course in area of interest	3		
				Area V Research	3		
				EDRS 6301 Research in Education	3		
				Area VI Elective	3		
				Total Program	36		

*** Required Courses**

Reading Endorsement Courses Preferred Sequence: 1) READ 7271, 2) READ 7263, 3) READ 7201

Candidates may complete the following three PTED courses as a part of this degree program to earn the ESOL Endorsement:
PTED 7240 (Area II), PTED 7241 (Area II), and PTED 7242 (Elective)

STUDENT SIGNATURE: _____

DATE: _____

ADVISOR SIGNATURE: _____

DATE: _____

DEPARTMENT CHAIR SIGNATURE: _____

DATE: _____

Proposed
MASTER OF EDUCATION
READING EDUCATION
PLAN OF STUDY

Name: _____

ID#: _____

PLAN OF STUDY	HRS.	GR	TRF/ SUB		HRS.	GR	TRF/ SUB
Area I Psychological Background	3			Area III Reading Concentration	15		
CEPD 6101 Psy of Classroom Learning	3			READ 7269 Supervision in Reading	3		
Area II Language/Assessment	9			READ 7271 Reading Theory, Development, and Practices	3		
PTED 7240 Issues in App Ling and Second Lang Acquisition	3			READ 7262 Trends in Reading, Instruction	3		
PTED 7241 Teaching English as a Second Language: Methods & Materials	3			* READ 7263 Diagnosis and Correction of Reading Problems	3		
ECED 6262 Lang Dev: Imp for the Childhood Educator	3			* READ 7264 Clinical Practice in Reading	3		
SPED 7723 Psychoneurology of Learning	3			READ 7261 Content Reading	3		
SLPA 7720 Language and Literacy	3			READ 7201 Applied Reading	3		
CEPD 6150 Tests and Measurement	3			Area IV Literature	3		
* EDFD 7303 Culture & Society in Ed or EDFD 7305 History of American Ed or EDFD 7307 Critical Issues in Ed or EDFD 7309 Philosophical Found of Ed	3			An appropriate literature course in area of interest	3		
				Area V Research	3		
				EDRS 6301 Research in Education	3		
				Area VI Elective	3		
				Total Program	36		

*** Required Courses**

Reading Endorsement Courses Preferred Sequence: 1) READ 7271, 2) READ 7263, 3) READ 7201

Candidates may complete the following three PTED courses as a part of this degree program to earn the ESOL Endorsement:

PTED 7240 (Area II), PTED 7241 (Area II), and PTED 7242 (Elective)

STUDENT SIGNATURE: _____

DATE: _____

ADVISOR SIGNATURE: _____

DATE: _____

DEPARTMENT CHAIR SIGNATURE: _____

DATE: _____

Course or Program Addition, Deletion or Modification Request

Department: Leadership & Applied Instruction

College: College of Education

RECEIVED

Current course catalog listing: (for modifications or deletions)

Prefix _____ Course _____ Title Educational Leadership Certification Only Hours: 0 Lecture/Lab/Total OCT 2/2 2010

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input checked="" type="checkbox"/> Other	

Credit
<input type="checkbox"/> Undergraduate
<input checked="" type="checkbox"/> Graduate
<input type="checkbox"/> Other*
<small>*Variable credit must be explained</small>

Frequency
<input checked="" type="checkbox"/> Every Term
<input checked="" type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix _____ Course _____ Title _____ Hours: _____ Lecture/Lab/Total


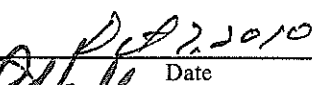

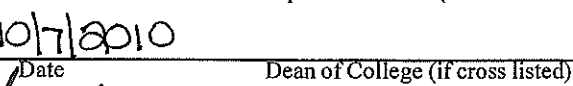

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____


Present or Projected Enrollment: 36 (Students per year) Effective Date*: Summer /2011
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

	<u>10/27/2010</u>	Department Chair	Date
		Department Chair (if cross listed)	Date
	<u>10/7/2010</u>	Dean of College	Date
		Dean of College (if cross listed)	Date
	<u>10-21-10</u>	Chair of TEAC (if teacher prep. program)	Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee	Date		<u>11-30-10</u>
		Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs _____ Date _____

Table 2: Proposed Modifications for Certification Only Program

Program Attributes	Existing Program	Proposed Modifications
<p>Admission Requirements</p> <p>PSC 505-2-300 (to be effective December 2010) differentiates Leadership Positions and Roles</p>	<p><u>Regular Admission</u></p> <ul style="list-style-type: none"> • Earned Ed.S, Ed.D., or Ph.D. degree (3.0 or better) • GRE 900+ • Clear renewable teaching/educator certificate (Level 5+) • Three letters of Recommendation • Serve in a leadership role or position at the school or district level • System Partnership & Approval Form • Proof of passing scores on the Praxis/GACE II Leadership OR clear renewable L5 Certificate <p><u>Provisional Admission</u> None</p>	<p><u>Regular Admission</u></p> <ul style="list-style-type: none"> • Earned Ed.S., Ed.D., or Ph.D. in Leadership • GRE 900+ • Three letters of Recommendation • Serve in a leadership role or position at either the school building or system level (or in a position equivalent to system level position at an agency or organization) • System/Organization Partnership & Approval Form <p><u>Provisional Admission</u> None</p>
<p>Total Required Degree Course Hours</p>	<p>Required hours depended on review of transcripts:</p> <p>21-27 hours:</p> <p style="padding-left: 40px;">18 Hours of Residency 3-9 hours of Leadership Core Content</p>	<p>Greater standardization of course hours:</p> <p>24 hours:</p> <p style="padding-left: 40px;">18 hours of Residency 6 hours of Leadership Core Content (Courses determined based on position and review of transcripts)</p>

Rationale for Certification Only Program Modification

Our admission requirements must be modified to address changing PSC mandate of pre-service course requirements and to eliminate the Leadership GACE as a requirement to enter the program. The GACE exam is an exit requirement under the new rule. Our plan for modification maintains the essential components of our existing program that were originally approved by UWG, the BOR, and the PSC. Essential elements to be maintained:

- ✓ 21-27 credit hours including a combination of core content and 18 credit hours of residency,
- ✓ Specified field experiences in 14 areas aligned to the required standards, and
- ✓ Programs of study that are both individualized and aligned to partnership agreements.

Narrative Description of Certification Only Program Modifications

1. Admission Requirements (two modifications)
 - a. Passing score on Leadership GACE has been removed by the PSC as a requirement to begin performance based certification programs.
 - b. Regular admission requirement changed to specify an advanced degree (Ed.S., Ed.D., Ph.D.) in leadership to ensure that candidates have met Pre-Service Leadership Requirements.
 - c. Certification only candidates must be in leadership positions as defined by the PSC rule.
2. Required Credits for Graduation (one modification)
 - a. EDLE Faculty members are proposing to standardize the required number of credits need for graduation. The program currently requires 21-37 hours which includes a standard 18 hour leadership residency and a range of 3-9 hours of core content. Excluding candidates who do not hold leadership degrees, we are proposing to maintain the 18 hour residency and establish a standard 6 hours of leadership core content. The total hours proposed (24 credit hours) fall within the established range (21-27).
 - b. Candidates program of study will include EDLE 7385 Leadership for Improving Schools and one other leadership core content course which will be determined based on the candidate's position and a review of their transcripts.

The PL-6/7 Certification only program requires completion of 24 hours with 6 hours of Leadership Core Content and 18 hours of Leadership Residency. The existing and proposed program sheets are included in this packet.

**NON-DEGREE ADD-ON PL-6, PL-7
Educational Leadership
Program Sheet**

Name _____ Student ID # _____

Home Address _____

School Name & Address: _____ School District _____

Telephone: (H) _____ (W) _____ FAX: _____

Master's Degree Major: _____ E-mail: _____

Present certification (field and level): _____

Colleges & dates previously attended: _____

Residency Requirements:			
EDLE 8301	Leadership Residency I	6	
EDLE 8302	Leadership Residency II ²	6	
EDLE 8303	Leadership Residency III ²	6	
Required Course:			
EDLE 7385	Special Topics	3	
Other Courses: ³			
		0-6	
	Total Program Hours	21-27	

Program Notes:

- Leadership Residency is a three consecutive semester program.
- Successful completion of EDLE 8301 is required to enroll in EDLE 8302. Successful completion of EDLE 8302 is required to enroll in EDLE 8303.
- Additional courses from the master's level program may be required, based on the experiences of the student.
- The non-degree add-on in performance leadership certificate is designed for (1) students who wish to convert an L-6 or L-7 certificate to a PL-6 or PL-7 certificate, and (2) students with a specialist or doctoral degree in a non-leadership field who wish to add a leadership certificate to their credentials. After completing the non-degree add-on program in Educational Leadership, the student will qualify for a clear renewable Performance-Based Educational Leadership Certificate (PL-6 or PL-7) for the school level or system level.
- Maximum course enrollment for any semester is nine (9) semester hours, without permission from the department chair.

Student signature _____ Date: _____

Advisor signature _____ Date: _____

Department Chair _____ Date: _____

Student has met the special education course requirement for certification in Georgia? Yes No Date Met _____

Student has met the technology requirement for certification in Georgia? Yes No Date Met _____

Student is working toward which (circle one) PL certificate? District-level; School-level

**Educational Leadership Certification Only Program
PL-6 or PL-7 Program Sheet**

Name: _____ Student # _____
 Home Address: _____
 District/Agency _____ E-mail: _____
 School/Department: _____ Supervising Admin: _____
 Present Certification (Field and Level): _____

Admission Requirements		Completion Requirements	
Date Admitted: Provisional Admission	_____	Graduation Forms	_____
Date Admitted: Regular Admission	_____	Portfolio Review/Capstone	_____
Advising Professor Assigned	_____	GACE	_____
PLAN OF STUDY			
	Hrs	Gr	Semester Planned
I. Leadership Core Content		6 Hours Required	
EDLE 7385 Leadership for Improving Schools	3		
Select one of the following:			
EDLE 7385 Leadership for Special Populations	3		
EDLE 8312 School Finance			
EDLE 8326 Politics and Policy in Education			
EDLE 8324 Ethics in Educational Leadership			
II. Performance-Based Residency for Leadership Positions*		18 Hours Required	
EDLE 8301 Leadership Residency I	6		
EDLE 8302 Leadership Residency II	6		
EDLE 8303 Leadership Residency III	6		
Total Program	24		

PROGRAM NOTES

- Regular admission requires a Leadership degree
- Each candidate will complete six hours of Leadership Core Content (I) and the Performance-Based Residency for Leadership Positions (II).
- Leadership Positions are defined by the GA PSC (505-2-300)
- Candidates will enroll in 7385 concurrently with 8301; 8301, 8302, and 8303 must be completed in sequence
- Second Core Content course will be determined based on a review of transcripts and the Candidate's position
- Graduation applications need to be submitted to the Graduate School Office by mid-semester of the semester **preceding** graduation.
- Specific course titles for Special Topics (EDLE 7385) will be listed on all transcripts

STUDENT SIGNATURE: _____
 ADVISOR SIGNATURE: _____
 DEPARTMENT CHAIR SIGNATURE: _____

Date: _____
 Date: _____
 Date: _____

College of Education
 University of West Georgia

Department Leadership & Applied Instruction
 Updated Fall 2010



BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA

DEGREE AND/OR MAJOR DEACTIVATION FORM

Institution: The University of West Georgia

Date Submitted: November 3, 2010

Deactivation Effective Date: Pending COGS approval

Degree Title and CIP Code: M.Ed. In Educational Leadership

Rationale:

(Note: Include a brief description of the reason the institution and department have made the decision to deactivate the program).

The deactivation is proposed due to low enrollment. Deactivation will prevent new enrollment until such time as the program is reevaluated.

**Name (President or VP for Academic Affairs typed):
Dr. Peter Hoff, Provost and Vice President of Academic Affairs**

Signature (President or VP for Academic Affairs):



BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA

DEGREE AND/OR MAJOR DEACTIVATION FORM

Institution: The University of West Georgia

Date Submitted: November 3, 2010

Deactivation Effective Date: Pending COGS approval

Degree Title and CIP Code: M.Ed. In Physical Education - *Temporarily suspending all of the students in about 10 months*

Rationale:

(Note: Include a brief description of the reason the institution and department have made the decision to deactivate the program).

The deactivation is proposed due to low enrollment. Deactivation will prevent new enrollment until such time as the program is reevaluated.

Name (President or VP for Academic Affairs typed):

Dr. Peter Hoff, Provost and Vice President of Academic Affairs

Signature (President or VP for Academic Affairs):

Course or Program Addition, Deletion or Modification Request

Department: Leadership & Applied Instruction

College: College of Education **RECEIVED**

Current course catalog listing: (for modifications or deletions)

Prefix _____ Course _____ Title Ed.S. in Educational Leadership Hours: 0 Lecture/Lab/Total

OCT 22 2010

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input checked="" type="checkbox"/> Other	

Credit
<input type="checkbox"/> Undergraduate
<input checked="" type="checkbox"/> Graduate
<input type="checkbox"/> Other*
* Variable credit must be explained

Frequency
<input type="checkbox"/> Every Term
<input checked="" type="checkbox"/> Yearly
<input type="checkbox"/> Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

Library resources are adequate Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix _____ Course _____ Title _____ Hours: _____ / _____ / _____ Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: 36 (Students per year) Effective Date*: Summer /2011
 *For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: Letter Grade Pass/Fail Other

Approval:

Traci Beth Oct 7, 2010
 Department Chair Date Department Chair (if cross listed) Date

Quinn D. Bell 10/7/2010
 Dean of College Date Dean of College (if cross listed) Date

Michelle Trotman Scott 10.21.10
 Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date [Signature] 11-30-10
 Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Department of Leadership and Applied Instruction
 University of West Georgia
 Educational Specialist – Leadership & GA Performance Based Certification Programs
 Table 1: Proposed Modifications for Degree Program

Program Attributes	Existing Program	Proposed Modifications
Admission Requirements	<p><u>Regular Admission</u></p> <ul style="list-style-type: none"> • Earned Master’s degree (3.0 or better) • GRE 900+ • Clear renewable teaching/educator certificate (Level 5+) • Three letters of Recommendation • System Partnership & Approval Form • Proof of passing scores on the Praxis/GACE II Leadership OR clear renewable L5 Certificate <p><u>Provisional Admission</u> None</p>	<p><u>Regular Admission</u></p> <ul style="list-style-type: none"> • Earned Master’s degree (3.0 or better) [Degree in Leadership OR degree in another field PLUS completion of PSC Pre-Service Leadership Requirements • GRE 900+ • Clear renewable teaching/educator certificate (Level 5+) • Three letters of Recommendation • System Partnership & Approval Form <p><u>Provisional Admission</u> <i>Candidates who meet all requirements but who have not earned a leadership degree may be admitted provisionally to allow them to complete the PSC Pre-Service Leadership Requirements (New rule effective Dec. 15, 2010).</i></p>
Total Required Degree Course Hours	<p>Required hours depended on review of transcripts: 27-33 hours: 18 Hours of Residency 9-15 hours of Leadership Core Content</p>	<p>Greater standardization of course hours: 30 hours (excluding PSC Pre-Service Requirements) 18 hours of Residency 12 hours of Leadership Core Content</p>
Residency Component PSC 505-2-300 (to be effective December 2010) differentiates Leadership Positions and Roles	<p>Single Approach</p> <ul style="list-style-type: none"> • Three semester sequence of Leadership Residency with requirements for performance aligned to 14 specific field experience areas; sequence begins only in summer • Three six hour courses: Professor load is three hours each with other three hours designated for Performance Coach hired as part-time clinical faculty • Requirements limit admission to candidates released from the classroom 	<p>Two approaches</p> <ul style="list-style-type: none"> • Approach for candidates in Leadership Positions is the same as our original sequence • Rolling admission with Residency beginning in Summer or Spring Semesters to ensure adequate candidates for compensation of Performance Coaches • Modified approach to accommodate candidates in Leadership Roles • Minimum four semester sequence of Leadership Residency with requirements for performance aligned to 14 specific field experience areas. • Six three hour courses: Professor serves as performance coach which is allowable under PSC rules and guidelines • Requirements provide flexibility for district partners to approve candidates who are not released from the classroom

Rationale for Degree Program Modification

The performance-based Ed.S. Leadership program emphasizes job embedded learning through a coaching model. The Educational Specialist Program affords candidates advanced preparation in educational leadership for both school level and system level leadership positions. Candidates who successfully complete the program earn a Performance Based Leadership Certificate (PL-6) in educational leadership.

The Leadership and Applied Instruction faculty working in the EDLE programs are requesting consideration of a program modification that will enable us to meet changing PSC Leadership Preparation and Certification rules while at the same time enabling us to expand our program to include not only practicing leaders but also teacher leaders. The new leadership preparation and certification rules, scheduled to go into effect in December of 2010, distinguish candidates in leadership positions (jobs requiring a leadership certificate) and leadership roles (jobs not requiring a leadership certificate and that may or may not involve being released from full time teaching responsibilities). We want to ensure that our highly regarded program continues to maintain its viability while responding to the extended definitions of leadership positions and roles.

Our admission requirements must be modified to include the new PSC mandate of pre-service course requirements and to eliminate the Leadership GACE as a requirement to enter the program. The GACE exam is an exit requirement under the new rule. Our plan for modification maintains the essential components of our existing program that were originally approved by UWG, the BOR, and the PSC. Essential elements to be maintained:

- ✓ 27-33 credit hours including a combination of core content and 18 credit hours of residency,
- ✓ Specified field experiences in 14 areas aligned to the required standards, and
- ✓ Programs of study that are both individualized and aligned to partnership agreements.

The original program of study provides for a flexible number of credit hour requirements that can be met by candidates enrolling in existing courses as determined by their advisor based on a review of their transcript and their professional experiences. To that end, we are proposing the use of existing Educational Leadership Workshop courses, to enable flexibility for candidates to meet the residency requirements when their job assignment does not require a leadership certificate.

The Ed.S. – Leadership program is currently designated as an online program. Face to face class sessions are limited to less than 50% in each course with several courses designated at fully online. Our proposal maintains this level of distance learning.

Narrative Description of Degree Program Modifications

1. Admission Requirements (two modifications)
 - a. Passing score on Leadership GACE has been removed by the PSC as a requirement to begin performance based certification programs.
 - b. Provisional Admission is needed to address the PSC Rule (505-2-300) which includes a specific requirement for completion of "PSC Pre-Service Leadership Requirement" prior to beginning an approved performance-based degree or certification program for all candidates who have not earned a graduate level degree in leadership. Provisionally admitted candidates will not be able to register for of the core content or residency courses until they have completed the courses designated to meet the PSC Pre-Service Leadership Requirement.
2. Required Credits for Graduation (one modification)
 - a. EDLE Faculty members are proposing to standardize the required number of credits need for graduation. The program currently requires 27-33 hours which includes a standard 18 hour leadership residency and a range of 9-15 hours of core content. Excluding the PSC Pre-Service Requirements, we are proposing to maintain the 18 hour residency and establish a standard 12 hours of leadership core content. The total hours proposed (30 credit hours) fall within the established range (27-33).
 - b. Candidates who are admitted provisionally must complete the PSC Pre-Service Requirements prior to beginning Leadership Core Content and Residency courses.
3. Differentiated Residency (one modification)
 - a. PSC rule (505-2-300) which will be effective December 15, 2010 clearly defines and differentiates leadership positions and roles. The current structure of the Ed.S. Leadership program does not provide for candidates in leadership roles.
 - b. The Leadership Residency is currently managed through a three semester sequence of courses (8301, 8302, 8303). With this structure, candidates in full time leadership positions or in half time leadership positions are able to meet the PSC required equivalent of a six months full time leadership residency. Full time classroom teachers are not able to meet the residency requirements under this model.
 - c. The proposed modification would utilize an existing course (EDLE 7396 Educational Workshop) that provides for "students to pursue in greater depth the issues and new developments in an area of professional interest" as a means to meet the residency requirements. The titles of these courses will appear on candidates' transcripts as EDLE 7396 Ed. Workshop: School Culture, EDLE 7396 Ed. Workshop: Leading Change, etc. as a means of differentiating Residency Experiences embedded in each workshop.

The Educational Specialist – Leadership remains a 30 hour program with 12 hours of Leadership Core Content and 18 hours of Leadership Residency. The existing and proposed program sheets are included in this packet.

**EDUCATION SPECIALIST DEGREE
CERTIFICATION PROGRAM (PL-6)
Educational Leadership
Program Sheet**

Name _____ Student ID # _____

Home Address _____

School Name & Address: _____ School District _____

Telephone: (H) _____ (W) _____ FAX: _____

Master's Degree Major: _____ E-mail: _____

Present certification (field and level) : _____

Colleges & dates previously attended: _____

	Sem.Hrs.	Gr	Term	Trf/Sub
Residency Requirements:				
EDLE 8301 Leadership Residency I	6			
EDLE 8302 Leadership Residency II ²	6			
EDLE 8303 Leadership Residency III ²	6			
Required Courses:				
EDLE 7385 Special Topics	3			
EDLE 7394 Educational Workshop	3			
EDLE 8326 Politics and Policy	3			
Other Courses:³	0-6			
Total Program Hours	27-33			

Program Notes:

- Leadership Residency is a three consecutive semester program.
- Successful completion of EDLE 8301 is required to enroll in EDLE 8302. Successful completion of EDLE 8302 is required to enroll in EDLE 8303.
- Additional courses from the master's level program may be required, based on the experiences of the student.
- The Ed. S. in Educational Leadership degree is designed for the graduate student who currently holds a leadership certificate (L5 or NL5). After completing the Ed. S. in Educational Leadership degree, the student will qualify for a clear renewable Performance-Based Educational Leadership Certificate (PL-6) for the school level or system level.
- Maximum course enrollment for any semester is nine (9) semester hours, without permission from the department chair.
- Graduation applications need to be submitted to the Graduate School Office by mid-semester of the semester preceding graduation.

Student signature _____

Date: _____

Advisor signature _____

Date: _____

Department Chair _____

Date: _____

**Educational Specialist Degree
Educational Leadership Program Sheet**

Name: _____ Student # _____
 Home Address: _____
 District/Agency _____ E-mail: _____
 School/Department: _____ Supervising Admin: _____
 Present Certification (Field and Level): _____

<u>Admission Requirements</u>	<u>Completion Requirements</u>
Date Admitted: Provisional Admission	Graduation Forms
Date Admitted: Regular Admission	Portfolio Review/Capstone
Advising Professor Assigned	GACE

PLAN OF STUDY	Hrs	Gr	Semester Planned	Transfer/Sub
PSC Pre-Service Leadership Requirements	<i>6 Hours or Leadership Degree Required</i>			
EDLE 8311 Instructional Leadership	3			
EDLE 8316 School Law and Ethics	3			
I. Leadership Core Content	<i>12 Hours Required</i>			
EDLE 7385 Leadership for Special Populations	3			
EDLE 8312 School Finance	3			
EDLE 8326 Politics and Policy in Education OR EDLE 8324 Ethics in Educational Leadership	3			
EDLE 7385 Leadership for Improving Schools OR EDLE 8314 Local School Leadership	3			
II. Performance-Based Residency for Leadership Positions*	<i>18 Hours Required</i>			
EDLE 8301 Leadership Residency I	6			
EDLE 8302 Leadership Residency II	6			
EDLE 8303 Leadership Residency III	6			
III. Performance-Based Residency for Leadership Roles*	<i>18 Hours Required</i>			
EDLE 7396 Building a School Culture of High Expectations	3			
EDLE 7396 Data Analysis and Standards Based Learning	3			
EDLE 7396 Human Resource Management	3			
EDLE 7396 Supervising and Supporting Instruction	3			
EDLE 7396 Professional Learning Communities	3			
EDLE 7396 Leading Change: The Process of Improvement	3			
Total Program	30			

PROGRAM NOTES

1. Regular admission requires a Leadership degree OR completion of PSC Pre-Service Requirements
2. Each candidate will complete all of the Leadership Core Content (I) and the Performance-Based Residency for EITHER Leadership Positions (II) OR Leadership Roles (III).
3. Leadership Positions and Roles are defined by the GA PSC (505-2-300)
4. Candidates completing residency for leadership positions will enroll in 7385 concurrently with 8301; 8301, 8302, and 8303 must be completed in sequence
4. Candidates completing Residency for Leadership Roles will do so in a sequence determined by advisor
5. Graduation applications need to be submitted to the Graduate School Office by mid-semester of the semester **preceding** graduation.
6. Specific course titles for Special Topics (EDLE 7385) and Educational Workshop (EDLE 7396) will be listed on all transcripts

STUDENT SIGNATURE: _____
 ADVISOR SIGNATURE: _____
 DEPARTMENT CHAIR SIGNATURE: _____

Date: _____
 Date: _____
 Date: _____



BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA

DEGREE AND/OR MAJOR DEACTIVATION FORM

Institution: The University of West Georgia

Date Submitted: November 3, 2010

Deactivation Effective Date: Pending COGS approval - 11/2010

Degree Title and CIP Code: Ed.S. In Middle Grades Education

Rationale:

(Note: Include a brief description of the reason the institution and department have made the decision to deactivate the program).

The deactivation is proposed due to low enrollment. Deactivation will prevent new enrollment until such time as the program is reevaluated.

Name (President or VP for Academic Affairs typed):

Dr. Peter Hoff, Provost and Vice President of Academic Affairs

Signature (President or VP for Academic Affairs):



BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA

DEGREE AND/OR MAJOR DEACTIVATION FORM

Institution: The University of West Georgia

Date Submitted: November 3, 2010

Deactivation Effective Date: Pending COGS approval

Degree Title and CIP Code: Ed.S. In Secondary Education

Rationale:

(Note: Include a brief description of the reason the institution and department have made the decision to deactivate the program).

The deactivation is proposed due to low enrollment. Deactivation will prevent new enrollment until such time as the program is reevaluated.

Name (President or VP for Academic Affairs typed):

Dr. Peter Hoff, Provost and Vice President of Academic Affairs

Signature (President or VP for Academic Affairs):

Addendum VII

A Proposal to Revise the Allocation and Number of Senators
Submitted to the Faculty Senate by the Rules Committee (Chris Aanstoos, Chair)

Preamble

Because the reorganization of the College of Arts and Sciences and the reorganization within the College of Education resulted in structures that no longer conform to the existing rules for the allocation of senators (see *Policies and Procedures*, Article IV, Section 2), the Rules Committee was charged with devising new rules for the allocation of senators. After extensive study of Senate structures at other universities, conversations with colleagues across the colleges at UWG, and deliberation within the committee of many alternatives, the Rules Committee developed a new determination based on the principle presented to the Senate as an Information Item at the November meeting of the Senate and distributed to all faculty for feedback. It states:

Each college, the School of Nursing and the Library shall be allocated the number of senators equal to 10% of their full-time faculty. The Library and the School of Nursing shall elect their senators at large. For the colleges, each department within a college first elects one senator, and then the remaining senators allocated to that college are elected at-large by the college.

This principle elicited many positive responses, and no negative. Therefore, the Rules Committee recommends the adoption of this allocation, by the following change to the *Policies and Procedures*. (The numbers on which this allocation is based are given in the Appendix.)

The Motion

MOTION: To replace Article IV, Section 2, A, 5 of the *Policies and Procedures* with the addition of the following:

Forty-five duly elected senators, apportioned as follows: College of Arts and Humanities, thirteen, including one elected by each of its six departments and seven elected by the college at large; College of Social Science, six, including one elected by each of its five departments and one elected by the college at large; College of Science and Mathematics, nine, including one elected by each of its six departments and three elected by the college at large; Richards College of Business, five, including one elected by each of its four departments, and one elected by the college at large; College of Education, eight, including one elected by each of its four departments and four elected by the college at large; the School of Nursing, two, elected by the School at large; the Library, two, elected by the Library at large.

Current Policy Changed by the Proposed Policy

The current Article IV, Section 2, A, 5 of the *Policies and Procedures* to be deleted:

~~Thirty Nine (39) duly elected senators apportioned as follows: College of Arts and Sciences, nineteen (19); Richards College of Business, six (6); College of Education, nine (9); School of Nursing, two (2) and the Library, three (3). No department of any unit shall be represented by more than one (1) senator unless a unit has fewer departments than its allotted number of senators. In no case shall departmental representation exceed two (2) senators.~~

APPENDIX

These are the statistics that were the basis for the allocation of senators allotted to each unit. They were supplied by the Provost’s office, and are the latest, final, official (“frozen”) numbers for this semester; they were checked and rechecked. They conform to the definition of who is eligible faculty that was approved at the Senate’s November meeting.

COLLEGE OF ARTS AND HUMANITIES..... 127

- Art: 18
- English//Philosophy: 52
- Foreign Languages: 15
- History: 23
- Music: 10
- Theater: 9

COLLEGE OF SOCIAL SCIENCES..... 64

- Anthropology: 5
- Mass Comm: 11
- Political Science/Planning: 16
- Psychology: 17
- Sociology/Criminology: 15

COLLEGE OF SCIENCE AND MATHEMATICS..... 85

- Biology: 20
- Chemistry: 11
- Computer Science: 9
- Geosciences: 13
- Mathematics: 27
- Physics: 5

RICHARDS COLLEGE OF BUSINESS..... 50

- Accounting /Finance: 11
- Economics: 10
- Management: 13
- Marketing/Real Estate: 16

COLLEGE OF EDUCATION..... 84

- Collaborative Support & Intervention: 24
- Early Learning and Childhood Education: 15
- Educational Innovation: 20
- Leadership & Applied Instruction: 25

SCHOOL OF NURSING..... 23

LIBRARY..... 15

TOTAL..... 448

Addendum VIII

A Proposal to Allow the Re-election of Incumbent Senators

Submitted to the Faculty Senate by the Rules Committee (Chris Aanstoos, Chair)

Preamble

The following proposal recommends a policy change to allow for the re-election of Senators, while maintaining term limits. Current policy specifies that senators cannot seek re-election immediately upon completion of their term (with the sole exception if it were the completion of someone else's term who they replaced in mid-term). The Rules Committee, while recognizing the value of term limits, concluded that a one-term limit is too restrictive. Especially given the projected increased complexity of the Senate's workload, the committee concluded the Senate would benefit from having a group of veteran senators available, especially to serve as committee chairs. The availability of such is also stated by UWG Vice-Presidents as a major prerequisite more effective liaison with the Senate. To provide for this possibility, the Rules Committee proposes that the term limitation be increased to two consecutive terms. It also proposes that such term limits be determined on the basis of full terms, excluding partial terms due to staggered initial terms (an issue not addressed in the current policy) or due to having replaced someone in mid-term (as is stated in current policy). While the Rules Committee believes this change is beneficial in any case, it is especially pertinent in light of the otherwise premature foreclosure of the possibility of continued service by the nineteen senators from the College of Arts and Sciences, due to the reorganization of the College. This proposal also includes policy for how to handle terms impacted by any subsequent reorganizations of colleges.

The Motion

MOTION: To revise the current statement in Art. IV, Sec. 2,F,1 of the *Policies and Procedures Manual* with the following changes (highlighted material = additions; strikethrough material = deletions):

F. Election of the Faculty Senate

The following shall be the rules which govern election to the Senate, with the exception that in any year in which a college is reorganized in such a manner as to affect the ability to adhere to these rules, the Senate shall have the authority to allow exceptions to these rules as it may deem necessary.

1. Senators shall be elected for a term of three (3) years from the General Faculty, excluding the Officers of Administration named in Article III. Academic department chairs, however, shall be eligible for election. Terms shall be staggered with one-third elected each year. Senators may be re-elected; however, ~~no~~ ~~no~~ senator shall be eligible for re-election until at least one (1) year after completion of his or her ~~previous~~ **second consecutive full (three-year) term.**

~~Unexpired terms due to permanent loss of a senator shall be filled by election from the unit of the senator whose term is to be filled. Serving out an unexpired term does not exclude a senator from consideration at the next election.~~

Addendum IX

A Proposal to further Define the Executive Committee

Submitted to the Faculty Senate by the Rules Committee (Chris Aanstoos, Chair)

Preamble

Given the importance of a clear definition of the functions of the Senate's Executive Committee, and given that these functions are currently ill-defined, the Rules Committee recommends that the Senate adopt the following proposal, which specifies more fully the various functions of the Executive Committee as well as a proposed revision to its composition.

The Motion

MOTION: To replace Article IV, Section 2,E of the *Policies and Procedures* by adding the following in its place:

- E. The Executive Committee. The Faculty Senate shall include an Executive Committee with the following functions and composition.
1. Functions. The Executive Committee shall have broad responsibility for:
 - a. planning and facilitating the activities of the Senate, including the following functions: assign senators to Senate standing committees and subcommittees; create *ad hoc* Senate committees and assign senators; assign senators to such non-senate university committees, task forces and search committees as may be needed; appoint the Parliamentarian of the Senate; propose any legislation to the Senate the Executive Committee may deem appropriate.
 - b. serve as the Senate's elections committee, receiving nominations, organizing and supervising elections, monitoring compliance, adjudicating challenges, and certifying the results.
 - c. interview candidates for university-wide positions and provide evaluations to the appropriate search committees.
 2. Composition. The Executive Committee shall be composed of the chairs of the Senate standing committees, the Chair of the Senate, the Past Chair of the Senate, the Executive Secretary of the Senate, the President of the University, the Provost of the University, and the President of the University's AAUP chapter.

Current Policy That Would Be Changed

The current Article IV, Section 2,E of the *Policies and Procedures* to be replaced:

- ~~E. The Executive Committee of the Faculty Senate—the Executive Committee of the Faculty Senate, consisting of the Chair, Past Chair, Executive Secretary, and the Chairs of the Standing Committees of the Senate, shall create and assign members to Senate Ad Hoc Committees and assign Senators to standing committees.~~

Addendum X

A Proposal
To Add the Role of Representative to the USG Faculty Council
To the Responsibilities of the Chair of the Senate

Submitted to the Faculty Senate by the Rules Committee (Chris Aanstoos, Chair)

Preamble

Given that the University System of Georgia Faculty Council (USGFC) has recently been constituted to provide a forum for discussion and proposals relating to university-wide issues, and given that its membership has been set to include one representative from each of the USG institutions, and given that most USG institutions have selected the faculty leader of their Senate to represent them at the UWGFC, and given that the Faculty Senate authorized the Chair of the Senate to serve as the representative of the University of West Georgia to the USGFC, and given that the USGFC was formed after the last revision to UWG's *Policies and Procedures*, the Rules Committee recommends that the Senate adopt the following proposal to add the requisite language to codify this new responsibility for the Chair of the Senate.

The Motion

MOTION: To revise the *Policies and Procedures* Article IV, Section 2, B to include the specification that it shall be the responsibility of the Chair of the Faculty Senate to represent the University of West Georgia on the USG Faculty Council by the addition the following highlighted material:

The Chair of the Faculty Senate - With the consent of the President of the University, the Chair of the Faculty Senate shall preside at all Faculty Senate meetings and chair the Executive Committee of the Senate. Additional responsibilities include serving as the representative of the University of West Georgia to the University System of Georgia Faculty Council; serving as a liaison between Senate and other stakeholders in the University community; setting the agenda for Senate meetings; providing for an orientation and training for new chairs of Senate committees; resolving issues with Senators who do not serve or who resign; casting a vote only in case of a tie; and designating a replacement to preside over Senate meetings in case of absence.

Current Policy Affected by This Proposal

Currently the Chair of the Senate does function in this capacity, but is doing so in the absence of any codified mandate that this is a responsibility. So this change will revise current policy to include a mandate for the current practice in this regard.

Addendum XI

A Proposal to Delete the Reference to a “Planning Council”

Submitted to the Faculty Senate by the Rules Committee (Chris Aanstoos, Chair)

Preamble

The *Policies and Procedures Manual* currently refers to a “Planning Council” that apparently does not exist. It has not been convened for at least the past seventeen years, nor is it within anyone’s “institutional memory” of its ever having met. On that basis, one may reasonably conclude there appears to be no need for it, and that its continued citation in the *Policies and Procedures* could be misleading about the appropriate venue for such a planning function at the University. Furthermore, its potential functions appear to be better supplanted with the duly constituted standing committee of the Faculty Senate devoted to planning. Therefore, the Rules Committee recommends that this reference be removed from the *Policies and Procedures*.

The Motion

MOTION: To revise Article I, Section 1,E of the *Policies and Procedures Manual* by deleting section 3 (and renumbering the subsequent sections 4 and 5 appropriately).

Current Policy Affected by This Proposal

The current Article I, Section 1,E,3 of the *Policies and Procedures Manual* to be deleted:

~~The Planning Council shall be an advisory body to the President on long range development of the University. It shall be expected to oversee the creation of a variety of plans extending three or more years into the future. Members of the Council shall be appointed by the President from the administration, faculty, students, alumni and the community. It shall have no policy making powers.~~

Addendum XII

An Information Item

Submitted to the Faculty Senate by the Rules Committee (Chris Aanstoos, Chair)

ON THE COMMITTEE STRUCTURE OF THE SENATE

Background

Among the agenda items for the Rules Committee this year is the question of the structure of the Senate's committees. Given the necessity to revisit at least their composition in light of the reorganization of the College of Arts and Sciences, the Rules Committee has come to see the Senate's committee structure as one of the key areas to optimize, as part of its overall project to enhance the capacity of the Senate to play a significant, timely, efficient, effective and transparent role in shared university governance.

The Rules Committee has extensively studied the committee structure of Faculty Senates at other universities, has had conversations with faculty and administrators at UWG, and has deliberated on many alternatives. This process is still ongoing, but at this point the Committee would like to solicit the counsel of the Senate. To do so, it offers via this Information Item the following questions about parameters under consideration. The Committee would welcome any direction concerning these, or any other parameters that may bear on this issue.

Some Questions about Prospective Parameters

1. How can the workload of the committees be most optimally distributed?
2. What tasks are not being met well by the current committee structure?
3. What new committees might be important to constitute?
4. Should any committees be disbanded, or collapsed into other committees?
5. How can the committees be revised to better interface with UWG's administrative divisions?
6. Should the composition of any of the committees be revised? If so, how?

Timeliness

The Rules Committee would like to receive responses prior to our next meeting on December 10, at which time we hope to develop a final proposal to submit to the Senate for its January 21 meeting. We welcome replies, signed or anonymous, in person, by mail, and by email. Emailed responses can be sent either to the Rules Committee as a whole or to any member of the committee. (The Rules Committee's membership is specified on its web site which, along with other contact information, is provided below.)

Contact Information

Rules Committee web site: http://www.westga.edu/vpaa/index_13650.php

Rules Committee email address: FS-RULES@westga.edu

Rules Committee Chair: Chris Aanstoos, Psychology Dept, 678-839-0618, aanstoos@westga.edu

Addendum XIII

An Information Item

Submitted to the Faculty Senate by the Rules Committee (Chris Aanstoos, Chair)

ON THE DEFINITION OF A QUORUM

Background

Because the rules in the *By-Laws* regarding quorums (see Article I, E, F and Article V) for meetings of the general faculty were written prior to the computer-based communication, its definitions of quorum and voting requirements do not include any reference to electronic means for doing so. Lacking such specification, it has been interpreted narrowly as requiring the physical presence of faculty for quorum requirements. On the basis of such interpretation, the required 50% threshold has been a very rare achievement. The consequence has been that either the presiding officer must declare the appearance of a quorum when it does not exist, or that declaration is challenged and the meeting is adjourned. Because a single attendee can thus force the adjournment of almost any meeting, the impact is the potential disenfranchisement of the faculty as a deliberative body recommending policy to the administration, as well as the subsequent impoverishment of administrative decision-making bereft of faculty input. Because this prospect can otherwise be an enduring problem, the Rules Committee is considering a recommendation that the definition of a quorum be clarified to accommodate electronic communication. These deliberations are ongoing, but at this point in the process the Committee would like to solicit the counsel of the Senate. To do so, it offers via this Information Item the following questions about parameters under consideration. The Committee would welcome any direction concerning these, or any other parameters that may bear on this issue.

Some Questions about Prospective Parameters

1. What percentage of faculty should constitute a quorum at General Faculty meetings?
2. Should electronic balloting be permitted for General Faculty meetings?
3. If so, should the electronic ballots be counted toward the quorum at such meetings?
4. If so, what procedures should govern such balloting?

Timeliness

The Rules Committee would like to receive responses prior to our next committee meeting on December 10, at which time we hope to develop a final proposal to submit to the Senate for its January 21 meeting. We welcome replies in person, by mail, and by email. Emailed responses can be sent either to the Rules Committee as a whole or to any member of the Committee. (The Committee's membership is specified on its web site which, along with other contact information, is provided below.)

Contact Information

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The Rules Committee email address: FS-RULES@westga.edu

The Rules Committee Chair: Chris Aanstoos, aanstoos@westga.edu, 678-839-0618