# Memorandum

**To:**　　　　　General Faculty

**Date:**　　　　December 3, 2012

**Regarding:**　　Agenda, Faculty Senate Meeting, December 7<sup>th</sup> at 3:00 pm TLC 1-303

The agenda for the December 7, 2012 Faculty Senate Meeting will be as follows:

1. Call to Order

2. Roll Call

3. Approval of the minutes of the November 16<sup>th</sup> meeting  (**See Addendum I**)

4. Committee Reports

**Committee I: Undergraduate Programs (Chair, Jim Mayer)**
**Action Items:** (**See Addendum II**)

A) College of Arts and Humanities
　　1) Department of English and Philosophy
　　　　a) Minor in Religion
　　　　　 Request: Modify
　　　　　 Action: Approved

B) College of Sciences and Mathematics
　　1) Department of Biology
　　　　a) Bachelor of Science with a Major in Biology
　　　　　 Request: Modify
　　　　　 Action: Approved

C) School of Nursing
　　　　a) Bachelor of Science in Nursing: RN to BSN (Rome/GA Highlands)
　　　　　 Request: Deactivate
　　　　　 Action: Approved

　　　　b) Bachelor of Science in Nursing: RN to BSN (Dalton State)
　　　　　 Request: Terminate
　　　　　 Action: Approved

c) NURS 3303
   Request: Add
   Action: Approved

D) **General Proposal (See Addendum III)**

Make the following addition to *UWG Shared Governance Procedures for Modifications to Academic Programs*, Item number 4, third bullet (added wording in red italics):

Minor modifications to courses including: course name, description, course learning outcomes, *course deletions (with the exception of Core courses)* and prerequisites within a college or school.

**Information Items:**
A) Richards College of Business
   a) Bachelor of Science in Education with a major in Business Education
      Request: Terminate
      Action: Approved

**Committee II: Graduate Programs (Chair, Mark S. Parrish)**
**Action Items:** (**See Addendum IV**)

A) College of Arts and Humanities
   1) Department of History
      a) HIST-5285 Special Topics in European History (Originator: D. Williams)
         Request: Add
         Action: Approved

      b) HIST-5385 Special Topics in World History (Originator: D. Williams)
         Request: Add
         Action: Approved

B) Graduate Policy revision Proposal (**See Addendum V**)
Preamble: Committee addressed ambiguity in wording and responsible parties in the Graduate Faculty Approval Policy.

Proposal: Committee recommends revisions to the Graduate Faculty Approval Policy as noted by strikethroughs and highlights.

**Committee IV: Academic Policies Committee (Chair, David Leach)**
**Action Item:** (**See Addendum VI**)
Preamble: This change is addressing the absence of such a policy as required by SACS (see attached). We are not currently in compliance.

Motion: The Academic Policies and Procedures committee requests that the faculty senate adopt the following policy on the definition of a credit hour.

Policy Text:

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks.

For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice.

Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

5. Old Business

6. New Business

7. Announcements

8. Adjournment

# Addendum I

# University of West Georgia
# Faculty Senate Meeting
# Minutes—Draft

## November 12, 2012

The agenda for the November 16, 2012 Faculty Senate Meeting will be as follows:

1. Meeting convened in room 1-303 of the Technology-enhanced Learning Center and called to order by Chris Huff, Past-Chair, for Jeff Johnson, Chair

2. Roll Call

*Present*
Basu-Dutt, Blair, DeFoor, Deng, DeNie, DeSilva, Erben, Farmer, Gant, Geisler, Steere (Substitute for Gezon), Halonen-Rollins, Hasbun, Haynes, Hooper, Kassis, Keim, Kilpatrick, Kramer, Leach, Lloyd, Mayer, Hopper (substitute for Moffeit), Noori, Parrish, Pencoe, Pitzulo, Ponder, Popov, Riker, Ringlaben, Robinson, Rutledge, Hannaford (substitute for Samples), Sanders, Schroer, Smith, Thompson, Van Valen, Vasconcellos, Welch, Koch (substitute for Willox)

*Absent*
Banford, Jenks, Morris, Packard, Skott-Myhre, Yeong

3. Minutes of the October 19th meeting approved as read.

4. Committee Reports

## Committee I: Undergraduate Programs (Chair, Jim Mayer)
**Action Items:**

A) College of Arts and Humanities
   1) Department of Art
      a) ART 3215
         Request: Add
         Action: Approved

*Item approved by voice vote.*

B) College of Social Sciences
   1) Department of Political Sciences
      a) Bachelor of Arts with a Major in Political Science
         Request: Modify (change Core Area F)
         Action: Approved

b) Bachelor of Science with a Major in Political Science
Request: Modify (change Core Area F)
Action: Approved

*Items B.1.a and b approved by voice vote*

c) POLS 2601
Request: Modify
Action: Approved

d) POLS 3102
Request: Modify
Action: Approved

e) POLS 3601
Request: Add
Action: Approved

*Items B.1.c-e approved by unanimous consent*

C) Richards College of Business
a) ACCT 4201
Request: Delete
Action: Approved

*Item C.a approved by unanimous consent*

D) **General Proposal**
**Action Item:**

1) Add the following bullet point (shown in green) to *UWG Shared Governance Procedures for Modifications to Academic Programs*, item 4 (items not considered by the Senate):

- Modifications/additions/deletions of pre-major programs

*Item approved by voice vote.*

**Information Items:**

A) **Course Deletions**

1) Make the following addition to *UWG Shared Governance Procedures for Modifications to Academic Programs*, Item number 4, third bullet (added wording in red italics):

Minor modifications to courses including: course name, description, course learning outcomes, *course deletions (with the exception of Core courses)* and prerequisites within a college or school.

*Committee asked that senators take this item to departments for feedback.*

**Committee II: Graduate Programs (Chair, Mark S. Parrish)**
**Action Items:**

A) College of Education
   1) Department of Clinical and Professional Studies
      a) Master of Education with a Major in Special Education and Teaching (General Curriculum)
         Request: Modify, see attachment
         Action: Approved

*Item A.1.a approved by unanimous consent.*

   2) Department of Learning and Teaching
      a) Master of Education with a Major in Early Childhood Education
         Request: Modify, see attachment
         Action: Approved

*Item A.2.a approved by unanimous consent.*

      b) ECED 7271 Diversity and the Classroom for Early Grades P-5
         Request: Add
         Action: Approved

*Item A.2.b approved by unanimous consent.*

      c) ECED 7273 Family/Community Involvement for School Improvement
         Request: Add
         Action: Approved

*Item A.2.c approved by unanimous consent*

B) Richards College of Business
      a) Master of Business Administration
         Request: Modify, see attachment
         Action: Approved

*Item B.a approved by unanimous consent.*

**Committee IV: Academic Policies Committee (Chair, David Leach)**
**Action Item:**

A) The Academic Policies and Procedures committee requests that the Faculty Senate adopt the attached policy on the definition of a credit hour.

Preamble: Such a policy is required by SACS, and we are currently not in compliance. The policy drafted here bases our definition of a credit hour on the federal definition of a credit hour, highlighted in yellow in the attached **SACS document.**

To show that we are complying with the policy we will need to add information to syllabi documenting that the out of class activities that equal to two hours/week/credit hour.

*Concerns, suggestions, and discussion included the following:*

- *The Federal definition provided does not match the UWG wording and the quoted Federal definition should be verified for source accuracy.*
- *Item should clearly reflect the intent and expectations of the Federal definition and SACS requirements.*
- *Directions for inclusion in syllabi should be communicated with faculty; include a statement that for every credit hour, students are expected to devote 2 hours of outside work.*
- *Change "seat time" to "instructional time."*

*Chair Leach withdrew the motion so that the committee could review the issues raised.*

**Committee VII: Faculty Development Committee (Chair, Michael Keim, Chair)**
**Action Item:**
A) Faculty Development proposes changes to the Faculty Handbook in the following sections:
- 104.0502, C.2.d (proposed)

  d. Contextualizing the operation of the college, school, or library within the larger framework of the university.

*Item approved by voice vote.*

- 104.0601, F.2. (proposed insertion in paragraph 1)

  Discussion and suggestions:
  - Remove comma splice
  - Remove "the power to edit" and clarify committees responsibilities
  - Include the directive to make the process clearly articulated to participants
  - Synthesis of the data should be relative to the evaluation criteria and not include not related comments

*Chair Keim withdrew the item and will take back to committee for revision.*

- 104.0601.F.2. Results, b. (proposed insertion)

b. Descriptive summary of additional data collected (to include interviews with dean's peers, supervisors, and relevant external community when useful).

*Item approved by voice vote.*

- 104.0602 Dean Evaluation Questionnaire (proposed changes to instructions).

*Chair Keim withdrew the motion.*

**Committee VII: Strategic Planning Committee (Chair, Robert Sanders)**
**Action Item:**

A) The UWG Strategic Planning Committee requests that the Faculty Senate accept the vision, mission, and goals statements of the UWG Strategic Plan for 2014-2020.

<div align="center">

Vision, Mission and Goals Statements
UWG Strategic Plan, 2014 - 2020
</div>

## Vision
The University of West Georgia will be Georgia's learning-centered destination university. As an innovative doctoral university with global reach, UWG will prepare students to become problem-solving leaders.

## Mission
The University of West Georgia is a comprehensive residential university with roots in west Georgia and the Atlanta region. The University is committed to academic excellence and to community outreach, offering high-quality undergraduate and graduate programs on-campus, off-campus, and online. UWG enables students, faculty, and staff to realize their full potential through academic engagement, supportive services, and a caring academic community.

## Goals
The University of West Georgia will provide the resources necessary to fulfill its mission and vision, and to achieve these strategic goals:
- Academic success: Enhance opportunities for every student to succeed, maintaining academic rigor while achieving an undergraduate graduation rate above the national average.
- Intellectual engagement and inquiry: Build on our unique proximity to Metropolitan Atlanta and to rural and small-town areas to offer increased opportunities for intellectual engagement and inquiry to every student.
- Community outreach: Make the most of our location to provide greater opportunities for community engagement to every student.

Senate discussion: The wording was considered elegant and respectfully responsive to faculty input and. Chris Huff commended Will Lloyd and the committee on their work.

*Motion approved by voice vote*

**Committee VIII: Technology Committee (Chair, Craig Schroer)**
**Information Item:**
A) Presentation explaining what an institutional repository is and how it could be useful for UWG. Discussion will include how institutional repositories relate to the Open Access movement, "Creative Commons," copyright and, especially, the relationship of these topics to academic publishing and scholarly communication in general.


Without objection the meeting was declared adjourned at 4:41 p.m.

Respectfully submitted,

Dawn Harmon McCord, Faculty Senate Executive Secretary

# Addendum II

## Program View Request (Read-Only)

### Originator

| College of Arts and Humanities | Philosophy Department | Tietjen, Mark |
|---|---|---|
| College | Department | Originator |

### Action
○ Add  ◉ Modify  ○ Deactivate  ○ Terminate  ○ Reactivate

### Modifications
☐ Program Name  ☐ Program Description  ☐ Degree Name  ☑ See Modification Details

### Program Selection

| College of Arts and Humanities | Minor in Religion |
|---|---|
| College | Program |

| Minor in Religion | | |
|---|---|---|
| Program Name | On Campus | Undergraduate |
| | Program Location | Degree Level |
| Minor | Fall · 2013 | |
| Degree Name | Effective Semester/Year | |

### Modification Details
The Philosophy Program proposes the inclusion of select non-PHIL courses to count toward the completion of the Religion Minor. Currently course requirements for the Religion Minor are as follows:

(Max 4000 characters)

### Rationale
1. To provide greater scheduling flexibility for religion minors and thereby facilitate progression toward graduation. 2. To encourage minors to take a course outside of the Philosophy Program and thus to broaden their understanding of the diversity of approaches to the study of religion. 3. To

(Max 4000 characters)

### Planning Info
◉ Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 5

### Comments
Contact person: Mark Tietjen (mtietjen@westga.edu) x. 96294

(Max 4000 characters)

### College Approvals

**David W. Newton**   [APPROVED 2012-11-01]
Chair, Course Department

**Randy J. Hendricks**   [APPROVED 2012-11-27]
Dean, College of Arts and Humanities

### Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

### Other Approvals

**James R. Mayer**   [APPROVED 2012-11-29]
Chair, Undergraduate Academic Programs Committee

### Final Approval

**Jon Anderson**   [REQUIRED]
Chair, Faculty Senate

12 September 2012

Dr. Mark A. Tietjen
Director of Religion Minor


Proposal to Include Select non-PHIL courses in the Religion Minor


"Modification details"

The Philosophy Program proposes the inclusion of select non-PHIL courses to count toward the completion of the Religion Minor. Currently course requirements for the Religion Minor are as follows: *"Eighteen (18) hours including PHIL 2010, 2020, 2130, plus three (3) courses chosen from the following: Religious Texts, Hermeneutics, Philosophy of Religion, Christian Thought or Asian Philosophy."* Our proposal would maintain the requirements of PHIL 2010, 2020, and 2130, but allow students to include **one** course from outside the list of upper-division courses noted above. Non-PHIL alternative courses include ANTH 4170 "Myth, Magic, and Religion," HIST 4478 "American Religion to 1800," HIST 4479 "American Religion since 1800," PSYC 4130 "Eastern and Transpersonal Psychologies," and SOCI 3543 "Sociology and Religion."

ANTH 4170 Myth, Magic and Religion 3/0/3
A comparative and cross-cultural approach to religious systems and theories on the anthropology of religion.

HIST 4478 American Religion to 1800 3/0/3
Prerequisite: ( HIST 1111 or HIST 1112 ) and ( HIST 2111 or HIST 2112 )
A study of the history of American religious beliefs, practices, and influences on American society, from its colonial settlement to 1800.

HIST 4479 American Religion Since 1800 3/0/3
Prerequisite: ( HIST 1111 or HIST 1112 ) and ( HIST 2111 or HIST 2112 )
A study of the history of American religious beliefs and practices, and religion's influence on American society, from 1800 to the present.

PSYC 4130 Eastern and Transpersonal Psychologies 4/0/4
Prerequisite: and ( PSYC 2000 or PSYC 2010 )
Introduction to spiritual experience and its understanding in Hinduism, Buddhism, and Transpersonal psychologies.

SOCI 3543 The Sociology of Religion 3/0/3
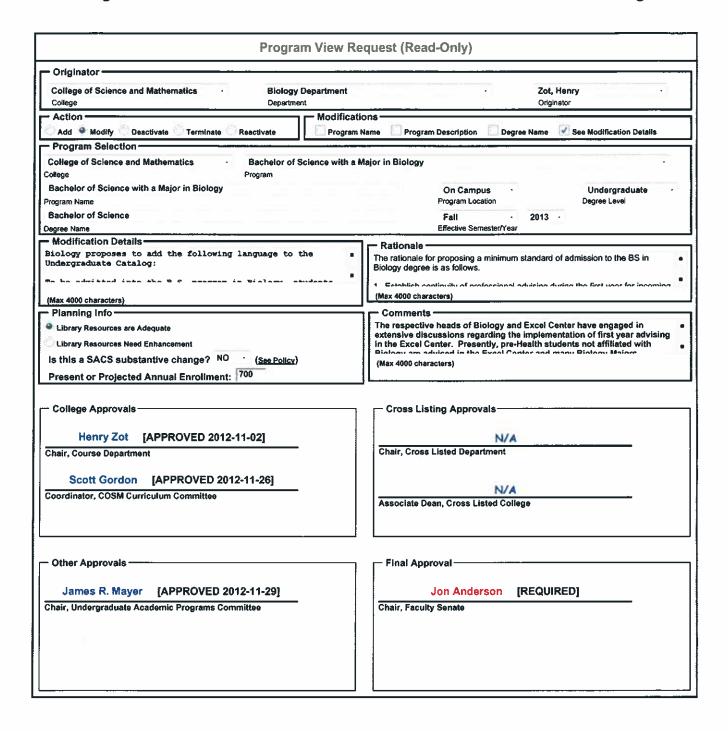Prerequisite: SOCI 1101 or SOC 105
In this course religion is examined from a distinctly sociological perspective. The course aims to lead students toward a sociological awareness of the complexity of the interrelationships of religion and society. This course recognizes religion as a quintessentially social phenomenon and emphasizes that the many social/cultural aspects of religion are amenable to theoretical inquiry and scientific investigation.


"Rationale"

There are several reasons to expand upper-level elective offerings in the religion minor:

1. To provide greater scheduling flexibility for religion minors and thereby facilitate progression toward graduation. 2. To encourage minors to take a course outside of the Philosophy Program and thus to broaden their understanding of the diversity of approaches to the study of religion. 3. To promote awareness and

growth of the religion minor by encouraging students who take non-PHIL religion courses to pursue their interest in religion further through declaring a minor. 4. To encourage and expand the culture on campus of the study of religion.

## Program View Request (Read-Only)

**Originator**

| College of Science and Mathematics | Biology Department | Zot, Henry |
|---|---|---|
| College | Department | Originator |

**Action**

○ Add  ● Modify  ○ Deactivate  ○ Terminate  ○ Reactivate

**Modifications**

☐ Program Name  ☐ Program Description  ☐ Degree Name  ☑ See Modification Details

**Program Selection**

| College of Science and Mathematics | Bachelor of Science with a Major in Biology |
|---|---|
| College | Program |

Bachelor of Science with a Major in Biology
Program Name

On Campus
Program Location

Undergraduate
Degree Level

Bachelor of Science
Degree Name

Fall
Effective Semester/Year     2013

**Modification Details**

Biology proposes to add the following language to the Undergraduate Catalog:

To be admitted into the B.S. program in Biology, students

(Max 4000 characters)

**Rationale**

The rationale for proposing a minimum standard of admission to the BS in Biology degree is as follows.

1. Establish continuity of professional advising during the first year for incoming

(Max 4000 characters)

**Planning Info**

● Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 700

**Comments**

The respective heads of Biology and Excel Center have engaged in extensive discussions regarding the implementation of first year advising in the Excel Center. Presently, pre-Health students not affiliated with Biology are advised in the Excel Center and many Biology Majors

(Max 4000 characters)

**College Approvals**

**Henry Zot**   [APPROVED 2012-11-02]
Chair, Course Department

**Scott Gordon**   [APPROVED 2012-11-26]
Coordinator, COSM Curriculum Committee

**Cross Listing Approvals**

*N/A*
Chair, Cross Listed Department

*N/A*
Associate Dean, Cross Listed College

**Other Approvals**

**James R. Mayer**   [APPROVED 2012-11-29]
Chair, Undergraduate Academic Programs Committee

**Final Approval**

**Jon Anderson**   [REQUIRED]
Chair, Faculty Senate

Modification Details
Biology proposes to add the following language to the Undergraduate Catalog: To be admitted into the B.S. program in Biology, students must have completed at least 30 hours with a cumulative GPA (including all transfer credit) of 2.5 or better.

The criteria for declaring a major in the BS in Biology Program are as follows.

1. The standard for declaring a major in Biology shall be the cumulative GPA as calculated by UWG from all academic courses on a student's transcript at the end of the most recent semester in which 30 or more academic hours have been completed.

2. A student with fewer than 30 academic hours can elect to declare a premajor in the BS in Biology program. This entitles the student to follow the Biology program of study under the supervision of a professional adviser of the Excel Center.

3. A student who has completed a minimum of 30 academic hours with a cumulative GPA of 2.5 or greater can declare a major in Biology. This entitles the student to earn a BS in Biology degree under the supervision of a faculty adviser of Biology.

4. A pre-major in Biology who reaches 30 academic hours with a cumulative GPA less than 2.5 is advised to meet with an adviser in the Excel Center and submit an action plan that includes specific steps to improve GPA. A major in Biology will be deferred to the first semester in which the student's GPA reaches or exceeds the standard as described above.

5. In transferring from another major, a student who has accumulated at least 30 academic hours with a cumulative GPA less than 2.5 is advised to meet with an adviser in the Excel Center and submit an action plan that includes specific steps to improve GPA. A major in Biology will be deferred to the first semester in which the student's GPA reaches or exceeds the standard as described above.

6. In transferring from another institution, a Biology major who has accumulated at least 30 academic hours can declare a major in Biology at UWG.

7. The BS in Biology program imposes no other GPA restrictions. However, all students must meet minimum institutional GPA requirements for graduation.


Rationale
The rationale for proposing a minimum standard of admission to the BS in Biology degree is as follows.

1. Establish continuity of professional advising during the first year for incoming students. Presently, professional advisers prepare an incoming student's first schedule before the start of semester one, but the advising abruptly shifts to the faculty of Biology Department sometime during this first semester.

The reasons this change is clumsy are threefold. First, professional advising, which focuses on navigating university life, differs significantly from faculty advising, which focuses on the discipline. Second, the many students who begin the process of changing majors during the first semester do so between advisers. Third, the scale of the migration exceeds reasonable expectations that it can go smoothly.

2. Provide assistance for students who choose to change majors during the first year. Indeed, most freshman Biology majors eventually change majors. If we agree that changing majors can be a healthy reaction to the university experience, then it follow s that we should adopt advising that fosters awareness of opportunities and provides useful strategies for effective and timely decisions. These criteria align best with the mission and resources of the Excel Center.

3. Inform students about the prospects of success in Biology. Students who reach 30 hours and achieve below the minimum GPA requirements belong to a group that faces a poor statistical chance of completing a degree in Biology. The GPA requirement serves to identify students who need an intervention to develop a plan that better aligns with their interests and strengths. These students would best be served by having an established relationship with professional advising outside of Biology.

4. Focus Biology faculty advising on graduation. The present ratio, namely, 50 majors for each faculty adviser in Biology is high, but not unmanageable assuming an orderly progression through the program. However, the turnover of majors adds dramatically to the number of different students faculty advisers see for advising each semester. The turnover is especially pronounced in the group of students who are beginning the program. By having these students advised in the Excel Center, faculty advising in Biology could more effectively contribute to the development of advises approaching graduation.


Comments
The respective heads of Biology and Excel Center have engaged in extensive discussions regarding the implementation of first year advising in the Excel Center. Presently, pre-Health students not affiliated with Biology are advised in the Excel Center and many Biology Majors continue to be served by professional advisors in Excel presently. Biology and the staff of the Excel Center have a history of working collaboratively Both parties agree that the advising of Freshman Pre-Biology students by professional advisers in the Excel Center is both feasible and in the best interests of the students.

No precedence is set by this proposal to establish criteria for admission to an undergraduate academic program. Similar or more stringent GPA requirements for admission exist for many undergraduate programs include Criminology, Psychology, Sociology, Theatre, all programs in the College of Business, all programs leading to initial certification through the College of Education, and Nursing.

**Program View Request (Read-Only)**

**Originator**

| School of Nursing | Nursing | Duke, Karen |
|---|---|---|
| College | Department | Originator |

**Action**
○ Add   ○ Modify   ● Deactivate   ○ Terminate   ○ Reactivate

**Modifications**
☑ Program Name   ☐ Program Description   ☐ Degree Name   ☐ See Modification Details

**Program Selection**

| School of Nursing | Bachelor of Science in Nursing, RN to BSN |
|---|---|
| College | Program |

| Bachelor of Science in Nursing, RN to BSN | Off Campus | Undergraduate |
|---|---|---|
| Program Name | Program Location | Degree Level |

| Bachelor of Science in Nursing | Summer · 2013 · |
|---|---|
| Degree Name | Effective Semester/Year |

**Modification Details**

The School of Nursing is requesting suspension of the Rome-Georgia Highlands College site of the RN-BSN program.

(Max 4000 characters)

**Rationale**

There are several factors influencing the School of Nursing's decision to suspend admissions at the Georgia Highlands College - Rome site for the RN-BSN program. The primary reason is that Georgia Highlands College plans to offer an RN BSN program in 2013 and has requested the School of Nursing's

(Max 4000 characters)

**Planning Info**

● Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

**Comments**

(Max 4000 characters)

**College Approvals**

| **Cynthia Epps** [APPROVED 2012-11-12] |
|---|
| Associate Dean, Nursing |

| **Kathryn M. Grams** [APPROVED 2012-11-20] |
|---|
| Dean, School of Nursing |

**Cross Listing Approvals**

| N/A |
|---|
| Chair, Cross Listed Department |

| N/A |
|---|
| Associate Dean, Cross Listed College |

**Other Approvals**

| **James R. Mayer** [APPROVED 2012-11-29] |
|---|
| Chair, Undergraduate Academic Programs Committee |

**Final Approval**

| **Jon Anderson** [REQUIRED] |
|---|
| Chair, Faculty Senate |

## Program View Request (Read-Only)

### Originator

| School of Nursing | Nursing | Duke, Karen |
|---|---|---|
| College | Department | Originator |

### Action
○ Add  ○ Modify  ○ Deactivate  ● Terminate  ○ Reactivate

### Modifications
☑ Program Name  ☐ Program Description  ☐ Degree Name  ☑ See Modification Details

### Program Selection

| School of Nursing | Bachelor of Science in Nursing, RN to BSN | | |
|---|---|---|---|
| College | Program | | |
| Bachelor of Science in Nursing, RN to BSN | | Off Campus | Undergraduate |
| Program Name | | Program Location | Degree Level |
| Bachelor of Science in Nursing | | Spring · 2013 · | |
| Degree Name | | Effective Semester/Year | |

### Modification Details
The School of Nursing is requesting termination of the Dalton State College site of the UWG, School of Nursing RN-BSN program.

(Max 4000 characters)

### Rationale
The UWG, School of Nursing RN-BSN program at the Dalton State College site was deactivated in Spring 2011 and the School of Nursing is now requesting complete termination of the program. All students have been accommodated.

(Max 4000 characters)

### Planning Info
● Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 0

### Comments

(Max 4000 characters)

### College Approvals

**Cynthia Epps**    [APPROVED 2012-11-12]

Associate Dean, Nursing

**Kathryn M. Grams**    [APPROVED 2012-11-20]

Dean, School of Nursing

### Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

### Other Approvals

**James R. Mayer**    [APPROVED 2012-11-29]

Chair, Undergraduate Academic Programs Committee

### Final Approval

**Jon Anderson**    [REQUIRED]

Chair, Faculty Senate

https://apps.westga.edu/catalog/content/pgm_info_view.php?doc_id=12111...    12/3/2012

## Course Update Request (Add, Delete, Modify)

**Originator**

| | | |
|---|---|---|
| Nursing | School of Nursing | Duke, Karen |
| Department | College | Originator |

**Action**

◉ Add　○ Modify　○ Delete

**Modifications**

☐ Prerequisites　☐ Description　☐ Title　☐ Credit　☐ See Comments　　Faculty Senate Review Required　·　(See Procedure)

**Course Details**

| NURS | 3303 | Competency-Based Clinical Performance |
|---|---|---|
| Prefix | Number | Course Title |

This course will focus on the demonstration of knowledge and skills learned in the pre-requisite courses. The course will assess the ability of the student to deliver safe and person-centered nursing care within a quality caring framework across the lifespan. Competency in professional and healthcare related concepts will be evaluated in the skills and simulation laboratory.

Course Catalog Description

| 0 | 2 | 1 | Summer - 2013 | Other | Letter Grade |
|---|---|---|---|---|---|
| Lec Hrs | Lab Hrs | Credit Hrs | Effective Term | Frequency | Grading |

**Prerequisites**
NURS 3102, 3202, 3302

**Corequisites**
None

**Rationale**

The School of Nursing at the University of West Georgia recognized the need for intense curricular revision based on new Commission on Collegiate Nursing Education (CCNE) accreditation standards and a change in the focus in nursing education on quality and safety as recommended by the Institute of Medicine.

**Planning Info**

◉ Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 120

**Comments**

This course will be taught for the first time Summer 2013, but will also be taught in Spring 2014.

**College Approvals**

**Cynthia Epps**    [APPROVED 2012-10-30]
Associate Dean, Nursing

**Kathryn M. Grams**    [APPROVED 2012-11-01]
Dean, School of Nursing

**Cross Listing Approvals**

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

**Other Approvals**

**James R. Mayer**    [APPROVED 2012-12-04]
Chair, Undergraduate Academic Programs Committee

**Final Approval**

**Jon Anderson**    [REQUIRED]
Chair, Faculty Senate

https://apps.westga.edu/catalog/content/doc_info view.php?doc_id=121030...　12/4/2012

**UNIVERSITY OF WEST GEORGIA**
**School of Nursing**

**Course:**          NURS 3303 Competency-Based Clinical Performance

**Credit:**          0-2-1

**Pre-requisites:**          NURS 3102, 3202, 3302

**Co-requisites:**          **None**

**Faculty:**

**Office Hours:**

**Course Description:** This course will focus on the demonstration of knowledge and skills learned in the pre-requisite courses. The course will assess the ability of the student to deliver safe and person-centered nursing care within a quality caring framework across the lifespan. Competency in professional and healthcare related concepts will be evaluated in the skills and simulation laboratory.

**Learning Goals\*:**

Upon completion of the Competency-Based Performance Assessment, the learner will be able to:

1. Demonstrate knowledge, skills and competency in critical thinking and clinical reasoning while providing safe, person-centered care across the lifespan. (1, 3)
2. Provide holistic care to persons while demonstrating respect for diverse cultures. (2)
3. Provide quality caring and evidence-based nursing care within established ethical and legal boundaries. (1, 3, 7)
4. Demonstrate ability to use clear and effective written, oral, and electronic communication in healthcare situations within the skills and simulation laboratory. (3, 4)
5. Demonstrate accountability for personal and professional behavior. (7)

   \*Program Goals indicated in parentheses

**Course Content:**
Course content will include concepts, exemplars, and skills from all pre-requisite courses. Certain concepts and skills from these courses are listed below.

**NURS 3301 Clinical Practice I Course Content:**
- Medication administration: PO, PR, SQ, ID, IM, optic, otic, inhalation (MDI, etc. but not nebulizers), nasal, transdermal, and medication equipment
- Oxygen Therapy: pulse oximetry, oxygen safety and nasal cannula

- Surgical asepsis: gloving, creating a sterile field
- Urinary catheterizations: Foley, straight (insertion and removal)
- Environmental safety and PPE (safe entry, isolations, restraints)

- Collection of basic lab specimens: sterile urine specimen, blood glucose
- Communication: giving and receiving report, ISBARR
- Informatics: EMR (Documentation)
- Non-pharmacotherapeutic comfort measures

## NURS 3302 Clinical Practice II Course Content:

- Nasogastric tube insertion and maintenance
- Oxygen delivery devices: masks
- Enteral tube maintenance and feeding
- Parenteral therapy
- Medication administration: intravenous, intradermal, nebulizers
- IV therapy and phlebotomy

- Noso-oro-pharyngeal suctioning
- Wound care and management of wound drains
- Collection of lab specimen: blood and wound cultures
- Care of ileostomies
- Focused assessments

## Professional Nursing Concepts: NURS 3101 and 3102

- Communication
- Clinical Reasoning
- Critical Thinking
- Teamwork & Collaboration

- Caring
- Empowerment
- Holism
- Theory

- Culture
- Human Diversity
- Education

## Health Care of the Client Concepts: NURS 3201 and 3202

- Mobility
- Tissue Integrity
- Infection
- Immunity
- Oxygenation
- Perfusion
- Comfort
- Coagulation
- Metabolism
- Homeostasis
- Violence
- Vulnerability
- Nutritional Health
- Health Promotion & Disease/Injury Prevention

- Stress & Coping
- Pharmaco-therapeutics
- Grief, Loss & Suffering
- Mood & Cognition

**Required Textbooks:**

Hood, L.J. (2010). *Leddy & Pepper's conceptual bases of professional nursing.* (7th ed.).
    Philadelphia, PA: Lippincott Williams & Wilkins.

Porth, C.M. (2011). *Essentials of pathophysiology.* (3rd ed.). Philadelphia, PA: Lippincott
    Williams & Wilkins.

Smeltzer, S.C., Bare, B.G., Hinkle, J.L., Cheever, K.H. (2010). *Brunner & Suddarth's*
    *textbook of medical-surgical nursing.* (12th ed.). Philadelphia, PA:
    Lippincott Williams & Wilkins.

Weber, J. and Kelley, J. (2010). *Health assessment in nursing.* (4th ed.). Philadelphia, PA:
    Lippincott Williams & Wilkins.

Taylor, L. and LeMone, L. (2010). *Fundamentals of nursing.* (7th ed.). Philadelphia, PA:
    Lippincott Williams & Wilkins.

Assessment Technologies Institute (ATI) Skills/Content Modules
Nursing Central

**Learning Activities:**
Case studies
Presentations
Discipline specific writing activities in class and on line
Web quests
Discussion participation
Problem-based learning
iClicker 2

**Methods of Evaluation:**
Simulation*
Demonstration of Clinical Skills
Case studies
Quizzes

* The simulation scenarios are designed to help students understand the complexity of the
whole patient, assimilate necessary information to make nursing decisions related to care
delivery, and perform in an environment where they are fully responsible for care decisions
and the outcomes of those decisions.

**Grading System:**
    A    90-100%
    B    80-89%
    C    75-79%

D 60-74%
F below 60%

## Academic Dishonesty

The academic dishonesty policies of this course are the same as those found in the most recent edition of the *University of West Georgia Connection* and *BSN Student Handbooks*. Evidence of student cheating, fabrication, or plagiarism, as defined in these policies, (including copying of reference materials directly into class projects or papers without proper citations) will result in failure of the course.

## Communication

It is University policy that all electronic communication between the faculty and students must take place only through the campus e-mail network, utilizing MyUWG or CourseDen. Students at UWG are required to have ready access to computers for their course work and will be expected to use WebVista as directed by the faculty. Information about needed computer specifications is found at http://www.westga.edu/~techlife

## Program View Request (Read-Only)

### Originator

| College of Education | Leadership and Instruction | Butts, Frank |
|---|---|---|
| College | Department | Originator |

### Action

○ Add  ○ Modify  ● Deactivate  ○ Terminate  ○ Reactivate

### Modifications

☐ Program Name  ☐ Program Description  ☐ Degree Name  ☑ See Modification Details

### Program Selection

| College of Education | Post-Baccalaureate Initial Certification in Secondary Business Education |
|---|---|
| College | Program |

| Post-Baccalaureate Initial Certification in Secondary Business Education | On Campus | Graduate |
|---|---|---|
| Program Name | Program Location | Degree Level |

| Non-degree Initial Certification | Summer · 2013 · |
|---|---|
| Degree Name | Effective Semester/Year |

### Modification Details

Deactivate post-baccalaureate initial certification in
Secondary Business Education.  Stop admitting students
Summer, 2013.

(Max 4000 characters)

### Rationale

Students now have the option of gaining post-baccalaureate initial certification through the Master of Arts in Teaching at UWG. This advantages the student by giving them the opportunity to gain a Masters degree and a T-5 certification.

(Max 4000 characters)

### Planning Info

● Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 0

### Comments

(Max 4000 characters)

### College Approvals

**Rebecca Stanard**   [APPROVED 2012-10-12]

Associate Dean, College of Education

**Frank Butts**   [APPROVED 2012-10-11]

Chair, Course Department

### Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

### Other Approvals

### Final Approval

**Jon Anderson**   [REQUIRED]

Chair, Faculty Senate

# Addendum III

**UWG Shared Governance Procedures for Modifications to Academic Programs**

*Many changes also need approval by the BOR, SACS, and/or specialized accreditors prior to implementation. This document only addresses the UWG internal approval process.*

The Provost serves as the Chief Academic Officer for the Institution. As such, all changes to programs and courses need approval of the Provost. The Dean, serving under the Provost, serves as the Chief Academic Officer for the college or school of his or her appointment. It is the responsibility of both the Dean and members of the faculty to engage in improvements and innovations in pedagogy, curriculum, and programming in an effort to increase student learning. Many of these changes should flow naturally out of market conditions, environments, national norms, and data collected and analyzed through the assessment of student learning outcomes.

The process for new or modified academic programs and curriculum normally (but not exclusively) initiates within a college or school. As such, it is the responsibility of the Dean and Chief Academic Officer of the college or school to manage the curriculum creation/modification process within their area of appointment. Each college or school has the opportunity to define internal processes for the creation and modification of curriculum and academic programs, within the boundaries of UWG and BOR policy and procedures.

When the creation or modification of an academic program or curriculum is approved by the Dean, many changes should also be submitted for consideration by the faculty senate and its committees, while others should be reported directly to the Office of the Provost and Vice President for Academic Affairs.

The process of notification and approval for the creation/modification of academic programs and curriculum is outlined below:

1. The following are **actions items** by the Senate and appropriate Senate Subcommittees:
   o New academic programs and new courses (degrees, majors, minors, concentrations, certificates, etc…)
   o Changes to a course level (i.e. changing from 3000 to 4000 level)
   o Adding to or removing a course from the Core Curriculum
   o Changes to course prerequisites that span across colleges
   o Modifying the requirements to complete an academic program, including core curriculum
   o New or modified concentrations within a degree program
2. The following are **information items** for the Senate:
   o Modifications to XIDS courses (Action Item by the Committee)
   o Changes in admission standards for an academic program
   o Suspending (deactivating) or eliminating (terminating) academic programs
   o Offering an existing academic program more than 95% online
   o Offering an approved academic program more than 50%, but less than 95% online
3. The following are **reviewed by the Senate graduate and undergraduate programs** committees to assure quality of academic programs
   o Comprehensive Program Reviews
   o Academic program and core curriculum learning outcome assessments
4. The following are **not items considered** by the Senate and should be reported directly to office of the Provost:
   o Modifications/additions/deletions to existing academic program learning outcomes, excluding core curriculum
   o Offering less than 25% or 25-50% of an academic program at an off-site location or online (separate notifications for each change)
   o Minor modifications to courses including : course name, description, course learning outcomes, and prerequisites within a college or school
   o Creation or modifications of assessment artifacts
   o Moving an approved course to online delivery (including both "D" and "N" sections)

# Addendum IV

## Course Update Request (Add, Delete, Modify)

**Originator**

| History Department | College of Arts and Humanities | Williams, Daniel |
|---|---|---|
| Department | College | Originator |

**Action**   ● Add  ○ Modify  ○ Delete

**Modifications**   ☐ Prerequisites  ☐ Description  ☐ Title  ☐ Credit  ☐ See Comments    Faculty Senate Review Required  ·  **(See Procedure)**

**Course Details**

| HIST | 5285 | Special Topics in European History |
|---|---|---|
| Prefix | Number | Course Title |

Courses on topics in European history not usually offered by the department.

Course Catalog Description

| 3 | 0 | 3 | Fall - 2013 | Other | Letter Grade |
|---|---|---|---|---|---|
| Lec Hrs | Lab Hrs | Credit Hrs | Effective Term | Frequency | Grading |

**Prerequisites**

**Corequisites**

**Rationale**

The course catalog currently lists HIST 4485 / 5485 as our department's sole "Special Topics" course, so currently, all new courses that are introduced in our department on an experimental basis are offered as sections of HIST 4485 before they are added to the catalog as regular courses. In recent years, the history department has been offering multiple sections of HIST 4485 each semester, which has resulted in problems for students who want to register for more than one HIST 4485 / 5485 section. The registrar has also found it difficult to appropriately categorize and process these HIST 4485 / 5485 courses in WolfWatch. To address these problems and reduce the number of HIST 4485 / 5485 sections offered each semester, we are introducing two new "Special Topics" courses - one for special topics in European history and another for special topics in world history. By offering some of our special topics courses under these new course designations, we will make it easier for the registrar to appropriately categorize the new special topics courses that are offered and we will reduce the number of registration problems that result when students attempt to register for more than one section of HIST 4485 / 5485. Because these are special topics courses whose subject matter, reading assignments, and course expectations will vary each semester, I have not submitted a sample syllabus.

**Planning Info**

● Library Resources are Adequate

○ Library Resources Need Enhancement

Is this a SACS substantive change?  ?  ·  **(See Policy)**

Present or Projected Annual Enrollment: 5

**Comments**

**College Approvals**

| **Howard Goodson**   [APPROVED 2012-09-13] |
|---|
| Chair, Course Department |

| **Denise Overfield**   [APPROVED 2012-09-24] |
|---|
| Dean, College of Arts and Humanities |

**Cross Listing Approvals**

| *N/A* |
|---|
| Chair, Cross Listed Department |

| *N/A* |
|---|
| Associate Dean, Cross Listed College |

**Other Approvals**

**Final Approval**

| **Jon Anderson**   [REQUIRED] |
|---|
| Chair, Faculty Senate |

## Course Update Request (Add, Delete, Modify)

### Originator

| History Department | College of Arts and Humanities | Williams, Daniel |
|---|---|---|
| Department | College | Originator |

### Action

☑ Add  ○ Modify  ○ Delete

### Modifications

☐ Prerequisites  ☐ Description  ☐ Title  ☐ Credit  ☐ See Comments

Faculty Senate Review Required  · (See Procedure)

### Course Details

| HIST | 5385 | Special Topics in World History |
|---|---|---|
| Prefix | Number | Course Title |

Courses on topics in world history not usually offered by the department.

Course Catalog Description

| 3 | 0 | 3 | Fall - 2013 | Other | Letter Grade |
|---|---|---|---|---|---|
| Lec Hrs | Lab Hrs | Credit Hrs | Effective Term | Frequency | Grading |

### Prerequisites

### Corequisites

### Rationale

The course catalog currently lists HIST 4485 / 5485 as our department's sole "Special Topics" course, so currently, all new courses that are introduced in our department on an experimental basis are offered as sections of HIST 4485 before they are added to the catalog as regular courses. In recent years, the history department has been offering multiple sections of HIST 4485 each semester, which has resulted in problems for students who want to register for more than one HIST 4485 / 5485 section. The registrar has also found it difficult to appropriately categorize and process these HIST 4485 / 5485 courses in WolfWatch. To address these problems and reduce the number of HIST 4485 / 5485 sections offered each semester, we are introducing two new "Special Topics" course numbers - one for special topics in European history and another for special topics in world history. By offering some of our special topics courses under these new course designations, we will make it easier for the registrar to appropriately categorize the new special topics courses that are offered and we will reduce the number of registration problems that result when students attempt to register for more than one section of HIST 4485 / 5485. Because these are special topics courses whose subject matter, reading assignments, and course expectations will vary each semester, I have not submitted a sample syllabus.

### Planning Info

● Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 5

### Comments

### College Approvals

**Howard Goodson**    [APPROVED 2012-09-13]

Chair, Course Department

**Denise Overfield**    [APPROVED 2012-09-24]

Dean, College of Arts and Humanities

### Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

### Other Approvals

### Final Approval

**Jon Anderson**    [REQUIRED]

Chair, Faculty Senate

# Addendum V

GRADUATE FACULTY APPOINTMENT

The Graduate Faculty shall consist of tenure-track and tenured members of the General Faculty with the rank of assistant professor, associate professor and/or professor, who have been recommended for appointment by their respective academic administrator (i.e. department chairs, academic program directors and heads), ~~academic deans~~ and approved by the appropriate Dean of ~~the~~ their respective college/school.

Requisites for appointment shall normally be as follows:

*Regular Graduate Faculty Appointment*

      ⬜ Full-time tenured/tenure track faculty status with a rank of at least assistant professor

      ⬜ Current/Up-to-Date curriculum vitae

      ⬜ Earned doctorate or equivalent

      ⬜ Published works and/or recognized accomplishments in research and/or teaching

      ⬜ Recommendation for appointment by the appropriate respective academic administrator ~~department/program head or academic dean~~

      ⬜ Approval of *Regular Graduate Faculty* appointment is given by the appropriate Dean of the respective college/school

*Limited-Term Graduate Faculty Appointment*

      ⬜ Part-time, one-year, emeritus, Web MBA, or visiting with a rank of at least assistant professor

      ⬜ Current/Up-to-Date curriculum vitae

      ⬜ Earned doctorate or equivalent

      ⬜ Published works and/or recognized accomplishments in research and/or teaching

      ⬜ Statement describing the special expertise that the faculty member brings to the graduate program and the faculty members qualifications that contribute to the work and progress of graduate students

      ⬜ Recommendation for *Limited-Term Graduate Faculty* appointment by the appropriate respective academic administrator ~~department/program head or academic dean~~

      ⬜ Approval of *Limited-Term Graduate Faculty* appointment is given by the appropriate Dean of the respective college/school

      ⬜ Faculty in this category may serve as a member or as a co-chair, but not as chair, on graduate student committees (dissertation, thesis, or similar) and teach graduate courses

*Permission to Teach* (Does not constitute Graduate Faculty Appointment)

□ Non-tenure track full-time faculty (ranked, lecturer, senior lecturer), part-time faculty, and adjunct faculty may be reviewed for permission to teach a graduate class(es)

□ Current/Up-to-Date curriculum vitae

□ No earned terminal degree

□ In-lieu-of a terminal degree the candidate must demonstrate 1) exceptional scholarly activity or professional experience, 2) experience teaching graduate level classes, or 3) high potential for effective teaching at the graduate level as evidenced by undergraduate teaching record, scholarly activity or professional experience in a particular area related to the course or other assignment

□ In accordance with SACS 3.7.1.e., justification must be given for any faculty member who does not meet eligibility criteria for *Regular Appointment*. The justification must address the following:

o Department/program need

o Special expertise that the faculty member brings to the graduate program

o Qualifications that contribute to the work and progress of graduate students

o Expected duties of the candidate

□ Recommendation for *Permission to Teach* by the appropriate respective academic administrator ~~department/program head or academic dean~~

□ Approval for *Permission to Teach* is given by the appropriate Dean of the respective college/school

**Process**

1. Timeline

a. A request for *Regular Graduate Faculty Appointment* is submitted with appointment; renewal is automatic upon award of tenure or completion of post-tenure review

b. A request for *Limited-Term Graduate Faculty Appointment* is submitted with appointment and renewed annually

c. Upon recommendation from the respective academic administrator ~~department/program head or academic dean,~~ the appropriate Dean of the college/school holds authority to rescind graduate faculty status as appropriate

d. Requests for *Permission to Teach* are to be submitted annually and/or prior to the semester in which the faculty member will be teaching a graduate course

2. The respective academic administrator ~~department/program head or academic dean~~ recommends faculty members for *Regular Graduate Faculty Appointment, Limited-Term Graduate Faculty Appointment,* or *Permission to Teach* by completing the standardized "Request for Appointment in the Graduate Faculty" form and supplying appropriate supportive documents, including:

□ Current/Up-to-Date curriculum vitae

Justification of special expertise or qualifications as indicated

Other information as requested above

3. The appropriate respective academic administrator department/program head or academic dean forwards the request form and supporting documentation to the appropriate Dean of the appropriate college/school

4. Upon recommendation of the appropriate respective academic administrator department/program head or academic dean, the appropriate Dean of the College/School considers each faculty member's materials and renders a decision for approval or disapproval for *Regular Graduate Faculty Appointment, Limited-Term Graduate Faculty Appointment,* or *Permission to Teach*

Should there be a question concerning the applicant's recommendation by the Dean of the appropriate college/school, the that Dean may will forward the request form and supporting materials to the Graduate Programs Committee for review and recommendation

Each College/School will send approved request forms and supporting documentation to Faculty Records in the Provost's Office for archiving

# Addendum VI

The Integrated Postsecondary Education Data System (IPEDS) defines a credit hour as follows:

**Credit Hour:**  A unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term. It is applied toward the total number of credit hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.

Source: http://nces.ed.gov/ipeds/glossary/

SACS COC

*Southern Association of Colleges and Schools*
*Commission on Colleges*
*1866 Southern Lane*
*Decatur, Georgia  30033-4097*

## CREDIT HOURS

### Policy Statement

As part of its review of an institution seeking initial or continuing accreditation, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) conducts reviews of an institution's assignment of credit hours.  Academic credit has provided the basis for measuring the amount of engaged learning time expected of a typical student enrolled not only in traditional classroom settings but also laboratories, studios, internships and other experiential learning, and distance and correspondence education. Students, institutions, employers, and others rely on the common currency of academic credit to support a wide range of activities, including the transfer of students from one institution to another.  For several decades, the federal government has relied on credits as a measure of student academic engagement as a basis of awarding financial aid.

The purpose of this policy is to provide guidance to institutions and evaluation committees on the Commission's expectations regarding credits and to set forth the federal regulations regarding the award of credit.

**Federal Definition of the Credit Hour.**  For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates

1.  Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or

2.  At least an equivalent amount of work as required  outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

**Guidelines for Flexibility in Interpretation**.  An institution is responsible for determining the credit hours awarded for coursework in its programs in accordance with the definition of a credit hour for Federal program purposes.  The definition does provide some flexibility for institutions in determining the appropriate amount of credit hours for student coursework.

- The institution determines the amount of credit for student work.
- A credit hour is expected to be a reasonable approximation of a minimum amount of student work in a Carnegie unit in accordance with commonly accepted practice in higher education.
- The credit hour definition is a minimum standard that does not restrict an institution from setting a higher standard that requires more student work per credit hour.
- The definition does not dictate particular amounts of classroom time versus out-of-class student work.
- In determining the amount of work the institution's learning outcomes will entail, the institution may take into consideration alternative delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.

- To the extent an institution believes that complying with the Federal definition of a credit hour would not be appropriate for academic and other institutional needs, it may adopt a separate measure for those purposes.
- Credits may be awarded on the basis of documentation of the amount of work a typical student is expected to complete within a specified amount of academically engaged time, or on the basis of documented student learning calibrated to that amount of academically engaged time for a typical student.

The intent of the above flexibility as provided by Federal guidance is to recognize the differences across institutions, fields of study, types of coursework, and delivery methods, while providing a consistent measure of student work for purposes of Federal programs.

**Commission Obligations in the Review of the Credit Hour.** The Commission reviews the institution's (1) policies and procedures for determining credit hours, including clock to credit hour conversions, that the institution awards for coursework and (2) the application of its policies and procedures to its programs and coursework. Following the evaluation, the Commission is obligated to make a reasonable determination regarding the institution's assignment of credit hours and whether it conforms to commonly accepted practice in higher education. In doing so, the Commission may use sampling or other methods in its evaluation. As with the identification of non-compliance with other standards, the Commission is obligated to take action in accord with that used in relation to other standards of non-compliance. If the Commission finds systemic non-compliance with this policy or significant non-compliance regarding one or more programs at the institution, the Commission is required to notify the U.S. Secretary of Education.

## Procedures

1. **Institutions preparing Compliance Certifications in anticipation of reaffirmation of accreditation (accredited institutions) or initial membership (candidate institutions**).
   The institution will be required to document compliance with Federal Requirement 4.9 (Definition of Credit Hours) as relates to credit hours. If the Board imposes a public sanction or takes adverse action in part or in full for continuing non-compliance with FR 4.9 as applies to the credit hour, the Commission will notify the U.S. Secretary of Education. The institution will be informed of such action.

2. **Institutions undergoing substantive change review related to an academic program review in anticipation of continuing accreditation**.
   The institution will be required to address Federal Requirement 4.9 (Definition of Credit Hours) as part of its prospectus (program expansion) or application (degree level change). Following review of the prospectus, Commission staff will refer the substantive change case to the Commission's Board of Trustees if there is evidence of non-compliance with FR 4.9. For substantive change cases involving level change, the application will automatically be forwarded to the Commission's Board of Trustees.

   As a result of Board review that may include a site visit, if the Board imposes a public sanction or takes adverse action in part or in full for continuing non-compliance with FR 4.9 as applies to the credit hour, the Commission will notify the U.S. Secretary of Education. The institution will be informed of such action.

3. The Commission is not responsible for reviewing every course and related documentation of learning outcomes; rather, the Commission will review the policies and procedures that the institution uses to assign credit hours, with the application verified by a sampling of the institution's degrees and nondegree programs to include a variety of academic activities, disciplines, and delivery modes. The review process for sampling encompasses a varied sample of the institution's degree and nondegree programs in terms of academic discipline, level, delivery modes, and types of academic activities. In reviewing academic activities other than classroom or direct faculty instruction accompanied by out-of-class work, the Commission will determine whether an institution's processes and procedures result in the establishment of reasonable equivalencies for

the amount of academic work described in paragraph one of the credit hour definition within the framework of acceptable institutional practices at comparable institutions of higher education for similar programs.

4.     The Commission will notify the U.S. Secretary of Education of its findings of systemic non-compliance with this policy or FR 4.9 or of significant non-compliance regarding one or more programs at the institution only after the Commission follows its review process that includes notification to the institution of non-compliance and a reasonable time period for the institution to respond to the citations and provide documentation of compliance.

5.     Comprehensive Standard 3.4.6 reads as follows:  "The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery."  It is to be reviewed in conjunction with FR 4.9.