

Memorandum

To: General Faculty
Date: September 12, 2018
Regarding: Faculty Senate Agenda for September 14, 2018 in Nursing 106

1. Call to Order
2. Roll Call and brief introduction of new Senators
3. Minutes

A) April 27th meeting minutes were approved electronically on May 4th

4. Committee Reports

Committee I: Undergraduate Programs Committee (Jeffrey Zamostny, Chair)

Action Items (Addenda I):

A) College of Social Sciences

1) Mass Communications Department

- a) [COMM 3200 Rhetoric and Social Influence](#)

Request: Add

- b) [COMM 3320 Small Group Communication](#)

Request: Add

- c) [COMM 3340 Advanced Interpersonal Communication](#)

Request: Add

- d) [COMM 3360 Intercultural Communication](#)

Request: Add

- e) [COMM 4200 Communication and Gender](#)

Request: Add

- f) [COMM 4210 Communication and Conflict](#)

Request: Add

- g) [COMM 4220 Health Communication](#)

Request: Add

- h) [COMM 4600 Communication Theory](#)

Request: Add

Committee II: Graduate Programs Committee (Colleen Vasconcellos, Chair)

Action Items (Addenda II):

A) College of Education

1) Media, Instructional Technology

a) [MEDT 7491 Implementation, Assessment, and Evaluation of Online Learning](#)

Request: Add

b) [MEDT 7492 Leadership and Administration of Online Learning and e-Learning](#)

Request: Add

B) Graduate School

1) Graduate Faculty Approval Policy (**Addendum III**)

Request: Modify

Information Items (Addenda IV):

A) College of Education

1) Department of Leadership, Research, and School Improvement

a) [Program Evaluation Certificate](#)

Request: Deactivate

2) [Master of Education with a Major in Speech-Language Pathology](#)

Request: Modify

5. Old Business

6. New Business

7. Announcements

A) Fiber optic loop boring project, David Jenks

B) Senate Liaison Reports

8. Adjournment

Addenda I

COMM - 3200 - Rhetoric and Social Influence

2018-2019 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* COMM **Course Number*** 3200

Course Title* Rhetoric and Social Influence

Long Course Title Rhetoric and Social Influence

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* Mass Communications

**College - School/
Department*** College of Social Sciences
Department of Mass Communications

Catalog Course Description* The course is designed to provide students with an understanding of rhetoric in the context of social influence. In addition to identifying key concepts of rhetorical analysis, the course includes evaluation of communicative strategies and tactics of social justice movements. The course also examines the ways in which technological developments – the channels of communication – have altered rhetorical messages, as well as their effectiveness in influencing public opinion and achieving institutional change.

Is this a General Education course?* Yes No

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

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

Area E

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Fall

Desired Effective Year* 2018

Frequency 1

Grading* Undergraduate Standard Letter

Student Learning Outcomes Learning Outcomes: Measurement of the skills learned in the course will occur in the form of exams, journal reflections (essays), and a midterm exam. The learning outcomes include the ability to: research a topic and formulate complete arguments (claim, warrant, data); identify appropriate concepts of media literacy to critically analyze news coverage of social movements; and use vocabulary from the field of rhetorical theory to explain publicity tactics deployed by actors seeking social change.

Rationale* COMM 3200 is a core sub-discipline in the field of Communication Studies and will support a new Communication Studies minor being proposed. The Communication Studies minor will also serve as a suggested minor for targeted Georgia Highlands/UWG (2+2) programs offered on the Douglasville campus as well as being a valuable option to students on the main campus.

Prerequisites COMM 1110 Minimum Grade: C or COMM 1100 Minimum Grade: C

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* None

Fee Justification

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or 30
Projected Annual
Enrollment*

Attach syllabus* Syllabus has been attached - This is required

COMM 3200 – Rhetoric & Social Influence

Instructor info:

TBA

Class info:

TBD

Course Objectives:

The course is designed to provide students with an understanding of rhetoric in the context of social influence. In addition to identifying key concepts of rhetorical analysis, the course includes evaluation of communicative strategies and tactics of social justice movements. The course also examines the ways in which technological developments – the channels of communication – have altered rhetorical messages, as well as their effectiveness in influencing public opinion and achieving institutional change.

Learning Outcomes:

Measurement of the skills learned in the course will occur in the form of exams, journal reflections (essays), and a midterm exam. The learning outcomes include the ability to: research a topic and formulate complete arguments (claim, warrant, data); identify appropriate concepts of media literacy to critically analyze news coverage of social movements; and use vocabulary from the field of rhetorical theory to explain publicity tactics deployed by actors seeking social change.

Course Readings:

Rowland, Robert C. (1996) *Rhetoric and Social Influence*, Kendall/Hunt Publishing Company

Additional course readings will be uploaded into the CourseDen portal for the course, with an emphasis on 21st century primacy sources.

Assignments & Grading:

The overall grade for the course will be determined using the following formula:

Exams (3) – 60% (each quiz counts 15% toward the course grade)

Take Home mid-term – 20% (you'll be given a menu of questions to choose from, and produce answers in 'essay' form)

Journal Reflections (4, 5% each, 20% total)– four times during the semester, questions related to current events will be posed for students to submit a 1-2 page

essay reflecting on the topic/question/event as per professor instructions. These journal reflections will evaluate a student's ability to apply knowledge from the course via writing skills.

COMM - 3320 - Small Group Communication

2018-2019 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* COMM **Course Number*** 3320

Course Title* Small Group Communication

Long Course Title Small Group Communication

Lec Hrs* 3

Credit Hrs* 0

Lab Hrs* 3

Course Type* Mass Communications

**College - School/
Department*** College of Social Sciences
Department of Mass Communications

Catalog Course Description* This course will teach students to more effectively communicate in small group settings, understand the dynamics involved in group discussions, and to learn and apply group communication theories.

Is this a General Education course?* Yes No

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

- Area C
- Area D
- Area E

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Fall

Desired Effective Year* 2018

Frequency 1

Grading* Undergraduate Standard Letter

Student Learning Outcomes Learning Outcomes:

- * The student will describe the dynamics inherent in group discussions.
- * The student will identify a minimum of three small group communication theories and apply them to a small group setting to improve intragroup communication.
- * The student will detail the recommended steps in the group decision-making process.
- * The student will evaluate his or her own role in creating the communication climate in the group.

Rationale* Small Group Communication is a core sub-discipline in the field of Communication Studies and will support a new Communication Studies minor being proposed. The Communication Studies minor will also serve as a suggested minor for targeted Georgia Highlands/UWG (2+2) programs offered on the Douglasville campus as well as being a valuable option to students on the main campus.

Prerequisites COMM 1110 Minimum Grade: C or COMM 1100 Minimum Grade: C

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* None

Fee Justification

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 60

Attach syllabus* Syllabus has been attached - This is required

COMM 3320: Small Group Communication
Dr. Melanie Conrad
Office Hours: 11:00-12:30; Tues. & Thurs.
Other times by appointment

Learning Outcomes:

- * The student will describe the dynamics inherent in group discussions.
- * The student will identify a minimum of three small group communication theories and apply them to a small group setting to improve intragroup communication.
- * The student will detail the recommended steps in the group decision-making process.
- * The student will evaluate his or her own role in creating the communication climate in the group.

Course Requirements:

Reading: TBD, but example text provided

Adams, K. (2017). *Communicating in Groups: Applications and Skills* (10th ed). New York: McGraw Hill.

Discussions: There will be three graded small group discussions, each worth 75 points. Each discussion will have specific requirements and parameters based on lectures and reading materials.

Discussion Summary Paper: Following each discussion each student will submit a 3-5 page paper applying theoretical concepts described in each unit (lectures/reading material) to the group discussion. Each paper will be worth 50 points. Grades will be based on the quality of analysis and the clarity of writing.

Exams: There will be three exams following each unit. Each exam is worth 50 points. The exams will be a combination of short answer and essay questions.

Group Observation Paper: Each student will observe a group outside of class. This group can be either formal or informal. The student may be a participant of this group. The student will evaluate this group using material covered in class and a minimum of three scholarly sources (i.e. journal articles) that are relevant to a discussion of the group. The paper should be no longer than 10 pages. Students will turn in a draft of the paper prior to fall break. The paper is worth 100 pts

Grading Policy:

Final grades will be based on a total of 625 points. The grades will be computed on a percentage basis such the 90-100% =A, 88-89% = B+, 80-87.9%=B, etc.

Special Notes:

- * All papers must be handed in, tests taken, and discussions given, on the date they are scheduled. If a conflict arises the instructor must be notified before it is due. During or after class is too late! *No credit will be given for work missed without prior approval.*
- * All assignments must be completed in order to receive credit for the course.
- * Excessive absences (three or more) will result in the lowering of the student's final grade.
- * Any student found guilty of plagiarism will fail the course (**NO EXCEPTIONS**). Further, any student found guilty of cheating on exams, assignments, etc. will automatically fail.
- * The instructor reserves the right to make subjective judgments. This right will be used if a student speaks or acts in a manner that denigrates a person or class of people based on their race, gender, religious beliefs, sexual preference, etc.

UWG Common Language

Additional important UWG rights and responsibilities information:

Students, please carefully review the following information at this link:

https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common_language_for_course_syllabi_v2.pdf

It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

COMM - 3340 - Advanced Interpersonal Communication

2018-2019 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* COMM **Course Number*** 3340

Course Title* Advanced Interpersonal Communication

Long Course Title Advanced Interpersonal Communication

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* Mass Communications

**College - School/
Department*** College of Social Sciences
Department of Mass Communications

Catalog Course Description* This theory-driven course will analyze verbal and nonverbal communication in person-to-person relationships, paying special attention to the stages of relationship development and dissolution, conflict management strategies, identity development, and the role of power and perception.

Is this a General Education course?* Yes No

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

Area C Area D Area E

Is this a School of Nursing course?*

Yes No

Is this a College of Education course?*

Yes No

Desired Effective Semester*

Fall

Desired Effective Year*

2018

Frequency

1

Grading*

Undergraduate Standard Letter

Student Learning Outcomes Learning Outcomes
At the end of this course, students will be able to:

- Explain how our identities are constructed
- List and define the different stages through which relationships progress
- Demonstrate active listening
- Apply the definition of conflict to an interpersonal conflict they have observed
- Explain various theories that guide interpersonal action and use those theories to suggest ways to improve communication in personal relationships

Rationale* Interpersonal Communication is a core sub-discipline in the field of Communication Studies and will support a new Communication Studies minor being proposed. The Communication Studies minor will also serve as a suggested minor for targeted Georgia Highlands/UWG (2+2) programs offered on the Douglasville campus as well as being a valuable option to students on the main campus. Often, Interpersonal Communication is offered as a lower level course at community colleges. Having an Advanced Interpersonal Course will give students who transfer a chance to develop a deeper theory-driven understanding of a key area of study in our field, in addition to serving students who take it as their initial entrance into the sub-field.

Prerequisites COMM 1110 Minimum Grade: C or COMM 1100 Minimum Grade: C

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* None

Fee Justification

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

Attach syllabus* Syllabus has been attached - This is required

COMM 3340: Advanced Interpersonal Communication

Term: TBA

Instructor Information: TBA

Official UWG Course Description: This theory-driven course will analyze verbal and nonverbal communication in person-to-person relationships, paying special attention to the stages of relationship development and dissolution, conflict management strategies, identity development, and the role of power and perception. 3.000 Credit Hours

Learning Outcomes

At the end of this course, students will be able to:

- Explain how our identities are constructed
- List and define the different stages through which relationships progress
- Demonstrate active listening
- Apply the definition of conflict to an interpersonal conflict they have observed
- Explain various theories that guide interpersonal action and use those theories to suggest ways to improve communication in personal relationships

Required Textbook and Supplies:

- Guerrero, L.K., Andersen, P.K. & Afifi, W.A. (2017) *Close Encounters* (5thed). Thousand Oaks, CA: Sage Publications.
- Course Den for additional readings and posts

Policies

Attendance: You are expected to attend every class period. Attendance is required. Each day I will circulate a sign-in sheet. You may have two (2) unexcused absences. Excused absences must be documented upon your return to class. Ten (10) points will be deducted from your final semester grade for every unexcused absence you have after your two allotted ones. Please be on time. Three lates equals one absence. Also, I expect you to stay the entire time. Leaving early will count as a tardy. Last, if you arrive more than 25 minutes, you have missed 1/3 of the class period, and you will be considered absent.

Participation: Come to class prepared every day. We will have discussions in which I want you to participate. I also want you to be an informed conversationalist, so read. We want discussions based on informed opinions.

Students with disabilities. The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must

be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services.

Academic Integrity Statement and Policy. At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG. Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook.

Additional important UWG rights and responsibilities information:

Students, please carefully review the following information at this link:

https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common_language_for_course_syllabi_v2.pdf

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Basis of the Course Grade

Exam One	100 points
Exam Two	100 points
Exam Three	100 points
Group Presentation	100 points
Web Postings	100 points
<hr/>	
Total	500 points

Grading Scale

A+	450-500
B+	400-449
C+	350-399
D	300-349
F	0-299

Written Work

Tests. There will be three tests with a combination of multiple choice, T/F, matching, short answer, and essay questions. Everything from the book and anything covered in class is fair game on the test. All tests will be given online during the normal class time. We will not meet in the classroom on those days. If you do not take the exam during the allotted timeframe, you will receive a "0" on the exam. I will only allow make-up exams for students with excused absences or REAL emergencies (death in family, car accident, etc.). Also, please note that these tests are just like in-class tests. I cannot change answers, assume you did not mean to submit yet, etc. Once you turn in your test, your test is graded. So, be careful! ☺ "I didn't mean to" won't buy you a second chance. You can use your books for these tests. Because you have full access to your book, I do not provide a study guide.

Web Posts. Throughout the semester, we will have lots of in-class discussions. These will raise questions and thoughts for you, hopefully. On various occasions, I will ask you to post a response to a question on the discussion board on Course Den. These posts will be due by 30 minutes before the start of the next class period. No late posts will receive credit.

Movie Analysis/Group Presentation. In small groups, I will ask you to choose a movie and analyze it for interpersonal concepts presented in the movie. Then, your group will prepare a 20-25 minute presentation on what you have found. More details will be posted on Course Den.

Example Calendar

The course syllabus provides a general plan for the course; deviations may be necessary.


Date	How we will spend our time together	Coming Prepared
August 18	Go over syllabus; Introductions	
August 20	Building Blocks of Interpersonal	Ch.1
August 25	Building Blocks of Interpersonal	Ch. 1
August 27	Identity Management	Ch. 2
September 1	Identity Management	Ch. 2
September 3	Forces of Attraction	Ch. 3
September 8	Uncertainty Reduction Theory	Ch. 4
September 10	Expectancy Violations Theory	Ch. 4
September 15	Exam One	Study Chs. 1-4
September 17	Initiating and Intensifying Relationships	Ch. 5
September 22	Love	Ch. 6
September 24	Sex	Ch. 7
September 29	Sexual Coercion and Harassment	Ch. 7
October 1	Intimacy	Ch. 8
October 6	Maintaining Intimacy	Ch. 9
October 8	Relational Dialectics	Ch. 9
October 13	Social Exchange Theory	Ch. 10
October 15	Equity Theory	Ch. 10
October 20	Exam Two	Study Ch. 5-10
October 22	Power	Ch. 11
October 27	Privacy and Boundaries	Ch. 12
October 29	Relational Transgressions	Ch. 13
November 3	Conflict	Ch. 14
November 5	When Relationships End	Ch. 15
November 10	Exam Three	Study Chs. 11-15
November 12	MW is at NCA; Work in your Groups outside of class	
November 17	Group Presentations	
November 19	Group Presentations	
November 24	Thanksgiving	
November 26	Thanksgiving	
December 1	Interpersonal Case Studies	
December 3	Review/Wrap up	
Not meeting during final exam.		

COMM - 3360 - Intercultural Communication

2018-2019 Undergraduate New Course Request

Introduction

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

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

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

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

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

Curriculum Proposal

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

Course Prefix* COMM Course Number* 3360

Course Title* Intercultural Communication

Long Course Title Intercultural Communication

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type*

Mass Communications

College - School/
Department*

College of Social Sciences

Department of Mass Communications

Catalog Course
Description*

This course will analyze the communication process in intercultural contexts, including self-awareness of our intersecting cultural identities, listening, verbal and nonverbal styles across cultures, culture shock, and communication values in intercultural dialogue.

Is this a General
Education
course?*

Yes No

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

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

Is this a School
of Nursing
course?*

Yes No

Is this a College
of Education
course?*

Yes No

Status*

Active-Visible Inactive-Hidden

Desired
Effective
Semester*

Fall

Desired
Effective Year*

2018

Frequency

1

Grading*

Undergraduate
Standard
Letter

Student Learning
Outcomes

Learning Outcomes

At the end of the semester, students (you!) will able to...

Define culture and list its characteristics.

List three aspects of your cultural identity and how they influence your perceptions.

- ☐ Compare and contrast the verbal styles of your culture of origin with those of another culture.
- ☐ Compare and contrast the nonverbal styles of your culture of origin with those of another culture.
- ☐ List the stages in culture shock.
- ☐ Describe the key factors to consider when engaging in intercultural dialogue.

Rationale* Intercultural Communication is a core sub-discipline in the field of Communication Studies and will support a new Communication Studies minor being proposed. The Communication Studies minor will also serve as a suggested minor for targeted Georgia Highlands/UWG (2+2) programs offered on the Douglasville campus as well as being a valuable option to students on the main campus. Currently, Intercultural Communication is listed as COMM 2110, but the course has not been taught yet. We are planning to teach Intercultural as an upper division course that can serve as an elective for our Communication Studies minor. Moreover, Intercultural is most often taught at 4-year universities as an upper division course. Upon approval of the upper division course (COMM 3360), we will delete the lower division course.

Prerequisites COMM 1110 Minimum Grade: C or COMM 1100 Minimum Grade: C

Corequisites

Cross-listing

Restrictions


May be repeated

Fee* None


Fee Justification


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or 30
Projected Annual
Enrollment*

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

Attach syllabus* Syllabus has been attached - This is required

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


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

COMM - 3360 - Intercultural Communication

2018-2019 Undergraduate New Course Request

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Curriculum Proposal

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Course Prefix* COMM Course Number* 3360

Course Title* Intercultural Communication

Long Course Title Intercultural Communication

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type*

Mass Communications

College - School/
Department*

College of Social Sciences

Department of Mass Communications

Catalog Course
Description*

This course will analyze the communication process in intercultural contexts, including self-awareness of our intersecting cultural identities, listening, verbal and nonverbal styles across cultures, culture shock, and communication values in intercultural dialogue.

Is this a General Education course?*

Yes No

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

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

Is this a School of Nursing course?*

Yes No

Is this a College of Education course?*

Yes No

Status*

Active-Visible Inactive-Hidden

Desired Effective Semester*

Fall

Desired Effective Year*

2018

Frequency

1

Grading*

Undergraduate Standard Letter

Student Learning Outcomes

Learning Outcomes

At the end of the semester, students (you!) will able to...

Define culture and list its characteristics.

List three aspects of your cultural identity and how they influence your perceptions.

- ☐ Compare and contrast the verbal styles of your culture of origin with those of another culture.
- ☐ Compare and contrast the nonverbal styles of your culture of origin with those of another culture.
- ☐ List the stages in culture shock.
- ☐ Describe the key factors to consider when engaging in intercultural dialogue.

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Prerequisites COMM 1110 Minimum Grade: C or COMM 1100 Minimum Grade: C

Corequisites

Cross-listing

Restrictions


May be repeated

Fee* None


Fee Justification


Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

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

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

Instructor Information

COMM 3360

Intercultural Communication

TBA (Online Class)

• • •
Seek first to
understand, then
to be understood.
-Stephen Covey:



OFFICIAL COURSE DESCRIPTION: COMM 3360 – INTERCULTURAL COMMUNICATION

3360. Intercultural Communication. (3-0). Credit 3. This course will analyze the communication process in intercultural contexts, including self-awareness of our intersecting cultural identities, listening, verbal and nonverbal styles across cultures, culture shock, and communication values in intercultural dialogue.

Learning Outcomes

At the end of the semester, students (you!) will able to...

- Define culture and list its characteristics.
- List three aspects of your cultural identity and how they influence your perceptions.
- Compare and contrast the verbal styles of your culture of origin with those of another culture.
- Compare and contrast the nonverbal styles of your culture of origin with those of another culture.
- List the stages in culture shock.
- Describe the key factors to consider when engaging in intercultural dialogue.

Required Textbook and Supplies

- Martin, J.N. & Nakayama, T.K. (2017). *Intercultural communication in contexts*. (7th ed.). New York: McGraw Hill
- Additional readings on Course Den
- Working UWG e-mail and Course Den account

Course Design

Content Release: Each Monday at Noon, the content unit, which includes some combination of lectures, additional readings, videos, activities, discussion board posts, and a quiz, will be released. They will be organized according to Weeks on the left-hand column on Course Den. Students should listen to the lectures/additional material and complete the quiz by 11:59 PM the following Sunday night. For example, lectures and quizzes released January 26th at Noon should be completed by February 1st at 11:59 PM. (The one exception is our first week. Because we begin our semester on Tuesday January 20th, the content will be released on that Tuesday, but still due Sunday, January 25th by 11:59 PM.) Discussion boards must have two posts, one completed by Wednesday and the other completed by Saturday of each week. For example, for the content unit released on January 26th, students should complete their posts by 1) Wednesday January 28th at 11:59 PM and 2) Saturday January 31st by 11:59 PM. Content will remain available/visible all semester so that you can revisit material as you wish.

Course Requirements and Assignments

Discussion Board Posts (13 x 2 points). Each week, students will be required to respond to a discussion board post on Course Den. **If you join(ed) the class after the first week, then you need to send me an e-mail so that I can manually add you to a group. Course Den will not automatically put you in a discussion group-- even though it does automatically give you access to Course Den.** Students will be assigned to a small virtual working group of around 5 students with whom they will remain for the semester. We will have one discussion board prompt per week, and students should make a minimum of 2 posts/contributions throughout the course of the week. One post should occur from Monday-Wednesday with a deadline of 11:59 PM on Wednesday. The other should occur from Thursday-Saturday with a deadline of 11:59 PM on Saturday. Posts should reflect the week's readings and respond to other's comments on the discussion board. These occur in lieu of in-class discussions, so the goal here is to interact with peers and me about our weekly topics. Discussion board posts will not be accepted late without a university excused absence. Please be mindful that these posts are public. Many weeks, I will choose a couple posts to share with the entire class. I'm telling you that upfront so you won't be caught off guard!

Weekly Exams (13 X 20 points). Each week, you will be responsible for taking an exam over that week's material. In all, we will take 13 multiple choice exams, each consisting of 20 questions. Questions will be multiple choice, true/false, and matching. The tests will be timed. You will have 25 minutes for 20 questions. Also, please note that that you only have ONE attempt for each exam. Exams will include questions from the book and readings, questions specifically from the recorded lectures, and questions from various links/films you will be asked to watch. Because students will have complete access to lectures, the textbook, and notes, study guides will not be given for these exams. **The first quiz will be over the syllabus and Week 1 links.

Failure to complete the exam by the Sunday 11:59 PM deadline without a university-excused absence will result in a "0" being recorded for your grade. Please note: Because exams are available for 7 days, the excuse/note must explain that you were unable to complete the week's assignment due to an EXTENDED illness. If you have an excused absence, you will be offered a make-up exam. Your request for a make-up exam MUST be accompanied by documentation (legal, medical, etc.) To ensure the integrity of the exam and fairness to all students, make-up exams will be essay only and require substantial writing. Accommodations for making up these exams MUST be made by within 48 hours of the missed exam or a "0" will be recorded for the grade.

Final Exam. (80 pts) I will give you a cumulative final exam that may consist of any combination of multiple choice, true/false, and matching, Like regular-semester exams, the final exam will be timed: 100 minutes for 80 questions. Questions will be a mix of old and new questions.

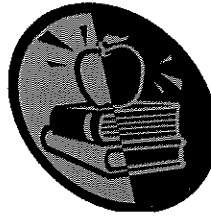
The exam will be available May 7th (Noon) thru May 12th (11:59 PM). So that everyone has a fair chance at succeeding, I do not give final exams early, so please plan to take the exam during the allotted time during final exam week. As with regular semester exams, failure to complete the exam by the deadline without an excused absence will result in a "0" being recorded for your grade. IF you have an excused absence, you will be offered a make-up exam. To ensure the integrity of the exam and fairness to all students, make-up exams will be essay only. Because of additional time constraints in the final exam period, accommodations for making up this exam MUST be made within 24 hours of the missed exam or a "0" will be recorded for the grade.

Basis of Course Grade

13 Weekly Exams (20 pts each) = 260 points

13 Weekly Posts (2 pts each) = 26 points

1 Final Exam = 80 points



Grading Scale →

Points Earned	Letter Grade
329-366	A
292-328	B
256-291	C
219-255	D
218 and lower	F

Policies

Late Work Policy: Failure to complete the assignments per the due dates on the calendar without an excused absence will result in a “0” being recorded for your grade. IF you have a university-excused absence, you will be offered make-up work (exams, alternate posts) and/or extended time. To ensure the integrity of the exam and fairness to all students, make-up exams will be essay only. Accommodations for making up these exams MUST be made within 48 hours of the missed exam or a “0” will be recorded for the grade.

Students with disabilities. The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services.

Academic Integrity Statement and Policy. At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG. Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook.

Additional important UWG rights and responsibilities information:

Students, please carefully review the following information at this link:

[https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common language for course syllabi v2.pdf](https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common%20language%20for%20course%20syllabi%20v2.pdf)

It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester

Netiquette: We live in a technological world. We e-mail and text constantly. Please remember that these are forms of communication, and we are responsible for how we communicate with each other. Be mindful of both your content and tone when e-mailing me and other students and also when posting on Course Den. As we are moving toward more computer-mediated communication, we must learn how to be responsible, ethical, competent communicators in a technological age.

Coffee with the Professor. I'm all about coffee shops! If you are interested, I would love to grab coffee with a group of you (Any group of 2 or more works.)! Just send me an e-mail, and we'll arrange a meeting time and talk about class, UWG, life, etc. I look forward to meeting you!

Example Calendar

Tentative...Can always change to better meet our needs

6

Reminder: Each week's content unit will be released at Noon on Monday. Lectures and Quizzes are due by 11:59 PM the following Sunday. The two discussion board posts are due 1) Wednesday by 11:59 PM and 2) Saturday by 11:59 PM.

Week	Topic	Readings
		<ul style="list-style-type: none"> • M&N: Martin & Nakayama Textbook • Additional Readings will be found on Course Den.
1. January 20-25	Introduction to the Course	Syllabus
2. January 26-February 1	Why study Intercultural Communication?	M&N Ch. 1 M&N Ch. 2
3. February 2-8	What is Intercultural Communication? Developing Intercultural Competence	M&N Ch. 3 M&N Ch. 12
4. February 9-15	History	M&N Ch. 4
5. February 16-22	Identity	M&N Ch. 5 Leonard
6. February 23-March 1	Religion and Worldview	Samovar, Porter, McDaniel, & Roy: Worldview & Religions Chen
7. March 2-8	Language and Culture	M&N Ch. 6 Roy
8. March 9-15	Nonverbals and Culture	M&N Ch. 7 Crouch
9. March 16-22	Spring Break! You get the week off. ☺	
10. March 23-29	Popular Culture	M&N Ch. 9 Drew Cuklanz & Moorti
11. March 30-April 5	Race	Kim Spratt
12. April 6-12	Deaf Culture	Siple Foss
13. April 13-19	The American Indian Mascot Controversy	King Jacobs
14. April 20-26	People with Disabilities	Braithwaite
15. May 7-12	Final Exam	

Class Buddies

Name:

Phone:

E-mail

Name:

Phone:

E-mail:

COMM - 4200 - Communication and Gender

2018-2019 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* COMM **Course Number*** 4200

Course Title* Communication and Gender

Long Course Title Communication and Gender

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* Mass Communications

**College - School/
Department*** College of Social Sciences
Department of Mass Communications

Catalog Course Description* This course will survey the role of gender in various communication contexts: relationships, organizations, educational institutions, and mass media. Consideration will be given to the social construction of categories of gender, race, sexuality, and class and how they have changed over time.

Is this a General Education course?* Yes No

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

- Area C
- Area D
- Area E

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Fall

Desired Effective Year* 2018

Frequency 1

Grading* Undergraduate Standard Letter

Student Learning Outcomes Learning Outcomes

At the end of this course, students should be able to

- Describe three theories of gender identity development
- Describe the three waves of feminism
- Explain how gender affects both verbal and nonverbal communication
- Explain how gender identity development occurs
- Analyze the role gender plays in various contexts (healthcare, workplace, school)
- Analyze how media perpetuates gender roles and stereotypes

Rationale* Communication and Gender is a core sub-discipline in the field of Communication Studies and will support a new Communication Studies minor being proposed. The Communication Studies minor will also serve as a suggested minor for targeted Georgia Highlands/UWG (2+2) programs offered on the Douglasville campus as well as being a valuable option to students on the main campus. Given both the Department and University's commitment to diversity, this course can further equip students to acknowledge and navigate issues of gender in their personal and professional contexts. This course would not only be attractive to Communication Studies students, but also those in Gender Studies.

Prerequisites

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* None

Fee Justification

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

Attach syllabus* Syllabus has been attached - This is required

Instructor Information

COMM 4200
SEMESTER TBA

Gender & Communication

OFFICIAL COURSE DESCRIPTION: COMM 4200 – GENDER & COMMUNICATION

This course will survey the role of gender in various communication contexts: relationships, organizations, educational institutions, and mass media. Consideration will be given to the social construction of categories of gender, race, sexuality, and class and how they have changed over time.

Learning Outcomes

At the end of this course, students should be able to

- Describe three theories of gender identity development
- Describe the three waves of feminism
- Explain how gender affects both verbal and nonverbal communication
- Explain how gender identity development occurs
- Analyze the role gender plays in various contexts (healthcare, workplace, school)
- Analyze how media perpetuates gender roles and stereotypes

Required Textbook and Supplies

- ✓ Wood, J. (2013). *Gendered lives: Communication, gender, and culture*. (10 ed.). Boston: Cengage.
- ✓ Working UWG e-mail and Course Den account

Course Requirements and Assignments

Reading Responses. (14 posts worth 3 pts each for a total of 42 pts). Each day that we have new reading, a response question will be posted on the Course Den discussion board. Students should post an answer to the question before 12:35 PM on the class day it is due. Please be aware that these questions are not simple comprehension questions, but will require you to synthesize and apply concepts from the reading. Students will earn 3 points for answers that reflect a sincere effort. However, missed posts and posts that clearly do not reflect the day's reading will receive a 0.

Exams. (3 exams worth 50 pts each for a total of 150 points). We will have three exams. These exams will be online, and students can use the textbook and notes. These exams will be timed. Students will have 50 minutes for 50 questions. Exams will only be available during our class period. Students do not need to attend class on these days. I will be available on Course Den during the exam. If there are any issues, please send me an Instant Message via Course Den or e-mail, and we will work the issue out. If you fail to take the exam during the designated time, you will earn a zero.

Division of Labor Paper: (Rough draft for outlining worth 10 pts and Final Draft worth 100 points). The first paper of the semester will ask you to discuss what is a fair and appropriate division of labor. Who should be responsible for the children? For the housework? How do you split this up? Using both our text and outside research, students will formulate a thesis and write a 4-page paper answering these questions. A rough draft of the paper will be workshopped in class, and the revised final draft will be due per the calendar. More information will be provided on Course Den.

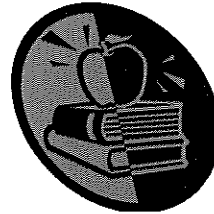
Socialization Paper and Presentation: (Rough draft for outlining worth 10 pts, Final Draft worth 100 points, Presentation worth 100 points). The second paper of the semester will ask you to analyze an artifact you find for both the messages it sends about gender and the implications of those messages. A rough draft of the paper will be workshopped in class, and the revised final draft will be due per the calendar. In addition, students will be expected to give a presentation on the artifact and your analysis at the end of the semester. Speaking days will be posted early in the semester to give students time to plan for a good presentation. More information will be provided on Course Den.

There will be no final exam. The final and presentation paper will serve as our cumulative assessment for the course.

Basis of Course Grade

Reading Posts= 42 points
 Exam One=50 points
 Exam Two=50 points
 Exam Three=50 points
 Rough Draft: Position Paper =10 points
 Rough Draft: Socialization Paper =10 points
 Final Paper: Position Paper=100 points
 Final Paper: Socialization Paper=100 points
 Presentation=100 points

Points Earned	Letter Grade
460-512	A
409-459	B
358-408	C
307-357	D
307 and lower	F



Grading Scale →

Policies

Attendance: You are expected to attend every class period. Attendance is required. Each day I will circulate a sign-in sheet. You may have two (2) unexcused absences. Excused absences (university events, death in the family, illness, hospitalization) must be documented upon your return to class. If there is no documentation, I cannot excuse your absence. After two unexcused absences, 10 points will be deducted from your final semester score. Unexcused absences on exam or presentation days will result in a zero (0) being recorded for your grade. Please be on time. Three lates equals one absence. If you arrive more than 25 minutes late, you will be counted as absent. Also, leaving early will be counted as a tardy. Three early-leaves will count as an absence.

Late Work Policy: Exams can only be made up for excused absences. These make ups will be essay and must be arranged within 48 hours and completed within 4 days of the missed exam. Failure to do so will result in a 0 being recorded for your grade. All reading responses must be completed on the Course Den Discussion Board by 12:35 PM AM on the assigned day. Because reading responses are accessible via the Internet and are available in advance, they will not be accepted late. (I have a strict cutoff of 12:35 PM. I go purely by the timestamp.) Rough drafts of Papers for the Outlining Workshops are due at the beginning of class and will not be accepted late (because we are using them in that class!). Related, we will not workshop your paper without your attendance. Attendance is required to receive the points for your draft. Also, your uploaded e-copy on Course Den for me is due by class time. The Final

Papers are due by 11:59 PM on the date listed on the calendar. They must be uploaded into the Course Den Dropbox. Please do not e-mail these to me. Technical glitches will not be counted as an excuse for late work or for work to be e-mailed. I will not accept papers/projects over e-mail. Late papers will receive a letter grade deduction for EVERY CALENDAR DAY the paper is late. For the final project presentation, failure to give the speech on the assigned day will result in a zero being recorded for your grade. Speaking days will be posted early in the session so that students may plan accordingly.

Students with disabilities. Students with Disabilities. The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services.

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information on the University of West Georgia Honor Code, please see the Student Handbook.

Additional important UWG rights and responsibilities information:

Students, please carefully review the following information at this link
[http://www.westga.edu/assetsDept/vpaa/Common Language for Course Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester

Netiquette: We live in a technological world. We e-mail and text constantly. Please remember that these are forms of communication, and we are responsible for how we communicate with each other. Be mindful of both your content and tone when e-mailing me and other students and also when posting on Course Den. As we are moving toward more computer-mediated communication, we must learn how to be responsible, ethical, competent communicators in a technological age.

Coffee with the Professor. I'm all about coffee shops! I can't always get to know everyone as much as I would like during a class period. If you are interested, I would love to grab coffee with a group of you (Any group of 2 or more works!). Just send me an e-mail, we'll arrange a meeting time, and we can talk about class, UWG, life, etc.

~ Example Calendar ~

Tentative

Date	How we will spend our time together	Coming Prepared **Means Reading Response Due All "Chapters" are from the Wood Text. All readings listed by last name are from Course Packet.
August 27	Syllabus	
August 29	The study of Communication, Gender, and Culture	**Ch. 1
September 3	Theoretical Approaches to Gender Development	**Ch. 2
September 5	Gendered Verbal Communication	**Ch. 5
September 10	Gendered Nonverbal Communication	**Ch. 6
September 12	Gender in Action	
September 17	Gendered Close Relationships	**Ch. 9
September 19	Exam One	
September 24	Writing Workshops: Division of Labor Paper	Please bring three copies of your polished rough draft to class with you. Also, upload a copy for me on Course Den by class time.
September 26	Becoming Gendered: The Early Years	**Ch. 7
October 1	Gendered Media	**Ch. 11
October 3	Disney: What to Make of all those Princesses!	**Rozario
October 8	Janet Jackson & Justin Timberlake at the SuperBowl	**Holland
October 10	Judge Judy: Helpful? Mean?	**Foust Final Position Paper Due by 11:59 PM. Please upload on Course Den.
October 15	Gender in Action	
October 17	Exam Two	
October 22	Women's Movements	**Ch. 3
October 24	Men's Movements	**Ch. 4
October 29	Writing Workshop #2: Socialization Paper	Please bring three copies of your polished rough draft to class with you. Also, upload a copy for

		me on Course Den by class time.
October 31	Gender in Action	
November 5	Gendered Power and Violence	**Ch. 12
November 7	Domestic Violence	**Hill-Nettleton
November 12	Gender in Action	**Final Socialization Paper Due by 11:59 PM. Please upload on Course Den.
November 14	Exam Three	
November 19	Presentations	
November 21	No Class: NCA Convention for Dr. Wilson	
November 26	Presentations	
November 28	No Class: Thanksgiving	
November 30	Presentations	
December 3	Presentations	

**Note about additional readings. I update the additional readings at the beginning of the semester to bring in fresh perspectives about contemporary issues. For example, given recent events, readings focusing on the #metoo movements and its impact would make their way onto the syllabus. The additional readings listed on the syllabus were examples used in previous semesters.

COMM - 4210 - Communication and Conflict

2018-2019 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* COMM **Course Number*** 4210

Course Title* Communication and Conflict

Long Course Title Communication and Conflict

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* Mass Communications

**College - School/
Department*** College of Social Sciences
Department of Mass Communications

Catalog Course Description* This course will examine communication principles that address how to manage conflicts productively in interpersonal and organizational contexts. Consideration will be given to the role that goals, power, and conflict management styles play in conflict interactions, as well as the potential for third-party interventions.

Is this a General Education course?* Yes No

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

- Area C
- Area D
- Area E

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Fall

Desired Effective Year* 2018

Frequency 1

Grading* Undergraduate Standard Letter

Student Learning Outcomes Learning Outcomes

At the end of this course you will be able to

- List the elements present in all conflicts
- Describe the types of goals people try to accomplish in conflicts
- Conceptually distinguish between different styles of conflict (both individually and collectively)
- Explain the role of power currencies in conflict
- Make recommendations for different types of interventions into conflict
- Discuss the advantages of forgiveness & reconciliation
- Suggest strategies for preventing destructive conflict

Rationale* Communication and Conflict is a core sub-discipline in the field of Communication Studies and will support a new Communication Studies minor being proposed. The Communication Studies minor will also serve as a suggested minor for targeted Georgia Highlands/UWG (2+2) programs offered on the Douglasville campus as well as being a valuable option to students on the main campus. The course helps develop both interpersonal and organizational communication skills by targeting how we manage conflicts personally and professionally. The course has been taught twice as COMM 4485 Special Topics, once in Summer 2017 and again in Fall 2017. The course filled both times.

Prerequisites COMM 1110 Minimum Grade: C or COMM 1100 Minimum Grade: C

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* None

Fee Justification

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 60

Attach syllabus* Syllabus has been attached - This is required

COMM 4485-02: Special Topics/Communication & Conflict
Fall 2017
T/R 3:30-4:45 PM in Humanities 212

Instructor: Dr. Misty M. Wilson Office: Humanities 150
 Office Hours: Tuesday and Thursday 10:15-10:45 AM & 2:00-3:15 PM & 4:45-5:15 PM (Office)
 Monday and Wednesday 10-12 AM on e-mail, Twitter, Skype, and Facetime
 **I'm always available by appointment if these times don't work.

How to Connect with Me

**You can send messages 24 hrs a day or call anytime 9 AM-9 PM.
 If I'm not available, I will return your call as soon as I can.

E-mail	Skype	Facetime
mistyw@westga.edu	misty.michelle.wilson	mistyw@westga.edu
	**You'll need to send me a request to be in my contact list before we can Skype.	

Official UWG Course Description:

COMM 4485 Special Topics 3/0/3 Variable topic courses offered on a limited or pilot basis to explore or extend study of select, contemporary mass media and public relations issues.

In our course, in particular, we will focus on communication principles for addressing conflict situations through the analysis of metaphors, goals, use of power, and emotions present in conflict. In addition, we will consider our tendencies toward managing conflict based on personality and upbringing and how we can intentionally manage conflict through our communication choices. We will also consider times when third-party intervention is necessary. Finally, we will discuss issues of forgiveness and reconciliation that often emerge as a result of conflict situations.

Learning Outcomes

At the end of this course you will be able to

- List the elements present in all conflicts
- Describe the types of goals people try to accomplish in conflicts
- Conceptually distinguish between different styles of conflict (both individually and collectively)
- Explain the role of power currencies in conflict
- Make recommendations for different types of interventions into conflict
- Discuss the advantages of forgiveness & reconciliation
- Suggest strategies for preventing destructive conflict

Required Textbook and Supplies

Hocker, J. & Wilmot, W. (2013). *Interpersonal Conflict*. (9th ed.). New York: McGraw-Hill.

CourseDen for COMM 4485

A note about editions: The question always arises as to whether older editions are okay. The editions do change. You will have to make your own judgement call there. Everything we do will be based in the 9th edition, including all tests.

Basis of Course Grade

Reading Quizzes	50 points
In-Class Essay Exams	300 points
Rough Draft Segment One	15 points
Rough Draft Segment Two	15 points
Final Draft Conflict Analysis	100 points
Conflict Analysis Presentation	20 points

Letter Grades
450-500 A
400-449 B
350-399 C
300-349 D
0-299 F

Required Assignments

Reading Quizzes. (10 X 5 pts each= 50 points). On ten separate days as noted on the syllabus calendar, we will have a short 5-question quiz over the day's reading. These can be multiple choice, true-false, matching, or short answer. These quizzes will occur at the beginning of class. If you come in late, you miss the opportunity to take the quiz, so please be on time. Also, if you are absent on these days, the quizzes cannot be made up unless the absence is excused with proper documentation.

In-Class Exams. (3 X 100 pts each= 300 points). On three separate days as noted on the syllabus calendar, we will have an essay test that asks you to synthesize the material you have learned in class. For each exam, I will allow you to bring in an 8x10 paper with any information you want on it.

Conflict Analysis Paper (Segment One Rough Draft 15 pts, Segment Two Rough Draft 15 pts, Final Draft 100 points, and a Presentation 20 pts). In this class, we will write a 8-10 page paper analyzing a conflict in-depth. Students will need to choose a conflict early in the semester. This conflict should be one that the student can write extensively about and be comfortable sharing with the class. It can be a personal conflict or just a conflict about which you know lots of information. Either will work fine. The paper will be turned in in two sections; then, a final draft will be due. Finally, students will then give an oral presentation in class. The first segment's rough draft is due September 14 by class time. The second segment's rough draft is due October 17 by class time. The final draft is due November 16th by 11:59 PM. Drafts should be turned into the Assignment Dropbox. Additionally, rough drafts also need to be brought to class (as seen in Syllabus Calendar). More details will be discussed in class and posted on Course Den. Rough drafts will not be accepted late.

Add comments about workshops.

Policies

Attendance: You are expected to attend every class period. Attendance is required. Each day I will circulate a sign-in sheet. You may have three (3) unexcused absences. For every unexcused absence beyond 3, your final score will be reduced by 10 pts. Excused absences must be documented upon your return to class. The professor will determine both whether the absence will be excused AND what will account as acceptable documentation. Unexcused absences on exam or speaking days will result in a zero (0) being recorded for your grade.

Students with Disabilities. The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services.

Academic Integrity Statement and Policy. At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG. Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook.

Additional important UWG rights and responsibilities information:

Students, please carefully review the following information at this link:

<https://www.westga.edu/UWGSyllabusPolicies/>

It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester

Netiquette: We live in a technological world. We e-mail and text constantly. Please remember that these are forms of communication, and we are responsible for how we communicate with each other.

Be mindful of both your content and tone when e-mailing me and other students and also when posting on Course Den. As we are constantly moving toward more computer-mediated communication, we must learn how to be responsible, ethical, competent communicators in a technological age.

<h1>CALENDAR</h1>		
As of 8/10/2017; The Calendar can change to meet our needs as the class progresses.		
Date	Our Time Together	Coming Prepared: All readings are from Hocker & Wilmot unless otherwise noted.
August 10	Getting acquainted	
August 15	The Nature of Conflict	Ch. 1
August 17	The Nature of Conflict, Ct'd **Reading Quiz	Ch. 1
August 22	Perspectives on Conflicts **Reading Quiz	Ch. 2
August 24	Discussion of Writing and Final Paper/Project	
August 29	Interests and Goals **Reading Quiz	Ch. 3
August 31	Interests and Goals, Ct'd	
September 5	Exam One	
September 7	Power **Reading Quiz	Ch. 4
September 12	Power, Ct'd	
September 14	Writing Workshop #1	Bring three copies of polished rough draft of Segment #1 and upload a copy in the Assignment Dropbox.
September 19	Styles and Tactics **Reading Quiz	Ch. 5
September 21	Styles and Tactics, Ct'd	
September 26	Emotions in Conflict **Reading Quiz	Ch. 6
September 28	Mapping Your Conflicts **Reading Quiz	Ch. 7
October 3	Mapping Your Conflicts, Ct'd	
October 5	Fall Break	
October 10	Exam Two	
October 12	Guest Speaker	
October 17	Writing Workshop #2	Bring three copies of polished rough draft of Segment #2 and upload a copy in the Assignment Dropbox.
October 19	Interpersonal Negotiation	Ch. 8


	**Reading Quiz	
October 24	Interpersonal Negotiation, Ct'd	
October 26	Third-Party Intervention **Reading Quiz	Ch. 9
October 13	Forgiveness and Reconciliation **Reading Quiz	Ch. 10
November 2	Forgiveness and Reconciliation, Ct'd	
November 7	Exam Three	
November 9	Ordinary People	
November 14	Ordinary People	
November 16	Ordinary People Discussion	Final Draft of Paper Due by 11:59 PM
November 21	Thanksgiving Break	
November 23	Thanksgiving Break	
November 28	Presentations	
November 30	Presentations	
No Final Exam. The Final Paper serves as your final for this course.		

COMM - 4220 - Health Communication

2018-2019 Undergraduate New Course Request

Introduction

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

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

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

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

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

Curriculum Proposal

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

Course Prefix* COMM **Course Number*** 4220

Course Title* Health Communication

Long Course Title Health Communication

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type*

Mass Communications

**College - School/
Department***

College of Social Sciences

Department of Mass Communications

**Catalog Course
Description***

This course will introduce students to health communication theory, research, and practice in a variety of health communication contexts, such as patient-provider communication, public health communication, health campaigns, and communication in healthcare organizations.

**Is this a General
Education
course?***

Yes No

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

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

**Is this a School
of Nursing
course?***

Yes No

**Is this a College
of Education
course?***

Yes No

Status*

Active-Visible Inactive-Hidden

**Desired
Effective
Semester***

Fall

**Desired
Effective Year***

2018

Frequency

1

Grading*

Undergraduate
Standard
Letter

**Student Learning
Outcomes**

Course Objectives

At the end of the semester, students will able to...

- Describe ways patient characteristics impact healthcare interactions
- Describe ways provider characteristics impact healthcare interactions
- Describe the influence of culture on health practices

- Analyze the ways in which messages in various forms of media influence public health
- Identify the communication challenges healthcare organizations face and provide strategic suggestions for improvement

Rationale* Health Communication is a core sub-discipline in the field of Communication Studies and will support a new Communication Studies minor being proposed. The Communication Studies minor will also serve as a suggested minor for targeted Georgia Highlands/UWG (2+2) programs offered on the Douglasville campus as well as being a valuable option to students on the main campus.

Prerequisites COMM 1110 Minimum Grade: C or COMM 1100 Minimum Grade: C

Corequisites

Cross-listing

Restrictions


May be repeated

Fee* None


Fee Justification


- Planning Info*** Library Resources are Adequate
 Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 30

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

Attach syllabus* Syllabus has been attached - This is required

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

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

Instructor Information

COMM 4220: Health Communication



OFFICIAL COURSE DESCRIPTION: COMM 4220 – HEALTH COMMUNICATION

This course will introduce students to health communication theory, research, and practice in a variety of health communication contexts, such as patient-provider communication, public health communication, health campaigns, and communication in healthcare organizations.

Course Objectives

At the end of the semester, students will able to...

- Describe ways patient characteristics impact healthcare interactions
- Describe ways provider characteristics impact healthcare interactions
- Describe the influence of culture on health practices
- Analyze the ways in which messages in various forms of media influence public health
- Identify the communication challenges healthcare organizations face and provide strategic suggestions for improvement

Required Textbook and Supplies

- ✓ Sparks, L. & Villagran, M. (2010). *Patient-provider interaction: A global health communication perspective*. Malden, MA: Polity.
- ✓ Pagano, M.P. (2010). *Interactive case studies in health communication*. Sudbury, MA: Jones & Bartlett.
- ✓ Course Packet (More info TBA)
- ✓ Working UWG e-mail and Course Den account

Course Requirements and Assignments

Reading Responses. (24 posts worth 10 pts each. Four lowest scores dropped for a total of 200 pts). Each day that we have new reading, a response question will be posted on the Course Den discussion board. Students should post an answer to the question before 10:00 AM on the class day it is due. Please be aware that these questions are not simple comprehension questions, but will require you to synthesize and apply concepts from the reading. These responses will receive scores of 25, 20, 15, or 0. Students will earn 25 points for answers that reflect superior preparation, 20 for answers that reflect adequate preparation, 15 points for answers that are completed, but do not reflect adequate preparation, and 0 points for not attempting the assignment.

Exams. (3 exams worth 50 pts each for a total of 150 points) We will have three exams. These exams will be online, and students can use the textbook and notes. These exams will be timed. Students will have 50 minutes for 50 questions. Exams will only be available during our class period. Students do not need to attend class on these days. I will be available on Course Den during the exam. If there are any issues, please send me an Instant Message via Course Den, and we will work the issue out. If you fail to take the exam during the designated time, you will earn a zero.

Annotated Bibliography and Presentation. (Article Turn-In 15 points; Rough Draft 20 points; Final Draft 75 points; Presentation 40 points). In this class, students will create an annotated bibliography of 6 articles that focus on Patient-Provider Interaction. Finally, students will then give an oral presentation of their findings in class. More details about this assignment will be discussed in class and posted on Course Den.

Extra Credit Opportunities

No extra credit opportunities are currently scheduled; however, if opportunities emerge, I will announce them in class and post them on Course Den.

Basis of Course Grade

Readings Responses	=	200 points
Exam One	=	50 points
Exam Two	=	50 points
Exam Three	=	50 points
Article Turn-In	=	15 points
Rough Draft Annot Bib #1	=	10 points
Rough Draft Annot Bib #2	=	10 points
Final Draft Annot Bib	=	75 points
Presentation	=	50 points

Grading Scale →



Points Earned	Letter Grade
450-500	A
400-449	B
350-399	C
300-349	D
299 and lower	F

Policies

Attendance: You are expected to attend every class period. Attendance is required. Each day I will circulate a sign-in sheet. You may have three (3) unexcused absences. Excused absences (university events, death in the family, illness, hospitalization) must be documented upon your return to class. If there is no documentation, I cannot excuse your absence. After three unexcused absences, 10 points will be deducted from your final semester score. Unexcused absences on exam or presentation days will result in a zero (0) being recorded for your grade. Please be on time. Three lates equals one absence. If you arrive more than 25 minutes late, you will be counted as absent. Also, leaving early will be counted as a tardy. Three early-leaves will count as an absence.

Late Work Policy: Exams can only be made up for excused absences. These make ups will be essay and must be arranged within 48 hours and complete within 1 week of the missed exam. Failure to do so will result in a 0 being recorded for your grade. All reading responses must be completed on the Course Den Discussion Board by 10:00 AM on the assigned day. Because reading responses are accessible via the Internet

and are available in advance, they will not be accepted late. (I have a strict cutoff of 10:00 AM. I go purely by the timestamp.) Article turn-in and Rough drafts of the Annotated Bibliography are due at the beginning of class and will not be accepted late (because we are using them in that class!). The Final Draft is due by 11:59 PM on the date listed on the calendar. It must be uploaded into the Course Den Dropbox. Please do not e-mail these to me. Technical glitches will not be counted as an excuse for late work or for work to be e-mailed. I will not accept papers/projects over e-mail. Late papers will receive a letter grade deduction for EVERY CALENDAR DAY the paper is late. For the final project presentation, failure to give the speech on the assigned day will result in a zero being recorded for your grade.

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~ Calendar ~

Tentative

Date	Our Time Together	Coming Prepared SV = Sparks and Villagran P = Pagano CP = Course Packet
August 27	Getting Acquainted	
August 29	Patient and Provider Communication: An Overview	SV Ch. 1
August 31	Health Literacy	SV Ch. 2
September 3	Health Literacy	P Ch. 11
September 5	Patient Characteristics	SV Ch. 3
September 7	Annotated Bibliography & Presentation Discussion	
September 10	Anxious Patient Communication	P Ch. 10
September 12	Patient Characteristics	CP: Sharf, Stelljes, & Gordon
September 14	Exam One	
September 17	Topic Discussion and Article Show and Tell	
September 19	Provider Characteristics	SV Ch. 4
September 21	Medical School Socialization	CP: Hafferty
September 24	Biomedical Vs. Biopsychosocial Models	CP: Engel
September 26	"Talking like a Provider"	P Ch. 1
September 28	Cultural Characteristics	SV Ch. 6
October 1	Culture and Death	P. 33
October 3	Social Identity	SV Ch. 7
October 5	Exam Two	
October 8	Writing Workshop #1: Annotated Bibliography	Bring three copies of rough draft of first three articles' summary- response
October 10	Ecological Model	CP: Street
October 12	Discussing the Uncomfortable	P Ch. 17
October 15	Health and Media	
October 17	Health and Media	
October 19	Health and Media	
October 22	Social Media	SV Ch. 8
October 24	Internet Use	CP: Van Servellan
October 26	Television Ads	P Ch. 19
October 29	Dialogic Approach and NYPD	CP: Goodier & Arrington
October 31	Healthcare Organizations and Teams	SV Ch. 9
November 2	Nurses	CP: Apker, Propp, Zabava Ford
November 5	Writing Workshop #2: Annotated Bibliography	Bring three copies of rough draft of last three articles' summary- response
November 7	Cancer Diagnosis Disclosure	CP: Hilton, Emslie, & Hunt
November 9	Caregiving	SV Ch. 5
November 12	Caregivers at the Doctor	P Ch. 27
November 14	Exam Three	
November 16	No Class. National Communication Association Meeting.	Final Annotated Bibliography Due

November 19	Healthcare in Organizations	
November 21	Healthcare in Organizations	
November 23	No classes. Thanksgiving Holiday	
November 26	Presentations	
November 28	Presentations	
November 30	Presentations	
December 3	Presentations	

COMM - 4600 - Communication Theory

2018-2019 Undergraduate New Course Request

Curriculum Proposal

Course Prefix* COMM **Course Number*** 4600

Course Title* Communication Theory

Long Course Title Communication Theory

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* Mass Communications

**College - School/
Department*** College of Social Sciences
Department of Mass Communications

Catalog Course Description* This course will explore a variety of theoretical approaches to human communication from multiple paradigms of thought, including selected theories of language, interpersonal communication, small group interaction, organizational communication, intercultural communication, race, gender, and persuasion.

Is this a General Education course?* Yes No

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

- Area C
- Area D
- Area E

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Fall

Desired Effective Year* 2018

Frequency 1

Grading* Undergraduate Standard Letter

Student Learning Outcomes Learning Outcomes:
 At the end of this course, students will be able to
 explain what a theory is and how it differs from, but is related to methods of inquiry
 identify the seven traditions in the field of communication that have produced existing communication theories
 differentiate between objective, interpretive, and critical paradigms
 list and explain three communication theories in depth
 apply communication theory to a situation to critique and suggest ways of communicating effectively in a given context

Rationale* A new Communication Studies minor is being proposed, and this class would be integral to this minor as it provides the theoretical foundations of the discipline. The Communication Studies minor will also serve as a suggested minor for targeted Georgia Highlands/UWG (2+2) programs offered on the Douglasville campus as well as being a valuable option to students on the main campus. The course has been taught three times (Summer 2016, Spring 2017, & Fall 2017) by various faculty members as a COMM 4485 Special Topics Course and has filled each time.

Prerequisites COMM 1110 Minimum Grade: C or COMM 1100 Minimum Grade: C

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* None

Fee Justification

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 60

Attach syllabus* Syllabus has been attached - This is required

COMM 4485: Special Topics/Communication Theory
Spring 2017
Online

Instructor: Dr. Misty M. Wilson Office: Humanities 213
 Office Hours: Tuesday and Thursday 11:15 AM-12:15 PM, & 2:00-3:15 PM (Office)
 Monday and Wednesday 9-12 AM on e-mail, Twitter, Skype, and Facetime
 **I'm always available by appointment if these times don't work.

How to Connect with Me

**You can send messages 24 hrs a day or call anytime 8 AM-8 PM.
 If I'm not available, I will return your call as soon as I can.

E-mail	Twitter	Skype	Facetime
mistyw@westga.edu	@DrMistyWilson	misty.michelle.wilson **You'll need to send me a request to be in my contact list before we can Skype.	mistyw@westga.edu

Official UWG Course Description:

COMM 4485 Special Topics 3/0/3 Variable topic courses offered on a limited or pilot basis to explore or extend study of select, contemporary mass media and public relations issues.

Our course, in particular, will focus on theories in the field of Communication Studies that explain human interaction, including a taste of theories from various sub-disciplines in our field. We will consider Interpersonal, Intercultural, Persuasive, Rhetorical, and Critical theories.

Learning Outcomes:

At the end of this course, students will be able to

- explain what a theory is and how it differs from, but is related to methods of inquiry
- identify the seven traditions in the field of communication that have produced existing communication theories
- differentiate between objective, interpretive, and critical paradigms
- list and explain three communication theories in depth
- apply communication theory to a situation to critique and suggest ways of communicating effectively in a given context

Required Textbook and Supplies:

Griffin, E., Ledbetter, A., Sparks, G.G. (2015). *A first look at communication theory* (9th ed.). New York: McGraw-Hill Education.

CourseDen for COMM 4485

A note about editions: The question always arises as to whether older editions are okay. The editions do change. You will have to make your own judgement call there. Everything we do will be based in the 9th edition, including all tests.

Course Design

Content Release: Each Monday at Noon, the content unit, which includes some combination of lectures, additional readings, videos, activities, discussion board posts, and a quiz, will be released. They will be organized according to Weeks on the left-hand column on Course Den. Students should listen to the lectures/additional material and complete the quiz by 11:59 PM the following Sunday night. For example, lectures and quizzes released January 9th at Noon should be completed by January 15th at 11:59 PM. Discussion boards must have one initial post completed by Thursday @ 11:59 PM and the second post should be completed after the Thursday deadline but before Sunday @ 11:59 PM of each week. [The rationale is that everyone will have posted initial thoughts by Thursday, so you will then have an opportunity to respond to your classmates.] For example, the first week, you will post an initial response by Thursday, January 12th @ 11:59 PM. Then, you will complete the second post by Sunday, January 15th @ 11:59 PM. All content will remain available/visible for the entire semester so that you can revisit material as you wish.

Course Requirements and Assignments

Discussion Board Posts (14 x 5= 75 points). Each week, students will be required to respond to a discussion board post on Course Den. We will have one discussion board prompt per week, and students should make a minimum of 2 posts/contributions throughout the course of the week. One post should occur from Monday-Thursday with a deadline of 11:59 PM on Thursday and include your response to the prompt. The other should occur from Friday-Sunday with a deadline of 11:59 PM on Sunday and respond to someone else's thoughts. Posts should reflect the week's readings and respond to other's comments on the discussion board. These occur in lieu of in-class discussions, so the goal here is to interact with peers and me about our weekly topics. Discussion board posts will not be accepted late without a university excused absence. Please be mindful that these posts are public. Many weeks I will choose a couple posts to highlight with the entire class. I'm telling you that upfront so you won't be caught off guard!

Weekly Exams (14 X 15 = 210 points). Each week, you will be responsible for taking an exam over that week's material. In all, we will take 14 multiple choice exams, each consisting of 15 questions. Questions will be multiple choice, true/false, and matching. The tests will be timed. You will have 20 minutes for 15 questions. Also, please note that that you only have ONE attempt for each exam. Exams will include questions from the book and readings, questions specifically from the recorded lectures, and questions from various links/films you will be asked to watch. Because students will have complete access to lectures, the textbook, and notes, study guides will not be given for these exams.

Failure to complete the exam by the Sunday 11:59 PM deadline without a university-excused absence will result in a "0" being recorded for your grade. I do understand that, particularly with young adults, life can happen with jobs, kids, etc. I will give you one pass on an exam. By this, I mean that if you need me to give you extra time on one occasion, I will. Accommodations for making up these exams **MUST** be made by within 72 hours of the missed exam or a "0" will be recorded for the grade.

Annotated Bibliography (Rough Draft = 20 points; Final Draft = 100 points). We will be discussing a ton of theories this semester! I want you to choose one of those theories and find five recent articles about the theory. Then, write a one-page summary of each article. (No copying and pasting the abstract.) The short version of the assignment is that you will upload both the articles as PDFs and the 5-page summary document as a Word.doc document to the Assignment Dropbox on Course Den. You will turn in a rough draft by March 19th and receive feedback. The final draft will be due April 23rd. More details will be posted on Course Den. We will spend an entire week talking about the assignment (Week 7).

Final Exam (100 points). We will have a final cumulative exam. The test will have 100 multiple choice, true-false, and matching questions. Everything from the book and anything covered throughout the class is fair game on the test. You will earn a “0” for missed exams. I will only allow make-up exams for students with excused absences or REAL emergencies (death in family, car accident, etc.), according to my discretion. Also, please note that all final make-up exams are entirely essay and must be taken within 48 hours of missing the exam.

Basis of the Course Grade (500 pts total)+

Discussion Board Posts (14 @ 5 pts each).....	70 points
Exams (14 @ 15 points each).....	210 points
Annotated Bibliography Rough Draft.....	20 points
Annotated Bibliography Final Draft.....	100 points
Final Exam.....	100 points

Grading Scale

A	450-500
B	400-449
C	350-399
D	300-349
F	0-299

Policies

Attendance: This class is meeting entirely online. Because of this, you need to have regular internet access during this class session. **Please check your official UWG e-mail daily.**

Students with Disabilities. The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a

disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services.

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Additional important UWG rights and responsibilities information:

Students, please carefully review the following information at this link

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

It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester

Netiquette: We live in a technological world. We e-mail and text constantly. Please remember that these are forms of communication, and we are responsible for how we communicate with each other. Be mindful of both your content and tone when e-mailing me and other students and also when posting on Course Den. As we are constantly moving toward more computer-mediated communication, we must learn how to be responsible, ethical, competent communicators in a technological age.

Calendar as of 1/7/2017

The course syllabus provides a general plan for the course; deviations may be necessary.

Date	Topic	Readings and Due Dates GLS=Griffin, Ledbetter, & Sparks
Week 1 January 9-January 15	Introduction to Course	Read Syllabus Discussion Boards and Quiz (over Syllabus)
Week 2: January 16-January 22	Introduction to Communication Theory	GLS Chs 1-4 Discussion Boards and Quiz
Week 3: January 23-January 29	Theories of Interpersonal Messages	GLS Chs. 5-7 Discussion Boards and Quiz
Week 4: January 30-February 5	Theories of Relationship Development	GLS 8-10 Discussion Boards and Quiz
Week 5: February 6- February 12	Theories of Relationship Maintenance	GLS 11-13 Discussion Boards and Quiz
Week 6: February 13-February 19	Theories of Persuasion and Influence	GLS Chs. 14-16 Discussion Boards and Quiz
Week 7: February 20-February 26	Writing and Your Final Project	Readings To Be Announced Discussion Boards and Quiz
Week 8: February 27-March 5	Intercultural Communication Theories	GLS Chs. 31-33 Discussion Boards and Quiz
Week 9: March 6-March 12	Critical Race Theory	Readings TBA Discussion Boards and Quiz
Week 10: March 13-March 19	Gender Theories & Feminist Theory	GLS Chs. 34-36 Discussion Boards and Quiz **Annotated Bibliography Rough Draft Due by 11:59 PM March 19th
Week 11: March 20-March 26	Spring Break	No work! Enjoy yourself! ☺
Week 12: March 27-April 2	Organizational Communication Theories	GLS Chs. 19-21 Discussion Boards and Quiz
Week 13: April 3-April 9	Group Communication Theories	GLS Chs. 17-18 Discussion Boards and Quiz
Week 14: April 10-April 16	Theories of Rhetoric	GLS Chs. 22-24 Discussion Boards and Quiz
Week 15: April 17-April 23	Theories of Media Effects	GLS Chs. 28-30 Discussion Boards and Quiz **Annotated Bibliography Final Draft Due by 11:59 PM April 23rd.**
Week 16: April 24-May 1	Final Exam NOTE: Classes officially end on May 1st and are followed by a Final Exam week. We are going to combine the two into one here. So, we won't have new information this week. We'll just have the final exam to be completed by May 1 st online.	

Addenda II

MEDT - 7491 - Impl Assess & Eval of Onln Lrn

2018-2019 Graduate New Course Request

Curriculum Proposal

Course Prefix* MEDT **Course Number*** 7491

Course Title* Impl Assess & Eval of Onln Lrn

Long Course Title Implementation, Assessment, and Evaluation of Online Learning

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* Media and Instructional Technology

**College - School/
Department*** College of Education
Department of Educational Technology and Foundations

Catalog Course Description* This course provides a practical approach to the design, development, facilitation, and improvement of learning units in an online format. Students will become conversant with terms associated with assessment and evaluation of instructional practices delivered in online and distance education settings. This course has been designed specifically for those professionals seeking the UWG Online Teaching Endorsement.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

Desired Effective Semester* Spring

Desired Effective Year* 2019

Frequency	1	Grading*	Graduate Standard Letter
Student Learning Outcomes	<p>Students will:</p> <ol style="list-style-type: none"> 1. Plan for the management of distance education instructional resources within the context of learning (ISTE-C 1a, 1b, 2a, 3a, 3c, 3d, 3g, 5a, 5b, 5c. GaPSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 5.1) 2. Plan strategies to manage student learning in a distance education environment (ISTE-C 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 5a, 5b, 5c. GaPSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1) 3. Select a learning management system, and develop an online unit of instruction consisting of at least twenty hours of instruction. (ISTE-C 3b, 3c, 3d, 3e, 3g. GaPSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.6, 4.1, 4.2) 4. Facilitate and monitor instructional activities of the online unit of instruction (ISTE-C 3b, 3c, 3e, 3g. GaPSC 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 6.3) 5. Apply multiple methods of assessment, including peer-review, to determine appropriate use of distance education systems (ISTE- C 3e, 3f, 4c, 6a, 6c GaPSC 2.6, 2.7, 2.8. GaPSC 5.1, 5.2, 5.3) 6. Identify learning outcomes, benchmarks, and measurable evidence of student learning (ISTE-C 2g, 2h, 3d, 3f. GaPSC 6.1, 6.2, 6.3) 7. Assess the effectiveness of the unit of instruction on student performance and student satisfaction (ISTE-C 2g, 2h, 3d, 3f GaPSC 6.1, 6.2, 6.3) 8. Using feedback from learners and peers, recommend and implement changes to the design of the unit of instruction. (ISTE-C 2g, 2h, 3d, 3f GaPSC 5.2, 5.3, 6.1, 6.2, 6.3) 		
Rationale*	<p>This new course supports the GaPSC requirements for the Online Teaching endorsement. This course will be the third taken to earn the endorsement. The course is focused on the implementation, assessment and evaluation of online learning. This is core knowledge for a potential online teacher.</p>		

Prerequisites MEDT 7472

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* None

Fee Justification

**Additional
Stipulations**

- Planning Info*** Library Resources are Adequate
 Library Resources Need Enhancement

**Present or
Projected Annual
Enrollment*** 100

Attach syllabus* Syllabus has been attached - This is required

MEDT 7491 Implementation, Assessment, and Evaluation of Online Learning. Fall 2018

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

Support for Courses

CourseDen D2L Home Page
<https://westga.view.usg.edu/>

Student Services
<http://uwgonline.westga.edu/online-student-guide.php>

D2L UWG Online Help (M-F:8 AM – 5 PM)
<http://uwgonline.westga.edu/students.php>
Call: 678-839-6248 or 1-855-933-8946 or email:
online@westga.edu

Center for Academic Success
<http://www.westga.edu/cas/>
678-839-6280

24/7/365 D2L Help Center
Call 1-855-772-0423 or search: <https://d2lhelp.view.usg.edu/>

Distance Learning Library Services
<http://libguides.westga.edu>

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

Ingram Library Services
<http://www.westga.edu/library/>

COE Vision

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

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings. With three dynamic areas of focus – Educator Preparation, Clinical Practice, and Human Performance – and programs that range from undergraduate through doctoral study, we are committed to excellence in teaching, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (ISTE Standards for Coaches and GaPSC) are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description

This course provides a practical approach to the design, development, facilitation, and improvement of learning units in an online format. Students will become conversant with terms associated with assessment and evaluation of instructional practices delivered in online and distance education settings. This course has been designed specifically for those professionals seeking the UWG Online Teaching Endorsement.

Credit Hours: 3

Prerequisites: MEDT 7472 Introduction to Distance Education

Co-requisites: Declaration of endorsement: Students must have declared intent to complete the online teaching and learning endorsement.

Required Text(s) None, readings will be provided in CourseDen

Suggested Text(s) None

Required Instructional Resource: Tk20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

**If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu.

You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and “How to” guides, visit the [Tk20 webpage](#).

Course References

Belanger, F., & Jordan, D.H. (2000). Evaluation and implementation of distance learning: Technologies, tools and techniques. Hershey, PA: Idea Publishing Group.

Chapman D. D. (2006). Building an evaluation plan for fully online degree programs. Online Journal of Distance Learning Administration. Retrieved from <http://www.westga.edu/~distance/ojdla/spring91/chapman91.pdf>

Granic, A. (2008). Experience with usability evaluation of e-learning systems. Universal Access in the Information Society, 7(4), 209–221

Khan, B. (2005). Managing e-learning strategies: Design, delivery, implementation and evaluation. Hershey, London, Melbourne, Singapore: Information Science Publishing

Potts, M. K., & Hagan, C. B. (2000). Going the distance: Using systems theory to design, implement, and evaluate a distance education program. Journal of Social Work Education, 36, 131-145.

Rovai, A. P. (2002). Building sense of community at a distance. *International Review of Research in Open and Distance Learning*, 3(1). Retrieved from: <http://www.irrodl.org/index.php/irrodl/article/view/79/153>

Song, L., Singleton, E. S., Hill, J. R., & Koh, M. H. (2004). Improving online learning: Student perceptions of useful and challenging characteristics. *Internet and Higher Education*, 7(1), 59-70.

Thompson M. & Irele M. (2007). Evaluating distance education programs. In Moore M, (Ed.), Handbook of distance education (pp. 419--450). Mahwah, NJ: Lawrence Erlbaum Associates.

C. Vrasidas, C. (2000). Constructivism versus objectivism: Implications for interaction, course design, and evaluation in distance education *International Journal of Educational Telecommunications*, 6 (4) (2000), pp. 339-362

Woo, Y. & Reeves, T. C. (2007). Meaningful interaction in web-based learning: A social constructivist interpretation. *The Internet and Higher Education*, 10(1), 15-25.
<http://dx.doi.org/10.1016/j.iheduc.2006.10.005>

Approaches to Instruction

This course will be delivered entirely at a distance with no face-to-face meetings (FTF). The following are the minimum requirements for completing this class successfully. You must meet these requirements to participate in the class.

- Access to a personal computer (PC or MAC) with speakers, a webcam, and a microphone to complete the course work.
- High-speed internet service (DSL, Cable, etc.) is **strongly recommended**. If high-speed internet is not available in your area, contact your instructor immediately. Completion of course requirements will be very difficult and cumbersome without high-speed service, especially the synchronous meetings.
- Software requirements: *Microsoft Office 2007* or higher (available for free at UWG), *Adobe Reader*, *BlackBoard Collaborate*, *Canvas*, *Wikispaces*, *blogs*, *Twitter*, *SecondLife* and other potentially required downloads listed in *D2L CourseDen*.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course (times are approximate):

Discussion posts/bloggging/	600 minutes
Audio/video instruction/	600 minutes
Other online assignments/activities	1050 minutes

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

Instructor Note: What the above is trying to say is that you have to work about 9 hours (540 minutes) per week. The verbiage is required for our SACS accreditation, and it is awkward because we are using the old face-to-face “seat-time” trying to quantify “online seat time”. It satisfies the needs of administrators to count things. Just try to schedule in 9 hours per week for this course. If you struggle with technology, add a few more hours to that number. If you require assistance with D2L, please contact online@westga.edu or call (678)-839-6587.

Course Objectives and Learning Outcomes

Students will:

1. Plan for the management of distance education instructional resources within the context of learning (ISTE-C 1a, 1b, 2a, 3a, 3c, 3d, 3g, 5a, 5b, 5c. GaPSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 5.1)
2. Plan strategies to manage student learning in a distance education environment (ISTE-C 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 5a, 5b, 5c. GaPSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1)
3. Select a learning management system, and develop an online unit of instruction consisting of at least twenty hours of instruction. (ISTE-C 3b, 3c, 3d, 3e, 3g. GaPSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.6, 4.1, 4.2)
4. Facilitate and monitor instructional activities of the online unit of instruction (ISTE-C 3b, 3c, 3e, 3g. GaPSC 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 6.3)
5. Apply multiple methods of assessment, including peer-review, to determine appropriate use of

distance education systems (ISTE- C 3e, 3f, 4c, 6a, 6c GaPSC 2.6, 2.7, 2.8. GaPSC 5.1, 5.2, 5.3)

6. Identify learning outcomes, benchmarks, and measurable evidence of student learning (ISTE-C 2g, 2h, 3d, 3f. GaPSC 6.1, 6.2, 6.3)
7. Assess the effectiveness of the unit of instruction on student performance and student satisfaction (ISTE-C 2g, 2h, 3d, 3f GaPSC 6.1, 6.2, 6.3)
8. Using feedback from learners and peers, recommend and implement changes to the design of the unit of instruction. (ISTE-C 2g, 2h, 3d, 3f GaPSC 5.2, 5.3, 6.1, 6.2, 6.3)

Assignments and Evaluation Procedures

Class Participation

This course lives or dies by YOUR participation and participation is expected. This included you engaging in conversations with your peers in the weekly discussions, and your attendance to the few synchronous online meetings scheduled for the course. Lack of participation, failure to complete work or discussions in a timely manner, or your absence in the synchronous sessions may lower your cumulative point total by **200 points**.

You will find a discussion forum named “Course questions” in *D2L*. This forum will serve to post all your inquiries related to the class, as well as a channel to communicate course related announcements. Check it often!

Online Discussions (200 points)

One of the most important aspects of this course are the discussion forums, and this course lives or dies with your participation. Those discussions are an informal way for you and your peers to communicate and engage in meaningful conversations related to the course. Be aware that for the discussions where you are not required to reply to other postings, you can wait until Sunday to post your thoughts; however, for those discussions where you are required to reply to your peers, you are expected to make an **initial posting on or before Wednesday** of the week the discussion posting is first available, and follow up with remaining postings and replies during the week (Check your course schedule!). **Fifty percent of the discussion’s grade will be deducted if you miss the Wednesday initial posting, even if you submit it with your replies before the deadline on Sundays.** In previous semesters, I have had students posting everything the day or the hour before the deadline. This is not acceptable and does not contribute to build a meaningful discussion.

Imagine a room full of people engaging in conversation. Then, they move to the next room and at that moment you decide to start voicing your opinions about the topic. No one will be there to hear you, and what you have to say becomes meaningless, even if you think is very thoughtful. **It is exactly the same with online discussions.** This is why, without exceptions, **discussion board postings/replies that miss the Sunday deadline will result in a grade of zero**, and no discussions will be accepted after the Sunday deadline. If you post your thoughts but fail to reply to your peers, you will receive 50% of the grade.

You are expected to read and participate in ALL online discussions. **Missing one discussion can be the difference between an A and a B grade.** You are required to post your initial thoughts and respond to AT LEAST two other postings in order for a discussion to be considered complete (unless stated otherwise). **You have to respond to the postings in a meaningful manner** (“I agree” or “this is interesting” are not proper responses). Video posting of discussion responses is encouraged. A reflective response includes new information, personal perspectives, or other input that shows thought and consideration of the issue. It goes beyond simple agreement with or endorsement of responses that have already been posted. (Course Objectives 1, 2, 3, 4; Teacher ObservationD2L *CourseDen* DB postings,

online discussions). In addition, **try to monitor your threads, and answer your colleagues' questions.** It is polite!

Note that I may add/delete discussions in addition to the ones listed in the syllabus and class schedule. If this is the case, you will be promptly notified of this addition. It is for this reason that your grade for discussions will be tallied and added at the end of the semester. You will receive grades to your discussions during the semester, but be advised that the values might change if discussions are added/deleted.

Student Work

All student work submitted during the course is required to be original. All projects must be completed to be graded. It is strongly recommended that you begin work on ALL of the projects as soon as they are made available and where you can work ahead. Do not rely solely on the suggested schedule to tell you when to start and finish these projects. Please work early and often!

Due Dates

All products/assignments/discussions will be due on the due dates posted. Late assignments and/or resubmissions will not be accepted and will be assigned a score of **zero**. Missed assignments may be made up only in the event of emergencies (this does not apply to discussions). It is my intention to follow the calendar, but I might change the course outline as necessary to ensure adequate student progress. You should expect feedback and a grade to be posted within 7 days of assignment deadline. If you do not see a grade, please contact me by email ASAP because this may indicate I did not receive the assignment. If you know you will have any issues submitting any of your assignments on time, contact me **PRIOR** to the deadline to make possible arrangements (preferably 2-3 days in advance). I know sometimes real life situations happen that can affect your class performance, which is why I insist if you have any issue, to contact me as soon as possible.

Assignments:

Below you will find a list of each of the assignments. Full descriptions and requirements will be provided on each of the modules in CourseDen. Group work is **not permitted** on any of the assignments.

Evaluation Procedures

Students are evaluated in the following areas:

Activity	Total Points	Type of Assessment	Due Dates/Location See <i>CourseDen</i> and class schedule
Class Participation and Course Discussions	200	Teacher Observations	Ongoing
Project 1: Development of a unit of instruction on a Learning Management System	300	checklist	At 11:59 PM
Project 2: Formative and summative Assessment and Evaluation of the unit of instruction	200	Rubric	at 11:59 PM
Project 3: Revision and re-design of unit of instruction	300	Rubric	at 11:59 PM

Total points:	1000		
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GRADING SCALE:

A =	1000 – 910 Points
B =	909 - 810 Points
C =	809 -710 Points
F =	709 or below Points

COURSE SCHEDULE

You can access the course schedule which is posted in the “Start here” module in CourseDen. Download it for your easy access and use it as a guide of what is due and when. Remember that this course schedule may change given unpredictable circumstances beyond your professor's control, but you will be promptly notified of those changes.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**1. Submitting Assignments**

You are expected to submit assignments on time. All components must be completed to receive a grade. In most cases, projects are graded as a complete whole and partial credit is not awarded. Valid reasons for submitting work late must be cleared by the professor **in advance**. It is your responsibility to contact me when extenuating circumstances take place. Ten percent of the total grade might be deducted for **each day** an assignment is late up to 50%. No resubmissions will be accepted.

All CourseDen assignments are due by 11:59 on the due date. Any assignments posted after midnight are considered late. Each assignment in *D2L CourseDen* has a **due date** and a **cut-off** date. The cut-off date is five days after the due date. For instance, if an assignment is due October 22, the final cut-off date is October 27. After October 22, the assignment is “late.” After October 27, the assignment is GONE. No assignments more than 5 days late will be accepted. **This does not apply to online discussions (see proper section for discussion rules).**

2. Professionalism

You are expected to conduct yourself professionally. This is an essential quality for all professionals who are and will be working in schools. You are expected to display a positive attitude. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a positive manner.
- Collaborating and working equitably with students in the class.
- Actively participating in class each week.
- Turning in assignments on time.
- Treating class members, professor, and colleagues with respect in and out of the classroom.

Students who display a lack of professionalism will be contacted by the instructor immediately when violations take place and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

UWG Cares

If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/>. The website contains access to helpful resources and phone numbers

related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Student Services

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

STUDENT NETIQUETTE

Communication in an online class takes special consideration. Please read the short list of tips below:

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

For further information, please consult the following "How to be a successful online student" manual: <http://nursing.westga.edu/assetsNursing/msn/how-to-be-a-successful-online-student.pdf>

DISABILITY STATEMENT

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations are available to all students, within constraints of time and space.

CAMPUS CARRY

As of July 1, 2017, "campus carry" is in effect at all public universities in Georgia. There are several restrictions to this law, which are explained at <http://www.usg.edu/hb280>. Answers to specific questions can be found under the "Additional Information" tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information, the following policies apply to this course.

ACADEMIC HONESTY

All work completed in this course must be original work developed this semester and you are expected to adhere to the highest standards of academic honesty. **Be advised that this course uses Turnitin to track submissions.** It is your responsibility to make sure you are not accidentally plagiarizing, and that you are properly citing other people's work. Plagiarism occurs when a student copies information from the internet, uses or purchases ghostwritten papers, or utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

Disciplinary procedures described in the latest University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct. **In this course, the assignment or discussion in question will be awarded a grade of zero, no resubmissions will be accepted, and further actions might be considered.**

STUDENT EMAIL POLICY

University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

EXTRA CREDIT STATEMENT

Extra credit activities will not be made.

DUAL SUBMISSION STATEMENT

Previous submissions cannot count towards or cannot be used for other submissions, as each assignment in this course has unique characteristics. Coursework that has been completed or will be completed in another course that duplicates or dovetails with an assignment in this course may not be submitted unless prior approval is granted by the instructor. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission.

FILE NAMING PROTOCOL

Follow this file naming convention FOR ALL SUBMITTED DOCUMENTS in this course and set your file name as indicated below:

- Your last name followed by an underscore ("_") - with NO SPACES - (e.g., Dalba_)
- The initials of your first and middle names followed by an underscore ("_") - with NO SPACES - (e.g., BA_)
- The Assignment Title (a concise version - keep it short) and an underscore ("_") - with NO SPACES - (e.g., FinalReflection_)
- The course number (i.e., for this course, 7472)
- Use the order as described above and assemble the 4 elements into a string with NO SPACES (e.g., Dalba_BA_FinalReflection_7472.docx).

Additional Support Information

Center for Academic Success

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

UWG Cares

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

Student Services

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

Communication Rules

You may consider addressing ways you will communicate with students and/or preferred ways to communicate - especially if you have an online course (e.g. via D2L, prefer to send questions via CourseDen).

Network Etiquette - Communication in an online environment takes special consideration. Consider including a list of tips as described below.

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

Expected Response Times

Consider including estimated response times for emails, returning assignments, etc. (e.g. I will make every attempt to return major assignments within 7-10 days, but the amount of feedback required may extend that time.)

MEDT - 7492 - Ldrshp & Admin of Onln Lrng

2018-2019 Graduate New Course Request

Curriculum Proposal

Course Prefix* MEDT **Course Number*** 7492

Course Title* Ldrshp & Admin of Onln Lrng

Long Course Title Leadership and Administration of Online Learning and e-Learning

Lec Hrs* 3

Credit Hrs* 3

Lab Hrs* 0

Course Type* Media and Instructional Technology

**College - School/
Department*** College of Education
Department of Educational Technology and Foundations

Catalog Course Description* Students will analyze and develop policy related to distance education and e-Learning programs and learn to oversee installation and administration of a learning management system. Course topics include: management theory and practice; leadership roles and styles; and planning and policy development for educational and corporate organizations.

**Is this a School
of Nursing
course?*** Yes No

**Is this a College
of Education
course?*** Yes No

**Desired
Effective
Semester*** Spring

**Desired
Effective Year*** 2019

Frequency	1	Grading*	Graduate Standard Letter
Student Learning Outcomes			

Rationale* This is the final course in the Online Learning endorsement. This course focuses on leadership and policy understanding. Upon completion of the four courses a Media student or other education student would earn an online learning endorsement which is added to a teaching certificate.

Prerequisites MEDT 7461, MEDT 7472, MEDT 7491

Corequisites

Cross-listing

Restrictions

May be repeated

Fee* None

Fee Justification

Additional Stipulations

- Planning Info*** Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 100

Attach syllabus* Syllabus has been attached - This is required

Addendum III

EXTANT GRADUATE FACULTY APPROVAL POLICY

{Approved by Faculty Senate, Dec. 7, 2012}

Graduate Faculty Approval Policy

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), and approved by the appropriate Dean of 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
- 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:
- Department/program need
- Special expertise that the faculty member brings to the graduate program
- Qualifications that contribute to the work and progress of graduate students
- 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, 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 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 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, 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, that Dean may 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

Proposed Graduate Faculty Policy and Procedure

Rationale:

The current process for appointing faculty to graduate faculty status varies somewhat across colleges. It appears, however, that it is a separate process from that which is involved in hiring and reviewing credentials. It is not unusual for a department chair to overlook this process. The purpose of this draft policy is to reduce the amount of paperwork involved in granting Graduate Faculty status.

Proposed Policy:

There are two categories of Graduate Faculty: Member and Affiliate. Members of the Graduate Faculty are professorial faculty on tenured or tenure-track appointments and are appointed to Graduate Faculty status upon appointment. Affiliate Graduate Faculty status includes faculty emeriti, research appointees, limited-term, adjunct, instructor, lecturer, or part-time faculty who may appropriately teach graduate classes and serve on thesis and dissertation committees.

Affiliate status can also be used to recognize outstanding scholars, including those who work in government agencies, private industry, healthcare, and education who are not full-time employees of the University of West Georgia but who participate on thesis and dissertation committees. To award Affiliate Graduate Faculty status, a notification form must be completed.

The Dean of the college or school that houses the academic program that wants to grant Affiliate Graduate Faculty status makes the final decision regarding that status. Affiliate Graduate Faculty status is valid for three years. The status may be renewed.

Affiliate Graduate Faculty Appointment

Name of Faculty Member: _____

Department or Program: _____

Graduate program(s) to which the candidate will contribute: _____

Relevant Degree(s) earned: _____

Academic Rank and Title (if faculty member at UWG or elsewhere): _____

Request for graduate faculty appointment must be submitted upon appointment and renewed every three years.

This form should be accompanied by a current CV of the affiliate faculty candidate and a statement describing the special expertise that the faculty member brings to the position.

Privileges and responsibilities of affiliate graduate faculty:

- May engage in instructional activities at the graduate level with appropriate credentials or relevant experience
- May serve as a member of thesis committees but may not chair

Terms and criteria:

- Affiliate graduate faculty status is granted for a renewable, three-year term based on evidence of expertise or knowledge that is directly relevant and applicable to the graduate program in which the individual will be serving
- Expertise is defined in terms of recent activities recognized by the focal area as indicative of excellence. Appropriate indicators may include but are not limited to: terminal degrees in focal or relevant areas; professional certification and/or experience; licensure; record of professional practice; demonstrated professional excellence through performances, exhibitions, presentations, professional publications, or national awards.

Begin date: _____

End date: _____

Department Chair: _____

College/School Dean: _____

Addenda IV

Program Evaluation Certificate

2018-2019 Graduate Delete Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

Program Name* Program Evaluation Certificate

Program Type* Certificate

Degree Type* Certificate

College - School/ Department* Department of Leadership, Research, and School Improvement

Status* Active-Visible Inactive-Hidden

Program Description* The Program Evaluation Certificate offered through the Department of Leadership, Research, and School Improvement is designed to prepare graduate students and professionals to meet the growing demand for working individuals with specific program evaluation skills. The certificate is open to new students, and graduate programs throughout the university are welcome to embed the certificate in their programs of study. The Program Evaluation Certificate has two tracks - one for post-baccalaureate students (7000 level), and one for graduate-level students (9000 level). The 7000 track is available to any individuals (former UWG students, other students, or individuals in the community) who have earned a bachelor's degree and are interested in obtaining the certificate for professional development purposes. The 9000 track is available to current UWG graduate students who are interested in obtaining the certificate in addition to their program area degree.

What would you like to do?* Deactivate Existing Program
 Terminate Existing Program

Rationale* Certificate will be deactivated due to lack of interest. Internal interest (embedding the certificate into existing programs) has changed, and external (outside UWG) interest has been lacking.

The courses will remain active since some programs may use them as

Program ID* 1197



Whitney Brand <wbrand@westga.edu>

Students in Program

Donna Haley <dhaley@westga.edu>

Wed, Aug 22, 2018 at 10:33 AM

To: wbrand@westga.edu, UWG Registrar <registrar@westga.edu>

Cc: David Jenks <djenks@westga.edu>, Kathy Jones <kjones@westga.edu>

I don't show any students enrolled in this CERG program.

d

Donna K. Haley, MBA

Registrar

Office of the Registrar

University of West Georgia

1601 Maple Street, Parker Hall

Carrollton, GA 30118

p: 678-839-5090

f: 678-839-5416

dhaley@westga.edu

www.westga.edu/registrar

Go West. Go Bold.



This email and any attachments may contain confidential and privileged information. If you are not the intended recipient, please notify the sender immediately by return mail, delete this message, and destroy any copies. Any dissemination or use of this information by a person other than the intended recipient is unauthorized and may be illegal or actionable at law.

From: Whitney Brand <wbrand@westga.edu>
Sent: Wednesday, August 22, 2018 9:23 AM
To: UWG Registrar <registrar@westga.edu>
Cc: David Jenks <djenks@westga.edu>; Kathy Jones <kjones@westga.edu>
Subject: [Registrar] Students in Program

Hi, Registrar Team!

I am in the process of transitioning everything that is "pending" in CSS to Curriculog. I am currently working on the deactivation of the Certification in Program Evaluation. One of the questions in Curriculog asks for a teach-out plan to be listed; however, this is not necessary in this situation as the department says there are no students currently enrolled.

Dr. Jenks has asked that the departments reach out to the Registrar's Office to receive a confirmation email stating that there are no students currently enrolled. This email confirmation will be attached in the Curriculog with the proposal.

Can someone from your office please confirm that there are no students currently enrolled in the Certification in Program Evaluation program?

Thanks so much!

Warm Regards,

Whitney

Whitney Brand

Academic Scheduler

Academic Affairs

University of West Georgia

1601 Maple Street, Carrollton, GA 30118

p: 678-839-3082

wbrand@westga.edu

[]

Speech Language Pathology, M.Ed.

2018-2019 Graduate Revise Program Request

Curriculum Proposal

Type of Program* Program
 Shared Core

Program Name* Speech Language Pathology, M.Ed.

Program ID* 1155

Program Code

Program Type* Master's

Degree Type* Master of Education

College - School/ Department* Department of Communication Sciences and Professional Counseling

Program Description* Applicants are accepted for the fall term only.

For admission to the graduate program in speech-language pathology, the applicant must have:

Undergraduate GPA of 3.0 or better

GACE Program Admission Assessment or exemption

GRE scores: Recommended combined score (Verbal + Quantitative) of 297 or higher

Three strong letters of recommendation from professional references

Interview with speech-language pathology faculty by invitation only

Personal Statement/Essay

Clear criminal background check

Students with undergraduate majors other than speech-language pathology must complete the undergraduate prerequisite course sequence before being admitted to the graduate program in speech-

language pathology. Students planning to work in the P-12 setting must take 12 credit hours in addition to SLPA courses in order to obtain service certification. Additional requirements may be incurred as the program of study is planned.

Status* Active-Visible Inactive-Hidden

- Modifications
(Check all that
apply)***
- Program Name
 - Track/Concentration
 - Catalog Description
 - Degree Name
 - Program Learning Outcomes
 - Program Curriculum
 - See Comments

**Modified
Program Name**

**Modified
Program
Learning
Outcomes**

**Modified
Program
Description**

Modification Comments* It is proposed that the admission requirements be amended to remove the "3 year option for applicants who do not have an undergraduate degree in Speech-Language Pathology."

Rationale* The requested revisions are needed to ensure that students who enter the Speech-Language Pathology graduate program have an undergraduate degree in speech-language pathology, which better prepares them to meet the rigorous academic content and clinical practica. This degree is required for a successful program completion and constitutes one of the key requirements for independent clinical practice post-graduation. It is built on a foundation of undergraduate courses in communication sciences and disorders/speech-language pathology that address the requisite knowledge and skills mandated by certification standards of the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). Students who enter the graduate program without a background in speech-language pathology are less likely to meet other requirements for state licensure and American Speech-Language-Hearing Association (ASHA) certification.

Prospective Curriculum*

Desired Effective Semester*	Summer	Desired Effective Year*	2019
Program Location*	Carrollton		

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

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

SACSCOC Comments

N/A

**Is Senate Review
required?*** Yes
 No

Rationale for SLP M.Ed. Program Admission Change

PROGRAM: M.Ed. in Speech Language Pathology

Program Change: Minimum Admission Requirements

Rationale: The M.Ed. in Speech Language Pathology Program

It is proposed that the admission requirements be amended to remove the “3-year option for applicants who do not have an undergraduate degree in Speech-Language Pathology.” The M.Ed. in Speech-Language Pathology prepares students for a professional career in the identification, assessment, and treatment of developmental disorders. Successful completion of program and other professional requirements is designed to lead students toward a master of education degree in speech-language pathology, which is one of the key requirements for independent clinical practice. This degree is built on a foundation of undergraduate courses in speech-language pathology that address the requisite knowledge and skills mandated by certification standards of the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). The requested revisions are needed to ensure that students who enter the Speech-Language Pathology graduate program have an undergraduate background in speech-language pathology.

PROPOSED REVISION
Admission Requirements
M.Ed. in Speech Language Pathology

Department of Communication Sciences and Professional Counseling
University of West Georgia

- *Guidelines for Admittance*
 - All graduate applicants must complete the online Grad Application. A one-time application fee of \$40 is required.
 - Applicants should also review the Graduate Studies Website for individual program specific requirements and tasks that must be completed prior to admission. See Graduate Studies Application Process.
 - International applicants are subject to additional requirements and application deadlines. See Procedures for International Students.
 - Official transcripts from a regionally or nationally accredited institution are required and should be sent directly to the UWG Graduate Admissions Office.

Program Specific Admittance Guidelines

- 3.0 or better GPA
- Official GRE Scores: Recommended combined score (Verbal + Quantitative) of 297 or higher. Recommended Analytical Writing Score of 3.5 or higher.
- 3 Letters of Recommendation from **professional references**. At least two letters should come from university professors who can write about your academic skills and performance. Applicants should use the electronic Recommendation Request Forms available in their accounts after their application has been submitted.
- Personal Statement/Essay
- Passing score on the GACE Program Admission Assessment, Combined Test I, II, and III; or
- The GACE Program Admission Assessment, Combined Test I, II, and III can be exempted with the following official scores:
 - SAT scores: 1000 on Verbal and Math
 - ACT scores: 43 on English and Math
 - GRE scores: 1030 on Verbal and Quantitative (before 8/1/2011); or GRE scores: 297 on Verbal and Quantitative on or after 8/1/2011)
- Interview - By Invitation Only
- Satisfactory results on the College of Education Criminal Background Check.
- An undergraduate and/or graduate degree in Communication Sciences and Disorders/Speech-language Pathology is required.

Application Deadlines

Admissions Deadline for Fall 2019:

January 15, 2019

Admission Process Checklist

The Graduate Studies Application Process checklist is available here

One exception: If you will not ever be traveling to a UWG campus or site, you may apply for an Immunization Exemption. Contact the Immunization Clerk with your request.

**Current
Admission Requirements
M.Ed. in Speech Language Pathology**

**Department of Communication Sciences and Professional Counseling
University of West Georgia**

• *Guidelines for Admittance*

- All graduate applicants must complete the [online Grad Application](#). A one-time application fee of \$40 is required.
- Applicants should also review the Graduate Studies Website for individual program specific requirements and tasks that must be completed prior to admission. See [Graduate Studies Application Process](#).
- International applicants are subject to additional requirements and application deadlines. See [Procedures for International Students](#).
- Official transcripts from a regionally or nationally accredited institution are required and should be sent directly to the UWG Graduate Admissions Office.

Program Specific Admittance Guidelines

- 3.0 or better GPA
- Official GRE Scores: Recommended combined score (Verbal + Quantitative) of 297 or higher. Recommended Analytical Writing Score of 3.5 or higher.
- 3 Letters of Recommendation from **professional references**. At least two letters should come from university professors who can write about your academic skills and performance. Applicants should use the electronic Recommendation Request Forms available in their accounts after their application has been submitted.
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