Memorandum

To:　　　　General Faculty

Date:　　　　July 17, 2013

Regarding:　　Agenda, Faculty Senate Meeting, July 19th at 3:00 p.m. TLC 1-303

The agenda for the July 19, 2013 Faculty Senate meeting will be as follows:

1. Call to order

2. Roll call

3. The April 19th minutes were approved by electronic vote on May 14, 2013.
    (**See Addendum I)**

4. New business: welcome and introduction of the new president, Dr. Kyle Marrero

5. Committee reports

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

A) College of Arts and Humanities
    1) Department: History
        a) HIST 5251 The Second World War
            Request: Add, see attachment
            Action: Approved

B) College of Education
    1) Department: Leadership and Instruction
        a) Master of Education with a Major in Secondary Education
            Request: Modify
            Action: Approved

        b) SEED 7500 Diverse Classroom in a Pluralistic Society
            Request: Add, see attachment
            Action: Approved

    2) Department: Clinical and Professional Studies

a) Master of Education with a Major in Reading Education
   Request: Modify
   Action: Approved

C) School of Nursing
   a) NURS-6107 Pathophysiology and Pharmacology II
      Request: Add, see attachment
      Action: Approved

   b) NURS-6108 Epidemiology for Nursing Education and Practice
      Request: Add, see attachment
      Action: Approved

   c) NURS-6109 Informatics, Technology, and Healthcare Outcomes
      Request: Add, see attachment
      Action: Approved

   d) NURS-6110 Curriculum Development in Nursing Education
      Request: Add, see attachment
      Action: Approved

   e) NURS-6111 Nurse Educator Role Practicum I
      Request: Add, see attachment
      Action: Approved

   f) NURS-6112 Nurse Educator Role Practicum II
      Request: Add, see attachment
      Action: Approved

   g) NURS-6113 Evaluation and Testing in Nursing Education
      Request: Add, see attachment
      Action: Approved

   h) NURS-6116 Leading Human Resource Systems
      Request: Add, see attachment
      Action: Approved

   i) NURS-6117 Health Systems Leadership: Role of the Leader/Manager I
      Request: Add, see attachment
      Action: Approved

   j) NURS-6118 Health Systems Leadership: Role of the Leader/Manager II
      Request: Add, see attachment
      Action: Approved

k) NURS-6119 Health Systems Leadership Leader/Manager Practicum I
   Request: Add, see attachment
   Action: Approved

l) NURS-6120 Health Systems Leadership Leader/Manager Practicum II
   Request: Add, see attachment
   Action: Approved

m) NURS-6122 Health Systems Leadership Clinical Nurse Leader Practicum I
   Request: Add, see attachment
   Action: Approved

n) NURS-6123 Health Systems Leadership Clinical Nurse Leader Practicum II
   Request: Add, see attachment
   Action: Approved

o) NURS-6124 Health Systems Leadership Role of the Clinical Nurse Leader,
   Request: Add, see attachment
   Action: Approved

Information Items:

A) College of Education
   1) Department: Leadership and Instruction
      a) Master of Education with a Major in Middle Grades Education
         Request: Program Deactivate
         Action: Information Only

B) Richards College of Business
   a) MBA Admission Policy Review
      Request: The RCOB Graduate Business Programs Committee and the RCOB
      Graduate Faculty voted and approved the following measures:
       - Any student who has completed a RCOB discipline bachelor's degree with a 3.0
         or higher overall GPA will be admitted without the GMAT requirement to the
         MBA program.
         o This process is similar to the MPAcc program GMAT waiver policy,
            whereby MPAcc applicants with an accounting degree and a 3.2 GPA can
            apply to waive the GMAT.
       - Eliminate the requirement of any, and all letters of purpose or intent to receive
         admission to the MBA program.
         o No MBA applicant has ever been denied admission based on a letter of
            intent.

6. Old Business:

Information Items:

Response from Dr. Sethna regarding reconsideration of termination of the MURP program.
(**See Addendum III**)

7. New Business:

Information Items:

Protocol for Employee Civil Rights Complaints - Item from Myrna Gantner and Juanita Hicks
(**See Addendum IV**)

8. Announcements

9. Adjournment

Addendum I

University of West Georgia
Faculty Senate Meeting
Minutes

Minutes distributed by email and declared approved by unanimous consent May 14, 2013 by Chair Jeff Johnson with one correction of the spelling of Boldt's name.

April 19, 2013

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

2. Call to Order

3. Roll Call

Present
Basu-Dutt, DeFoor, Deng, DeNie, DeSilva, Geisler, Gezon, Halonen-Rollins, Hasbun, Haynes, Boldt (substitute for Kassis), Keim, Kilpatrick, Kramer, Leach, Lloyd, Mayer, Moffeit, Thrasher (substitute for Morris), Noori, Packard, Parrish, Pencoe, Pitzulo, Ponder, Popov, Robinson, Rutledge, Samples, Sanders, Schroer, Skott-Myhre, Smith, Thompson, Van Valen, Vasconcellos, Welch, Willox

Absent
Banford, Blair, Erben, Farmer, Gant, Hooper, Jenks, Riker, Ringlaben, Yeong

4. Approval of the minutes of the March 8th meeting

Approval of minutes moved to item following Old Business

5. New Business

A) Resolution in thanks and recognition of Dr. Sethna's leadership in service to the university as well as his initiative, guidance and support of efforts to improve faculty salary equities. Presentation by Javier Hasbun

Resolution to Recognize the Service of President Beheruz N. Sethna
Submitted to Faculty Senate April 19, 2013 by Dr. Javier Hasbun and Dr. Paul Rutledge

WHEREAS, Dr. Beheruz N. Sethna has provided excellent service to the University of West Georgia diligently and successfully in his capacity as President; and

WHEREAS, he has provided the University with outstanding leadership in carrying out his duties; and

WHEREAS, while being president, he has taught an undergraduate course every year for the past 19 years, was elected Honors Professor of the Year by the Honors Students, has been

nationally recognized for instructional innovation, has been involved as an undergraduate research adviser throughout his tenure, continued to pursue publishable quality research while at UWG, has been an invited speaker at numerous events nationally and internationally; and

WHEREAS, he enabled the autonomous operation of the faculty senate in his vision of shared governance; and

WHEREAS, he has taken the initiative to improve faculty salary equities at UWG; NOW, THEREFORE BE IT RESOLVED, that Dr. Beheruz N. Sethna be formally commended for these efforts by the Faculty Senate, and that these words be permanently entered into the minutes of The University of West Georgia Faculty Senate.

Motion made and seconded to approve resolution.

Motion approved unanimously by voice vote.

B) Resolution to Recognize the Outstanding Contributions of Dr. Paul Rutledge and the Faculty Senate Budget Committee

WHEREAS, a major institutional priority was stated by the leadership to begin to address salary equity, and

WHEREAS, the president asked the Faculty Senate Budget Committee to be the steering committee on a comprehensive national study using a national consultant, and

WHEREAS, the tasks involved were many, varied, and potentially controversial, including selection of a national consultant, working with them to design a national peer group, frequent consultations with the faculty at large, working with the administration and the consultant on implementation plans, and being available to respond to concerns expressed by colleagues, and

WHEREAS, the task was completed on time and on budget, and

WHEREAS, the actual implementation occurred two months *ahead* of schedule,

NOW, THEREFORE IT BE RESOLVED, that the Faculty Senate and the administration join forces in commending the Faculty Senate Budget Committee on their outstanding service, and reserves special commendation for Dr. Paul Rutledge, its Chair, for his outstanding leadership through the 2012-13 academic year, and that these words be permanently entered into the minutes of The University of West Georgia Faculty Senate.

Motion made and seconded to approve resolution.

Motion approved unanimously by voice vote.

6. Committee Reports

Committee I: Undergraduate Programs (Chair, Jim Mayer)

Action Items:

C) College of Arts and Humanities
   1) Art Department
      a) ART 3704
         Request: Add
         Action: Approved

      b) ART 4703
         Request: Add
         Action: Approved

      c) ART 4708
         Request: Add
         Action: Approved

Items C.1.a-c presented together

Items approved unanimously by voice vote.

   2) Department of English and Philosophy
      a) Minor in Creative Writing
         Request: Modify (change required courses and number of credit hours)
         Action: Approved

Item approved unanimously by voice vote.

   3) Department of Foreign Languages
      a) Bachelor of Arts with Major in Foreign Languages and Literatures
         Request: Modify (Add track--Spanish w/ cert. in Early Childhood Ed)
         Action: Approved

Item approved unanimously by voice vote.

   4) Department of History
      a) HIST 4251
         Request: Add
         Action: Approved

Item approved unanimously by voice vote.

D) College of Science and Mathematics
   1) Department of Geosciences
      a) Bachelor of Science with a Major in Geology
         Request: Modify (change course requirements)
         Action: Approved

      b) GEOL 4604 Economic Geology
         Request: Add

Action: Approved

Items D.1.a-b presented together

Items approved unanimously by voice vote.

E) College of Social Sciences
    1) Department of Anthropology
        a) ANTH 4203 Indigenous Anthropology
            Request: Add
            Action: Approved

Item approved unanimously by voice vote.

F) Richards College of Business
    1) Department of Management
        a) MGNT 4616
            Request: Add
            Action: Approved

Item approved unanimously by voice vote.

G) School of Nursing
        a) NURS 4000
            Request: Add
            Action: Approved

        b) NURS 4300
            Request: Add
            Action: Approved

        c) NURS 4521
            Request: Add
            Action: Approved

        d) NURS 4523
            Request: Modify
            Action: Approved

        e) NURS 4525
            Request: Add
            Action: Approved

        f) NURS 4527
            Request: Add
            Action: Approved

Items G.a-f presented together

Items approved unanimously by voice vote.

Information Items:

XIDS Core Review Committee

A) UPC approved by voice vote the following interim procedure:

Until XIDS Core Subcommittee is established, XIDS course approval will be handled by an interim committee consisting of Director of Interdisciplinary Studies, Dean of Honors College and Transdisciplinary Programs, and UPC Chair.

B) Courses approved by XIDS Core Interim Committee:
- a) XIDS-2002 Sustainable Cities
  Action: approved by interim XIDS Core committee

- b) XIDS-2002 Globalization
  Action: approved by interim XIDS Core committee

- c) XIDS-2002 What Do You Know About Early Childhood Education
  Action: approved by interim XIDS Core committee

- d) XIDS-2001 What Do You Really Know About Being a College Student in Transition?
  Action: approved by interim XIDS Core committee

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

A) School of Nursing
- a) Program: Master of Science in Nursing
  Request: Modify
  Action: Approved

Item approved unanimously by voice vote.

Information Items:
A) The Graduate Programs Committee (GPC) nominated and approved Mark S. Parrish to serve as Committee Chair for AY 2013/2014.

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

A) Modifications to Faculty Handbook Section 208.03 on Admission Appeals.

208.03 Appeals of Admission to the University

A. **Undergraduate Student Applicants.** Undergraduate applicants to the university who have been denied admission or readmission may appeal that decision by submitting an

appeal to the Admission Appeals Subcommittee. Applicants are advised to communicate with the Office of Admissions for instructions.

B. **Graduate Student Applicants.** Graduate applicants who are denied admission to a graduate program may appeal that decision by submitting an appeal to the relevant College or School. As appeal procedures vary by program, the applicant is advised to communicate with the College or School for instructions.

C. **The Subcommittee for Admission Appeals.** The Admission Appeals Subcommittee hears appeals made by undergraduate applicants for admission or readmission to the university.
   1. **Comments.** After a student has petitioned the appropriate administrative officials in the Office of Admissions, he or she has the right to appeal an adverse decision by such officials in cases of admission or related matters. Appeals must be made in writing with supporting evidence, as determined by the Admissions Appeals Subcommittee.
   2. **Responsibilities of the Admission Appeals Subcommittee.** The Admission Appeals Subcommittee hears appeals made by undergraduate applicants for admission or readmission to the university.
      a. **Appeal(s) Hearing.** Appeal(s) hearings may be scheduled regularly or as needed.
         i. The Director of Admissions (or designee) will be responsible for distributing appropriate materials to subcommittee members and for scheduling each appeal(s) hearing.
         ii. The Admissions Appeals Subcommittee chairperson will be responsible for chairing the hearing and for conveying recommendations of the subcommittee in writing to the Director of Admissions.
      b. **Electronic Polling.** At the discretion of the chairperson, an electronic poll of the subcommittee will suffice in lieu of an appeal(s) hearing.
   3. **Admission Appeals Subcommittee Membership**. The subcommittee shall consist of seven faculty members (one from each college, the School of Nursing, and the Library) and four university officials. The university officials are: the Associate Vice President for Enrollment Management (voting), the Registrar (voting), the Director of the Excel Center (voting), and the Director of Admissions (non-voting).
      a. **Chairperson.** The Associate Vice President for Enrollment Management shall serve as the chairperson of the Admission Appeals Subcommittee.
      b. **Faculty Members.** Each Dean, in consultation with the chairperson of the Admission Appeals Subcommittee, will appoint a faculty member to the subcommittee. Appointments shall be made in May to replace faculty members whose terms have expired. An appointment to fill a vacancy should be made when the vacancy occurs.
         i. **Length of Service.** Faculty members serve two-year (staggered) terms starting with the summer semester.
         ii. **Timing of Appointment.** Deans shall make appointments in May to replace faculty members whose terms have expired. An appointment to fill a vacancy shall be made when the vacancy occurs.
         iii. **Reappointment.** Consecutive terms are not permitted, although reappointment is acceptable after a two-year break in service.

      c. **Quorum**. Any five members of the subcommittee, at least three of whom must be faculty, shall constitute a quorum. In the case where a quorum is not available and the appeal(s) hearing cannot be delayed, the chairperson may request that the Provost or Associate Vice President for Enrollment Management appoint substitutes to serve on a temporary basis.

    D. Ultimately, final authority for all student appeals rests with the president of the institution. (See Section 4.7.1 Student Appeals, BOR Manual).

Item approved unanimously by voice vote.

B) Modifications to Faculty Handbook Section 208.04 on Grade Appeals.

Section 208.04 Grade Appeals

D. **Membership of the Grade Appeals Subcommittee.** The subcommittee shall consist of seven faculty members (one from each college, the School of Nursing, and the Library), one University official, and one student.
1. **Chairperson**. The University official shall serve as the chairperson of the Grade Appeals Subcommittee.
2. **Faculty Members**. Each Dean, in consultation with the chairperson of the Grade Appeals Subcommittee, will appoint a faculty member to the committee each year. One faculty member must be a member of the Academic Policies Committee.
    a. **Length of Service**. The length of service on this subcommittee shall be for one full year (12 calendar months) starting with summer semester.
    b. **Timing of Appointment**. Deans shall make appointments in May to fill expired terms. An appointment to fill a vacancy shall be made when the vacancy occurs.
3. **Quorum**. Any five members of the subcommittee, at least three of whom are faculty, shall constitute a quorum. In the case where a quorum is not available and the appeal(s) hearing cannot be delayed, the chairperson may request that the Provost appoint substitutes to serve on a temporary basis.
4. **Role of the Chief Judicial Officer.** For Academic Dishonesty Grade Appeals, the Chief Judicial Officer of the University will be invited to sit on the committee to ensure that all due process requirements are met.

Item approved unanimously by voice vote.

C) Modifications to the Admission Requirements for Dual-Enrollment Students (**See Attachment I**)

Item approved unanimously by voice vote.

D) Modifications to Faculty Handbook Section 201, Common Language on Syllabus (**See Attachment II**)

Item approved unanimously by voice vote.

E) Adoption of a Limited Course Withdrawal Policy (**See Attachment III**).

The policy will be added to the Student Handbook, the Undergraduate Catalog for 2013-2014 and will become Section 205.02 in the Faculty Handbook.

Item approved unanimously by voice vote.

Information Items:
A) Plus-Minus Grades

The Academic Policies Committee decided to not move forward with pursuing a plus-minus grade system at this time. The committee sought feedback from many areas that would be impacted by such a change. The Academic Policies Committee conducted a survey from March 1, 2013 to March 16, 2013 on the all-faculty listserv asking for feedback on this issue. Findings are reported below.

The campus does not overwhelmingly favor the +- system, nor do most faculty think it is an important issue at this time. Even among those who strongly favor the change, only 20% think making the change is very important.

There will also be significant costs and work involved:
- The Registrar would have to reprint transcript paper and produce inserts that explain the process.
- Banner preparation - all reports and processes that include information from the grade tables would have to be updated including Wolf Watch. Most would require ITS support
- Course grade minimums would have to be reviewed (i.e. if a grade of C is now acceptable, would that change to C- or if a D is considered passing, would that change to a D-)

Senate Discussion: Concern was expressed over the committee's decision to table this for a time when 60% expressed interest. Committee members had discovered that there were unexpected costs associated with this and this did not seem the time to request funds for this. They also restated that even though there was interest, the faculty did not rate this item as important. John Head, Dir. Of Enrollment Services, said that the impact on financial aid still needs to be explored. There was a request that the committee continue study on this topic in FY14.

B) Modification of UWG's Intellectual Property Policy. (**See Attachment IV**)

This policy was drafted by Dr. Charles Maris, Associate VP for Research and Sponsored projects.

Committee IX: Facilities and Services (Chair, Shelley Smith)
Presenters: Ely Elefante and Mark Reeves

A) Motion: The Facilities and Services Committee recommends, and seeks the Senate's approval of the changes to the UWG Parking Code.

Item approved unanimously by voice vote.

7. Old Business

Presenter: Robert Sanders

A) Follow-up on results on the deactivation of the COSS Planning Program.

Motion made and seconded requesting that Pres. Sethna reconsider the deactivation of the COSS Planning Program.

Item approved unanimously by voice vote.

Motion made and seconded to approve the March 8, 2013 minutes.

Item approved unanimously by voice vote.

8. Announcements

Newly elected senators were asked to let Chair Johnson know if they have any standing committee preferences.

9. Meeting was adjourned at 3:45

Respectfully submitted,

Dawn Harmon McCord

Executive Secretary of the Faculty Senate and General Faculty

Attachment I

OPPORTUNITIES FOR STUDENTS DURING HIGH SCHOOL

West Georgia offers multiple options for students seeking to begin college early. These opportunities are:

- Dual Enrollment (enrolling in both high school and college during the junior and/or senior year)
- Early-Entrance-to-College (enrolling solely in college courses during a student's senior year in order to graduate from high school while living at home)
- The Advanced Academy of Georgia (please see the description below)

Dual Enrollment and Early-Entrance-to-College http://www.advancedacademy.org/

1. **Requirements for Admission:**
   o Combined SAT of 970 (or ACT 20)
   o SAT Critical Reading 430 (or ACT English 17)
   o SAT Math 410 (or ACT Math 17)
   o High School Academic GPA of 3.0

To be admitted as a dual enrolled student, applicants must also have successfully completed the following full-year units of the Required High School Curriculum (RHSC): English-2, mathematics-2, science-2, and social sciences-1. Early-Entrance to College students must, in addition, have successfully completed one additional unit of each curriculum area. Both student groups must be recommended in writing by the high school principal or guidance counselor and must have the written consent of a parent or guardian (if the student is a minor). Students wishing to participate while a member of a home school program are exempt from submitting the high school principal/guidance counselor consent. Both Dual-Enrollment and Early-Entrance-to-College students are not eligible to live in campus residence halls.

Note: Students with a combined SAT score in the upper 5% of national college-bound seniors are eligible for full admission to the university as an "Outstanding Student" regardless of high school course completion. Contact the Office of Admissions for further details.

To apply for admission, students should contact the West Georgia Admissions Office or their high school guidance counselor and complete the University of West Georgia's application for admission. No student required to participate in screening for learning support courses will be admitted. More information regarding the Advanced Academy is available from the Director of The Advanced Academy, Gunn Hall, 678-839-6249.

Students who attend UWG prior to graduating from high school must reapply for admission to the Office of Admissions should they wish to continue their enrollment at West Georgia following high school graduation. This reapplication for admission process should be completed prior to February 1st to be eligible for Fall Semester freshman academic scholarship consideration.

The Advanced Academy of Georgia

http://www.advancedacademy.org/

The Advanced Academy of Georgia is designed for exceptional high school-aged students who wish to participate in a full time, residential college experience. This program provides the opportunity to enroll in regular university course work for credit while simultaneously completing high school requirements (in absentia). All students in The Academy are required to live in a designated campus residence hall and purchase a meal plan. The Academy offers an enriched residential component with academic advising tailored to the needs of its students.

Requirements for Admission:

- o Combined SAT 1150 (or ACT 25)
- o SAT Critical Reading 580 (or ACT English 25)
- o SAT Math 530 (or ACT Math 22)
- o High School Academic GPA 3.5

Students admitted to The Advanced Academy must have completed the necessary coursework to be considered on track in the Required High School Curriculum. Also required is a completed application http://www.advancedacademy.org/ that includes the written recommendation of their high school principal or guidance counselor, and the written consent of a parent or guardian, and two teacher recommendations.

No student who is required to participate in screening for learning support courses may be admitted. For more information or to apply for admission, contact the Director of The Advanced Academy, Gunn Hall, 678-839-6249.

THE HOPE Accel Program

Funded by State appropriations and administered by the Georgia Student Finance Commission, Accel helps fund early-entrance course work. Courses pursued by students in the Accel Program must come from the approved course directory available at www.gacollege411.org.

Complete Accel Program Regulations and eligibility rules can also be found at www.gacollege411.org.

For more detailed information regarding Accel at the University of West Georgia, visit: www.westga.edu/admiss.

Attachment II

201.01 Early in the semester, each faculty member should introduce each course clearly in terms of objectives, topics to be covered, types of learning activities, number and nature of tests and reports, absence policies, and the system of evaluation and grading. In general, he or she should cover the course content described in the catalog and syllabus. Additionally, all syllabi at the University of West Georgia should include the following information:

Course title, course objectives, course description, course number and section, term, number of credit hours earned for successful completion, in-class and out-of-class time requirements to earn course credit, method and mode of delivery (e.g., percentage online versus face-to-face instruction), instructor information (name, office location, contact information, and office hours), required reading(s), software, hardware, and other materials (if applicable), and the system of evaluation and grading.

A syllabus will be made available to each student on the first day of class, and access to all course syllabi will be provided to the appropriate department office.

The following paragraph provides suggested language for insertion in all course syllabi. Faculty may wish to adjust the language, but the link to required information must be in each syllabus.

Students, please carefully review the following information at this link [insert webpage link when ready]. It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, and accreditation standards change, you should review the information each semester.

****

NOTE: Students will access the following information at the link that is inserted in the syllabus. Thus, the following information will NOT be included in the actual syllabus.
Americans with Disabilities Act

Students with a documented disability may work with UWG Disability Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please notify your instructor in writing by the end of the second full week of class and include a copy of your Student Accommodations Report (SAR), which is available only from Disability Services. Students are entitled to accommodations if they deliver the SAR to the instructor no later than the end of the second full week of class.

UWG Email Policy

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

Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

University of West Georgia Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing.

Additionally, you are responsible for safeguarding your computer account. Your account and network connection are for your individual use. A computer account is to be used only by the person to whom it has been issued. You are responsible for all actions originating through your account or network connection. You must not impersonate others or misrepresent or conceal your identity in electronic messages and actions.

Addendum III

Limited Course Withdrawals

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

It is recommended that students consult with the instructor, academic advisor, Financial Aid, Bursar, and International Services and Programs (if applicable) before making the decision to withdraw from a course, since undesirable consequences may follow. For example:

- Students who fail to complete 67 percent of their class schedule *each term* jeopardize their eligibility for both federal and state financial aid.
- Student athletes must maintain full-time status to retain athletic eligibility.
- International students on an F1 or J1 visa must maintain full-time status to protect their immigration status.
- Withdrawing from a course will delay progress toward graduation.

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

Automatic Exceptions

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

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

Petition for Exceptions

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

Attachment IV

402 Intellectual Property Policy

The University of West Georgia, hereinafter referred to as the "University," or "UWG," is dedicated to teaching, research, and the extension of knowledge to the public. Members of the UWG faculty, staff, and student body recognize among UWG's major objectives the production and dissemination of knowledge. Inherent in these objectives is the need to encourage the production of creative and scholarly works and the development of new and useful materials, devices, processes, and other inventions, some of which may have potential for commercialization. Such activities contribute to the professional development of the individuals involved, enhance the reputation of the University, provide additional educational opportunities for participating students, and promote the general welfare of the public at large.

Such creative and scholarly works and inventions that have commercial potential may be protected under the laws of various countries that establish rights called "Intellectual Property" (IP), a term that includes patents, copyrights, trade secrets, trademarks, plant variety protection, and other rights. Such Intellectual Property often comes about because of activities of University Personnel who have been aided wholly or in part through use of facilities of the University. It becomes significant, therefore, to insure the use of such Intellectual Property for the public good and to expedite its development and marketing. The rights and privileges, as well as the incentive, of the authors, creators, or inventors, hereinafter referred to as the "Originators," must be preserved so that the use of their abilities and the abilities of others at the University may be further encouraged and stimulated.

In order to establish the respective rights and obligations of the University, its faculty, students, and other employees in Intellectual Property of all kinds now and hereafter existing and of all countries, regions or other political entities, the University has established the following Intellectual Property Policy.

402.01 Applicability

The University of West Georgia (UWG) Intellectual Property (IP) Policy relates both to individual and University IP rights, and applies to all full-time or part-time members of the faculty, staff, or student body of the University and extends to anyone receiving compensation or funding from the University, or funds administered by the University. This UWG IP Policy is in compliance with the University System of Georgia Board of Regents' Intellectual Properties Policy which can be found in its entirety here.

402.02 Background

The Board of Regents of the University System of Georgia has established an [Intellectual Properties Policy](Policy), which stipulates that: "Each institution of the System is required to develop policies and

procedures for the administration of this Intellectual Property Policy" (Board of Regents Policy Manual, section 6.3). In many instances, IP may become, in whole or in part, the property of the Board of Regents. When this IP Policy speaks to ownership of IP by UWG, the Board of Regents is the owner, unless the Board of Regents has transferred ownership to an affiliated nonprofit organization of UWG.

402.03 Definitions

"Biological Materials": Materials that include, but are not limited to, chemical compounds of biological origin, drugs, mutants, genetically engineered organisms, antibodies, hybridomas, cell lines, sera, supernatants, vectors, antigens, cDNAs, ESTs, and SNPs, and chemical compounds including enzymes and derivatives thereof.

"Copyrighted Materials": Includes the following, regardless of their medium of storage or presentation: (1) books, journal articles, texts, glossaries, bibliographies, study guides, laboratory manuals, syllabi, tests, and proposals; (2) lectures, musical, dramatic, or multimedia compositions, unpublished scripts; (3) films, charts, transparencies, electronic presentations, and other visual aids; (4) video and audio recordings in any form; (5) live video and audio broadcasts, and recordings thereof; (6) programmed instructional materials, including materials for on-line or otherwise electronically distributed instruction; (7) mask works; (8) research notes, research data reports, and research notebooks; and (9) other materials or works other than software which qualify for protection under the copyright laws of the United States (See 17 U.S.C. § 102 *et seq.*) or other protective statutes whether or not registered thereunder.

"Originator": The creator, author, inventor, or similar person and that person's executor, heirs, successors, and assigns.

"Faculty Member, Staff Member, and Student": For purposes of this IP policy, students are persons who are enrolled in any course at UWG (or who were so enrolled at any time in connection with the production of the intellectual property in question). A faculty or staff member is any person who is employed on a full-time or part-time basis by UWG (or who was so employed at any time in connection with the production of the intellectual property in question).

"Intellectual Property" (IP): Patentable materials, biological materials, copyrighted materials, trademarks, software, and trade secrets, whether or not formal protection is sought.

"Incidental use of University Resources": Use of university resources that is customary or usual given the employee's appointment and academic assignments. For example, use of office, computer, photocopier, telephone, office supplies, library, and other assigned resources in the ordinary support of university educational, scholarly or creative responsibilities is considered to be "incidental." University personnel may make such incidental use of university resources and devote office time in carrying out a range of professional activities. [See "Significant Use of University Resources."]

"Mask Work": A series of related images, however fixed or encoded: (1) having or representing the predetermined, three-dimensional pattern of metallic, insulating, or semiconductor material present or removed from the layers of a semiconductor chip product; and, (2) in which series the relation of the images to one another is that each image has the pattern of the surface of one form of the semiconductor chip product (See Title 17 U.S.C. § 901).

"Net Equity": The value of the equity received by UWG as a result of transferring rights in the IP less UWG's out-of-pocket expenditures (including legal fees) directly attributable to protecting, developing, and transferring that IP.

"Net Income": The gross monetary payments UWG receives as a result of transferring rights in the IP less UWG's out-of-pocket expenditures (including legal fees) directly attributable to protecting, developing, and transferring that IP.

"Novel Plant Variety": A novel variety of sexually reproduced plant (See Title 7 U.S.C. § 2321 *et seq*).

"Patentable Inventions," also known as "Patentable Materials": Items (a new, nonobvious, useful process, machine, manufacture, composition of matter or improvement thereof) which reasonably appears to qualify for protection under the patent laws of the United States or other protective statutes, including Novel Plant Varieties and Patentable Plants, whether or not patentable thereunder.

"Patentable Plant": An asexually reproduced distinct and new variety of plant (See Title 35 U.S.C. § 161).

"Scholarly Work": Books, articles, and other publications, artistic creations, literary manuscripts, visual and auditory creations, and musical works, irrespective of their medium of storage or presentation. These items include software, computer programs, and databases but only if they are accessory to or part of a scholarly text. Textbooks and related software developed as a *Specific University Assignment* are not considered *Scholarly Work* for the purpose of this definition.

"Significant Use of University Resources": Use of university facilities, library resources, clerical help, other support services, equipment, and an employee's paid time that is beyond incidental (or customary) as described above. Significant use of resources occurs when creation of the work or intellectual property in question requires use of university resources beyond those normally allocated to employees in support of assigned responsibilities and activities within their respective departments, colleges, or other administrative unit. Such significant usage may occur as a result of actions of the personnel involved, may occur when specific assignments are given to personnel, or may occur in situations where contracts or other obligations are involved.

"Software": Includes one or more computer programs existing in any form, or any associated operational procedures, manuals or other documentation, whether or not protectable or protected by patent or copyright. The term "computer program" means a set of instructions, statements or related data that, in actual or modified form, is capable of causing a computer or computer system to perform specified functions.

"Specific University Assignment": IP specifically ordered or commissioned pursuant to a written, signed, agreement between UWG and the Originator.

"Trade Secrets": Information including, but not limited to, technical or nontechnical data, a formula, a pattern, a compilation, a program, a device, a method, a technique, a drawing, a process, financial data, financial plans, product plans, or a list of actual or potential customers or suppliers which: (a) derives economic value, actual or potential, from not being generally known to, and not being readily ascertainable by proper means by, other persons who can obtain economic value from its disclosure or

use; and (b) is the subject of efforts that are reasonable under the circumstances to maintain its secrecy (See Code of Georgia Annotated § 10-1-761).

"Trademarks": Includes all trademarks, service marks, trade names, seals, symbols, designs, slogans, or logotypes developed by or associated with UWG (See Title 15 U.S. Code § 1127).

"University Resources": means any support administered by or through the University, including but not limited to University funds, facilities, equipment or personnel, and funds, facilities, equipment, or personnel provided by governmental, commercial, industrial, or other public or private organizations which are administered or controlled by the University. University Resources are to be used solely for University purposes and not for personal gain or personal commercial advantage, nor for any other non-University purposes. Intellectual Property that is developed with *Significant Use of University Resources* rather than *Incidental Use of University Resources* shall be considered to have been created through use of University Resources. The application and interpretation of the above terms in any particular situation rests with the Intellectual Property Officer and the IPO's determination shall be final, subject to the review procedures set forth herein.

402.04 The Policy

A. Subject to the limitations and qualifications enumerated in this document, all potentially patentable inventions or copyrightable material conceived or first reduced to practice in whole or in part by members of the faculty or staff (including student employees) at UWG in the course of their University responsibilities with significant use of University resources is the property of UWG.

B. UWG shares royalties from inventions and other intellectual property assigned by UWG to the Originator.

C. The Originators, acting collectively where there is more than one, and with the agreement of UWG, may place their inventions in the public domain if they believe that would be in the best interest of technology transfer and if doing so is not in violation of the terms of any agreements that supported or are related to the work.

D. If any course material is developed for use at UWG, regardless of whether it involves significant use of University resources, UWG retains a non-exclusive, royalty-free license to use such material for educational purposes for up to twelve months following the termination of the Originator's employment at UWG;

402.05 Determination of Rights and Equities in Intellectual Property

Ownership in IP is determined in accordance with the following categories:

A. Individual Effort/Scholarly Work

Except as required by funding agreements or by the University's Intellectual Property Policy, the University does not claim ownership rights in the intellectual property generated during research by its faculty, staff, or students. This policy has proven beneficial to the University, the public, and the creators of such property. Copyrightable and patentable materials produced by

UWG faculty, staff, or students are the exclusive property of the Originator of such IP provided that:

1. There is no use, except in an incidental way, of University resources in the creation of such IP;
2. The IP is not prepared in accordance with the terms of an institution contract or grant;
3. The IP is not developed by faculty, staff, or students as a specific institution assignment. The general obligation to produce scholarly and creative works does not constitute a specific assignment for this purpose;
4. The IP was created by a student, not employed by the University, solely for the purpose of satisfying a course requirement. Students are subject to the requirements for participation in such a course, such as the transfer of ownership. Students will be made aware of their rights and obligations prior to course participation.

The IP is considered a *Scholarly Work*, and therefore belongs to this category unless:
   a) The *Scholarly Work* was developed by the Originator as a specific University assignment (see section B below); or
   b) The *Scholarly Work* was developed with significant use of University resources (see section C below).

B. Institution-Assigned Efforts

In accordance with BOR policy, ownership of IP developed as a result of *Institution-Assigned Efforts* resides with UWG, and sharing of royalty income with the Originator is authorized, subject to UWG policies and regulations, as an incentive to encourage further development of IP. The faculty's general obligation to produce scholarly and creative works does not constitute a specific assignment for the purpose of defining this category of work. Works of faculty members are assumed not to be "*Institution-Assigned Efforts*" unless written agreements with the involved faculty member(s) explicitly designate specific works as such.

C. Institution-Assisted Individual Effort

A work is considered to be generated by Institution-assisted individual effort if it involves *Significant Use of University Resources* rather than only *Incidental Use of University Resources.*

1. *Incidental use of University Resources* means that use is customary or usual given the employee's appointment and academic assignments. For example, use of office, computer, photocopier, telephone, office supplies, library, and other assigned resources in the ordinary support of university educational, scholarly or creative responsibilities is considered to be incidental. University personnel may make such incidental use of university resources and devote office time in carrying out a range of professional activities. Furthermore, the University recognizes that ownership of any intellectual property resulting from such activities rests with the Originator(s) along with the rights to any income generated, as long as university resources are used in this incidental (or customary) fashion, and the time involvement of the developer(s) of the intellectual property does not compromise the Originator's core responsibilities in teaching, research, and service.

2. ***Significant Use of University Resources*** refers to use of university facilities, equipment, personnel, and an employee's paid time that is beyond incidental (or customary) as described above. Significant use of resources occurs when creation of the work or intellectual property in question requires use of university resources beyond those allocated to individuals in support of assigned responsibilities and activities within their respective departments, colleges, or other administrative unit. Such usage may occur as a result of actions of the personnel involved, may occur when specific assignments are given to personnel, or may occur in situations where contracts or other obligations are involved. The university will retain title to all intellectual property that involves significant use of university resources subject to the conditions set forth herein.

When in support of a revenue-producing work, the following are examples of significant use:

   a) In the creation or promotion of a work, extended use of the Originator's time and energy results in a reduction in levels of teaching, scholarship, or other assigned university activities, and the developer's anticipated workload in these areas is at a level significantly lower than normal;

   b) Greater than incidental use of university facilities such as laboratories, studios, specialized equipment, production facilities, or specialized computing resources in direct support of development of the work in question;

   c) Extraordinary or specifically designated university funds to support the work's creation, publication, manufacture or production;

   d) Direct assignment or commission from the university to undertake a creative project as a part of the developer's regular appointment;

   e) Significant use of funding from gifts or grants to the university to support creation of the work(s) involved; and/or

   f) Production of the works under specific terms of a sponsored research grant or contract.

The nature and extent of Originator participation in royalty income is subject to UWG regulations. Written agreements between the employees and the University should be executed in advance of the use of University personnel, facilities, or resources. In the absence of such written agreement, the rights of ownership and royalties shall be determined by the Intellectual Property Committee subject to the UWG Intellectual Policy and the *Board of Regents Policy Manual* of the University System of Georgia.

D. Sponsor-Supported Efforts

The grant or contract between the Sponsor and UWG, under which IP is produced, may contain specific provisions with respect to disposition of rights or interests in the IP. When the sponsored project agreement is silent on the matter, all rights in IP rests with UWG. The Office

of Research and Sponsored Projects (ORSP) is responsible for reviewing the terms and conditions of UWG's grants and contracts for compliance with UWG policies on IP rights and openness in research.

E. Consulting

Consulting for outside organizations as a part of UWG effort may be performed by UWG personnel pursuant to UWG policies on consulting and to this IP Policy. Any consulting agreement or contract must include a statement that the faculty member has obligations to the University as described in this Intellectual Property Policy, and this Intellectual Property Policy should be attached to the consulting agreement. In the event that there is any conflict between the consultant's obligations to this Intellectual Property Policy and their obligations to the entity for whom they consult, the language of the consulting agreement shall prevail.

F. Research notes, data reports, and notebooks

Copyright protection subsists in original works of authorship fixed in any tangible medium of expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device. Research notes, research data reports, research notebooks, and software created during research are included within the definitions of copyrighted materials and software. Their ownership is determined as with other forms of intellectual property, with ownership vested in the University if the research is supported by significant use of university resources as defined herein, or if so determined by the sponsored project agreement.

G. Declined Intellectual Property

Whenever UWG chooses not to administer IP or chooses to cease administering IP, such IP, subject to any obligations to a Sponsor, may be released to the Originator to dispose of as the Originator sees fit. The decision to release such IP is made by the Intellectual Property Officer (IPO), in consultation with the IP Committee, the University General Counsel, and the President.

402.06 Revenue Distribution

Net revenue is defined as gross receipts received by UWG from license activity minus contract amounts due to Sponsors, if any, and the out-of-pocket costs incurred by UWG in protecting and licensing the IP. At UWG, net revenue is distributed as follows:

- ☐ First $10,000 of accumulated net revenue 100% to Originator
- ☐ Over $10,000:
    - o   25% to Originator
    - o   10% to Department/Unit
    - o   40% to Office of Research and Sponsored Projects
    - o   25% to Office of the Provost and Vice President for Academic Affairs

402.07 Intellectual Property Oversight

The chief research officer[1] serves as the Institution's Intellectual Property Officer (IPO) and chairs the UWG Intellectual Property Committee.

402.071 Intellectual Property Officer (IPO). The IPO is responsible for and active in all matters related to copyright/patent policies and procedures of UWG. The IPO provides advice and assistance in copyright/patent related matters to the faculty, staff, and students; to the President and administration of the University; and to Sponsor and Partner agencies bound to UWG by contract or grant obligations. The IPO works with the Office of Research and Sponsored Projects (ORSP) and the UWG Intellectual Property Committee to develop and monitor institutional IP policies and procedures. The IPO maintains records, executed copyright/patent/royalty agreements, and official correspondence of the office and of the IP Committee.

402.072 Intellectual Property Committee (IPC). The *Intellectual Property Committee* is a standing body and reports to the Provost through the IPO. The IP Committee consists of ex-officio members and members appointed by the President: the IPO (*ex officio,* non-voting except to break ties), and the UWG General Counsel (*ex officio,* non-voting), the Vice President for Business and Finance or designee (*ex officio,* voting), and one voting member from each college and the School of Nursing. The President solicits nominations for the IP Committee from the Provost and Vice President for Academic Affairs in consultation with the Academic Deans. Members are appointed by the President, serve three-year (staggered) terms, and may serve up to two consecutive terms. The IPO serves as the Chair of the IP Committee.

Should any seat on the IPC be vacated prior to the expiration of the normal term, the President appoints a successor to fill the remaining term in accordance with the procedures above.

Any appointed member may be removed at any time by the President, with or without cause.

The IPC meets as necessary.

402.08 Procedures

402.081 Disclosure of Intellectual Property

Originators of IP shall promptly provide the IPO with a disclosure describing their creative and scholarly works and new material, devices, processes, or other inventions which they consider may have commercial potential, be they either Individual Efforts, Institution-Assigned Efforts, Institution-Assisted Individual Efforts, or Sponsor-Supported Efforts, using the *Intellectual Property Disclosure Form* provided by the IPO. University Personnel shall cooperate with the IPO and sign all papers deemed necessary to protect and commercialize Intellectual Property covered by this Intellectual Property Policy.

---

[1] That officer is at the time of this policy adoption the Associate Vice President for Research and Sponsored Projects. Should that position be redefined of retitled, the designation of IPO would either follow the position or become attached to different person or position designated by the President.

Disclosures are not required for works of authorship, such as articles for publication in scholarly or professional journals, or instructional or research material for internal use where there is no intent to commercially exploit the intellectual property, even though the ownership of the copyright may reside in the University as determined by this policy. In such cases of University ownership, the author is granted a license for the limited purpose of the particular non-commercial publication.

It is the responsibility of the Originator to disclose IP to the University, through the Intellectual Property Officer (IPO), and demonstrate that this classification applies, in accordance with the Disclosure section of this IP Policy.

402.082 Review of Disclosure

A. When the IPO receives an *Intellectual Property Disclosure Form* from an Originator, UWG's interest in patenting and/or licensing the disclosed IP must be determined in a timely fashion. After preliminary evaluation of the *Disclosure* by the IPO, one or more of the following actions are initiated within forty-five business days of receiving the *Disclosure*:

1. Initiate an external evaluation of the disclosed IP;
2. Develop and manage the disclosed IP through the ORSP;
3. Submit the disclosed IP to the IP Committee for its evaluation and recommendation;
4. If rights in the disclosed IP are subject to the terms of a grant or contract, comply with the terms of the grant or contract; and,
5. Assign title to the disclosed IP to the Originator, if the University chooses not to administer or to cease administering the IP.

B. If the *Disclosure* is referred to the IPC for a recommendation, the Committee reviews the *Disclosure* and, if appropriate, hears an oral presentation by the Originator, supported by any visual material as may be required. Use may be made of appropriate *ad hoc* members, including external agencies, who can best assist in evaluating the IP. The IPC then recommends whether UWG should exert an interest in the IP, based on a determination that the disclosed IP is novel, useful, non-obvious, and/or has commercial potential.

C. Within thirty-five business days of the *Disclosure* being submitted to the IPC, the IPC will make a recommendation to the IPO as to whether UWG should pursue development of the IP. If the IPC requires additional time, it requests such additional time from the IPO, in writing, including a justification for the request. Any additional time must be at the agreement of the involved parties and in no case will exceed an additional thirty-five business days.

D. The IPO will consider the recommendation of the IPC and respond to the Originator, in writing, whether UWG intends to pursue development of the IP. The IPO's determination will be due to the Originator no later than thirty-five business days from the IPO's receipt of the IPC's report.

E. If the IPO, in consultation with the University General Counsel, decides that UWG will not pursue development of the IP, or such agreed upon decisions are not made or responded to in writing during the specified time period, or a mutually agreeable extended time period, UWG waives its rights to pursue development of the IP, except that UWG will retain royalty-free license rights to the IP.

In general, the IPC is responsible for:

1. Advising the IPO regarding UWG's and the Originator's rights and equities in IP in accordance with the *Procedures* section of this policy;
2. Recommending UWG policies and procedures pertaining to copyrights and patents to the President for action;
3. Recommending changes to UWG copyright and patent policies and procedures to the President for action;
4. Reviewing all IP matters submitted to it by the IPO, sponsor agencies, and UWG officials for compliance with UWG policy, Board of Regents Policy, and contractual/grant-based obligations.

402.08 Right of Appeal

In the event of a disagreement as to the ownership of IP or to the recommended distribution of royalties, the UWG employee (faculty, staff, or student) has the right to appeal, in writing, to the IPO, who will refer the appeal to the IPC. The IPC will then make a recommendation to the IPO within thirty business days of its receipt of the appeal. The IPO will then make a final decision concerning the appeal no later than forty-five business days of receipt of the appeal. If an individual wishes to appeal the decision of the IPO, or if a decision is not made within the time specified above, the individual may appeal to the Provost, in writing, within forty-five business days of the IPO's decision. The Provost will make a decision no later than forty-five business days of receiving the appeal. If the individual wishes to appeal the decision of the Provost, or if the decision is not made within the specified time period, the individual may appeal to the President, in writing, within forty-five business days of the Provost's decision. The President will make a decision no later than forty-five business days of the President's receipt of the appeal. If the individual wishes to appeal the decision of the President, or if the decision is not made within the specified time period, then the individual may appeal to the Board of Regents in accordance with BOR Bylaws.

402.09 Publication

Nothing in this IP Policy should be construed as affecting the rights of the Originator to publish the results of scientific work, except that the Originator must agree to observe a period of delay in publication or external dissemination if UWG so requests, and such a delay is necessary to permit UWG to secure protection for IP disclosed to it by the Originator.

402.10 Prevailing Policy

In the event of a conflict between this UWG IP Policy and any policy of the Board of Regents of the University System of Georgia, the latter will prevail.

402.11 Heirs and Assigns

The provisions of this IP Policy will endure to the benefit of and be binding upon the heirs and assigns of those individuals covered by this IP Policy.

402.12 Changes in Policy

This IP Policy will be reviewed and amended, as appropriate, by the IPC at least every two (2) years. This IP Policy may be changed by the President, on the recommendation of the IPC, and the approval of the Provost.

402.14 Compliance

Failure to comply with the provisions of this IP Policy is a violation of UWG policy, and may result in the discipline of the violator(s) in accordance with applicable UWG policies and procedures.

POLICY ADMINISTRATION

Short Title: Intellectual Property Policy

Effective Date: May, 2013

Cancels/Supersedes: Current policy in the Faculty Handbook

Revision Dates: April, 2013

Oversight: Academic Affairs

Authority and Purpose: To establish a clear policy concerning ownership of material, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. The policy will apply to students, faculty, and staff.

Addendum II

Course Update Request (Add, Delete, Modify)

Originator

History Department	College of Arts and Humanities	de Nie, Michael
Department	College	Originator

Action

◉ Add ○ Modify ○ Delete

Modifications

☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments | Senate Action Item | (See Procedure)

Course Details

HIST	5251	The Second World War
Prefix	Number	Course Title

HIST 5251 The Second World War This course explores the Second World War, focusing primarily on the history of the military campaigns in Europe and the Pacific. it also examines topics such as the economic sinews of war, civil-military relations, technology and warfare, wartime diplomacy, and war and atrocity.

Course Catalog Description

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

Prerequisites

Graduate student status

Corequisites

Rationale

i propose that we create a new course HIST 4251/5251 The Second World War to expand our course offerings in military history. This course explores the most destructive conflict in human history and one that fundamentally reshaped the social and political order of the world. The History Department currently offers courses on the First World War and American Military History. This course will complement these offerings as well as contributing, when taught as a 4000/5000 level class, to the graduate program?s War & Society track.

Planning Info

◉ Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 5

Comments

College Approvals

Randy J. Hendricks   [APPROVED 2013-03-25]
_____
Dean, College of Arts and Humanities

Howard Goodson   [APPROVED 2013-02-01]
_____
Chair, Course Department

Cross Listing Approvals

N/A
_____
Chair, Cross Listed Department

N/A
_____
Associate Dean, Cross Listed College

Other Approvals

Final Approval

Jon Anderson   [REQUIRED]
_____
Final Approver

History 5251 World War Two

History 5251
Fall 2012
TR 2-3:20
Pafford 206
Dr. Michael de Nie
TLC 3204
Office Hours: TR 10-11, 1-2, and by appointment
Tel.: 678.839.6033
Email: mdenie@westga.edu

This class will explore the Second World War, focusing primarily on the history of the military campaigns in Europe and the Pacific. We will also examine topics such as the economic sinews of war, civil-military relations, technology and warfare, wartime diplomacy, and war and atrocity. The class will make frequent use of primary documents, contemporary visual materials, and film. Students will study war in a global perspective in order to demonstrate an ability to recognize and to pose significant historical questions, analyze sources critically, seek to understand the perspective of historical actors and to view those historical actors from a critical, scholarly perspective.

Grade: Your grade in this course will be based on two exams (30%), three essays on assigned topics (60%), and class participation (10%). Exam and paper due dates are noted below. I do not accept late or electronically submitted papers.

Please note that tape recording of lectures is not permitted.

Required Reading:

Vasily Grossman, *A Writer at War: A Soviet Journalist with the Red Army, 1941-1945*
Randall Hansen, *Fire and Fury: The Allied Bombing of German, 1942-1945*
John Dower, *War Without Mercy: Race and Power in the Pacific War*
Max Hastings, *Overlord: D-Day and the Battle for Normandy*
Additional readings on Electronic Reserve

Primary Documents Online or on CourseDen

Class Website/CourseDen: The CourseDen page for this course is accessed via the My Courses link on the My UWG homepage. There you can access the syllabus, download assignments and exam review sheets, and find messages regarding the class. You must visit the online syllabus to download the documents listed below. Print them out and bring them with you to class on the dates listed below. Do not wait until the last minute to print these documents. Computer error is not an acceptable excuse for not having the documents on the assigned date.

Graduate Student Meetings: Graduate students will meet with the instructor weekly at a mutually agreeable time to discuss the reserve readings. They will write three 12-15 page papers on assigned topics based on these readings.

Statement on Plagiarism
Please note that anyone committing plagiarism in any written assignment will earn an F for the course and may face further disciplinary action. Plagiarism is defined in the University of West Georgia Handbook as

"representing the words or ideas of another as one's own. Direct quotations must be indicated and ideas of another must be appropriately acknowledged." Please see the UWG's History Department statement on plagiarism at http://www.westga.edu/~history/plagiarismhtm.htm and the UWG English Department's guide for avoiding plagiarism at: http://www.westga.edu/~engdept/Plagiarism/index.html.

Accommodation for Students with Disabilities

In accordance with the Americans with Disabilities Act and university policy, I will make reasonable accommodation for any recognized disability. Students should contact me during the first three weeks of the course and present documentation from the University's Student Development Center.

Course Schedule and Assignments:

Week One (Aug. 21-23)   Introduction/1919-1939

Week Two (Aug 28-30)   Blitzkrieg
Reading: Documents 1, 2

Week Three (Sept. 4-6)   Britain Stands Alone
Reading: Documents 5, 8

Week Four (Sept. 11-13)   Barbarossa
Reading: Grossman, vii-66; Documents 6, 7, 9

Week Five (Sept. 18-20)   The Pacific
Reading: Documents 3, 4, 17; Dower, 3-202

Week Six (Sept. 25-27)   Atrocity by Policy
Reading: Dower, 203-292; Documents 18 and 19

Week Seven (Oct. 2-4)   Diplomacy and Politics/Economies at War

Paper #1 due Oct. 4

Week Eight (Oct. 9-11)   The Home Front

Mid-Term Exam Oct. 11

Week Nine (Oct. 16-18)   War by Air and Sea
Reading: Hansen, entire book by 10/18; Documents 12 and 13

Week Ten (Oct. 23-25)   The Tide Turns in the East, 1942-43
Reading: Grossman, 67-246; Documents 10 and 14

Paper #2 due Oct. 25

Week Eleven (Oct. 30-Nov. 1)   Island Hopping
Reading: Document 11

Week Twelve (Nov. 6-8)   1944: Fortress Europe
Reading: Hastings, entire book by 11/6; Grossman, 247-308

Week Thirteen (Nov. 13-15)   Endgame in Europe
Reading: Grossman, 309-350; Document 15

Paper #3 due Nov. 15

Nov. 20-22 Thanksgiving Break – No Class

Week Fourteen (Nov. 27-29)   Victory over Japan/Conclusions
Reading: Dower, 293-318

Final Exam Tuesday Dec. 4, 2pm

Program View Request (Read-Only)

Originator

College of Education	Leadership and instruction	Butts, Frank
College	Department	Originator

Action

( ) Add ( ) Modify (●) Deactivate ( ) Terminate
( ) Reactivate

Modifications

[ ] Program Name [ ] Program Description [ ] Degree Name [✓] See Modification Details

Senate Action Item

Program Selection

College of Education	Master of Education with a Major in Middle Grades Education
College	Program

Master of Education with a Major in Middle Grades Education		
Program Name	On Campus	Graduate
	Program Location	Degree Level
Master of Education	Summer 2013	
Degree Name	Effective Semester/Year	

Modification Details

This request is to deactivate the Masters of Education with a Major in Middle Grades Education, both concentrations (Language Arts/Social Science and Math/Science)

(Max 4000 characters)

Rationale

The Masters in Middle Grades Education enrollment has continually declined and was considered for deactivation in the spring, 2012. The enrollment has gone from 12 students in the Spring Semester 2012 to 3 students in the Spring Semester 2013.

(Max 4000 characters)

Planning Info

(●) Library Resources are Adequate

( ) Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 3

Comments

(Max 4000 characters)

College Approvals

Frank Butts   [APPROVED 2013-01-17]
Chair, Course Department

Rebecca Stanard   [APPROVED 2013-03-25]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-05-07]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

Course Update Request (Add, Delete, Modify)

Originator

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

Action
- ● Add ○ Modify ○ Delete

Modifications
- ☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments   Senate Action Item   (See Procedure)

Course Details

SEED	7500	Diverse Classrooms in a Pluralistic Society
Prefix	Number	Course Title

This course is designed to analyze and understand social forces influencing education; educational traditions as reflections of diverse cultures; the school and cultural change; and social conflict in the United States. Particular attention is given sociological analysis of teaching and learning in America?s secondary school classrooms, with emphasis on processes of differentiation, stratification, socialization, social organization as well as social relationships in the classroom.

Course Catalog Description

3.00		3.00	Summer - 2014	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

This new course is designed to be a cornerstone course that will reflect the theme or brand of the Masters in Secondary Education degree. It emphasizes the concepts of tolerance, acceptance, understanding, compassion, particular in educational settings.

Planning Info
- ● Library Resources are Adequate
- ○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 25

Comments

College Approvals

Frank Butts   [APPROVED 2013-04-04]
Chair, Course Department

Rebecca Stanard   [APPROVED 2013-04-22]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-07-02]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

https://apps01.westga.edu/catalog/content/doc_info_view.php?doc_id=1304...   7/15/2013

SEED 7500: Diverse Classrooms in a Pluralistic Society

3 Semester Hours
Semester/Year:
Instructor:
Office Location: University of West Georgia,
Office Hours:
Telephone:
E-Mail:
SKYPE address:
Fax:
Online Support: CourseDen Home Page
https://westga.view.usg.edu/

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

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

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

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

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

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

COURSE DESCRIPTION

This course is designed to analyze and understand social forces influencing education; educational traditions as reflections of diverse cultures; the school and cultural change; and social conflict in the United States. Particular attention is given sociological analysis of teaching and learning in America's secondary school classrooms, with emphasis on processes of differentiation, stratification, socialization, social organization as well as social relationships in the classroom.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners,* our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive,

proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards including: National Board of Professional eaching Standards (NBPTS); Learned Society standards such as Interstate Teacher Assessment and Support Consortium (InTASC); the National Middle School Assessment (NMSA) and the State of Georgia's Professional Standards Commission (PSC) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

This course will utilize interactive technolgoy. It has a primary field field expereince of 20 hours (1,200 minutes) associated with as individual or small groups, when possible. Discussions and class actovotoes can take place on-line or face to face, depending on the instructor. This course will be delivered approximately 50% online. This requires the online equivalent of 600 minutes of instruction (seat-time) and an additional 600 minutes of supporting activities online.

As such, studens will be required to complete the following online and field activities during this course:

Activity	Instructional Equivalent
Discussion posts	300 minutes
Online assignments	300 minutes
Field Activities	1,200 minutes

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

COURSE OBJECTIVES

Students will:

1. Gain a greater understanding of the many ways that honoring, celebrating, and incorporating diversity can enhance achievement. (Anderson, 2012; Eaker-Rich & VanGalen, 1996; Irvine, 1997; Pang, 1998; Wood, 2006) (Conceptual Framework Descriptors: Adaptive, Culturally Sensitive, Empathetic, Proactive; INTASC 1, 3, 5, 6, 7, 8, 9, 10; NBPTS 1,4)

2. Examine and review various instructional strategies that enhance student learning, including differentiated instruction, brain-based-compatible strategies and performance assessment. (Au, 2009; Banks & Banks, 2010; Gollnick & Chinn, 2009; Hernandez, 2001) (Conceptual Framework Descriptors: Culturally Sensitive, Empathetic; INTASC 1, 3, 5, 6, 7, 8, 10; NBPTS 3,4)

3. Identify, discuss and understand issues and problems related to teaching an ethnically and culturally diverse student body in relationship to: (a) individual student needs; (b) the curriculum change/development process; (c) staff

development training; (d) innovative techniques and designs. (Au, 2009; Banks & Banks, 2010; Campbell, 2009; Gollnick & Chinn, 2009; Hernandez, 2001) (Conceptual Framework Descriptors: Adaptive, Culturally Sensitive, Empathetic, Proactive; INTASC 1, 3, 5, 6, 7, 8, 9, 10: NBPTS 1, 3)

4. Devise techniques and strategies for developing cross-cultural communication and appreciation within the school, the district, and the local community (Au, 2009; Banks & Banks, 2010; Gollnick & Chinn, 2009; Hernandez, 2001) (Conceptual Framework Descriptors: Decisive, Knowledgeable, Culturally Sensitive; INTASC 1,4,7,8: NBPTS 1,3)

5. Review and analyze the geographical implications of persons in rural, suburban, and inner city communities given the traditional relationship that organizational theory and behavior has to the ways instructional organization and school cultural constrains or enhances school achievement (Anderson, 2012: Au, 2009; Bennett, Bridglall, Cauce, Everson, Gordon, Lee, Mendoza-Denton, Renzulli, & Stewart, 2004; Bernard, 1996; Diamond & Moore, 1995; Eaker-Rich & VanGalen, 1996; Cushner, McClelland & Stafford, 2003; Hale-Baneson, 1986; Hollins, King & Hayman, 1994; Irvine, 1997; Johnson & Roen, 1989; Kleinfield & Yerian, 1995; McLaughlin, 1992; Oakes, 1985; Pang, 1998; Purcell-Gates, 1995; Sadker & Sadker, 1994; Slavin & Bradock, 1994; Wood, 2006) (Conceptual Framework Descriptors: Adaptive, Culturally Sensitive, Empathetic, Proactive; INTASC 1, 3, 5, 6, 7, 8, 9, 10; NBPTS 1,3, 4)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text/Materials:
Spradlin, L. K. & R. D.Parsons. (2011). *Diversity matters: Understanding diversity in schools* (2nd ed.), Belmont, CA: Thompson Wadsworth. 327 pgs.

(or)

Henson, K.T. (2012). Methods for Teaching in Diverse Middle-Level and Secondary Classrooms (2nd ed.), Dubuque, IA: Kendall Hunt. 493 pgs.

Nieto, S. (2002). *Language, culture and teaching: Critical perspectives for teacher ducation.* The 26th Charles DeGarmo Lecture for the Society of Professors of Education @ AERA, New Orleans, LA, April, 2002., UWG Press, 19 pgs.

Required Instructional Resource: Tk20 Subscription
These are available at the University Bookstore or at
http://westga.tk20.com/campustoolshighered/start.do.
If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see
http://www.westga.edu/coe/index_550.php.
For assistance, email tk20@westga.edu.

Course References:
Anderson, K.L. (2012). *Creating culturally considerate schools: Educating without bias.* Thousand Oaks, CA: Sage Publications
Au, W. (2009). *Rethinking multicultural education: Teaching for racial and cultural justice.* Thousand Oaks, CA: Sage Publications

Banks, J. (2012). *Encyclopedia of diversity in education* (4th ed.). Thousand Oaks, CA: Sage
Publications

Banks, J., & Banks, C. A. M. (2010). *Multicultural education: Issues and perspectives* (7th ed.).
New York: John Wiley.

Buckelew, M. (2011). *Reaching and teaching diverse populations: Strategies for moving
beyond stereotypes*. Thousand Oaks, CA: Sage Publications.

Bennett, A., Bridglall, B. L., Cauce, A. M., Everson, H. T., Gordon, E. W., Lee, C. D.,
Mendoza-Denton, R., Renzulli, J. S., & Stewart, J. K. (2004). *All students reaching the
top: Strategies for closing academic achievement gaps*. A Report of the National Study
Group for the Affirmative Development of Academic Ability. Naperville, IL: North
Central Regional Educational Laboratory.

Bernard, B. (1996). Fostering resiliency in urban schools. In B. Williams (Ed.), *Closing the
achievement gap: A vision for changing belief and practice* (pp. 96-119). Alexandria, VA:
ASCD.

Campbell, D. E. (2009). *Choosing democracy: A practical guide to multicultural education* (3rd
ed.). Columbus, OH: Merrill/ Prentice Hall.

Cooper, J.E., Y.He, & B.B. Levin. (2012). *Developing critical cultural competence: A guide for
21st-Century educators*. Thousand Oaks, CA: Sage Publications

Cushner, K., McClelland, A., & Safford, P. (2003). *Human diversity in education: An
integrative approach*. New York: McGraw-Hill.

Delpit, L. (1998). The silenced dialogue: Power and pedagogy in educating other people's
children. *Harvard Educational Review, 58*, 280-298.

Diamond, B., & Moore, M. (1995). *Multicultural literacy: Mirroring the reality of the
classroom*. New York: Longman.

Eaker-Rich, D., & Van Galen, J. (Ed.). (1996). *Caring in an unjust world: Negotiating borders
and barriers in school*. Albany: State University of New York Press.

Gollnick, D. M., & Chinn, P. C. (2009). *Multicultural education in a pluralistic society.* (8th
ed.). Columbus, OH: Merrill/Prentice Hall.

Haberman, M. (1995). *Star teachers for children of poverty*. West Lafayette, IN: Kappa Delta
Pi.

Hale-Baneson, J. (1986). *Black children: Their roots, culture, and learning* (Rev. ed.).
Baltimore: John Hopkins University Press.

Hollins, E., King, J., & Hayman, W. (1994). *Teaching diverse populations: Formulating a
knowledge base*. Albany: State University of New York Press.

Hernandez, H. (2001). *Multicultural education: A teacher's guide to linking context, process,
and content* (2nd ed.) Columbus, OH: Merrill/Prentice Hall.

Irvine, J. J. (Ed.). (1997). *Critical knowledge for diverse teachers and learners*. Washington,
D.C.: AACTE.

Ladson-Billings, G. (2009). *Dreamkeepers: Successful teachers of merica merican children*
(2nd ed.). San Francisco, CA: Jossey-Bass.

Lindsay, R. (2009). *Cultural proficiency: A manual for school leaders* (3rd ed.). Thousand
Oaks, CA: Sage Publications

McLaughlin, B. (1992). *Myths and misconceptions about second language learning: What
every teacher needs to unlearn*. Santa Cruz, CA: National Center for Research on Cultural
Diversity and Second Language Learning.

No Child Left Behind Act of 2001, Pub. L. No. 107-110, 115 Stat. 1425 (2002).

Nuri-Robins, K. J. (2012). *Culturally proficient instruction: A guide for people who each* (3rd ed.). Thousand Oaks, CA: Sage Publications

Pang, V. O. (1998). Ethnic prejudice: Still alive and hurtful. *Harvard Educational Review, 58,* 375-379.

Purcell-Gates, V. (1995). *Other people's words: The cycle of low literacy.* Cambridge, MA: Cambridge University Press.

Sadker, M., & Sadker, D. (1994). *Failing at fairness: How our schools cheat girls.* New York: Simon & Schuster.

Slavin, R. E., & Bradock, J., III., (1994). Ability grouping: On the wrong track. In J. I. Goodlad & P. Keating (Eds.), *Access to knowledge: The continuing agenda for our nation's schools.* New York: College Entrance Examination Board.

Wood, J.R. (2006). *Living Voices: Multicultural Poetry in the Middle School Classroom.* Urbana, IL: National Council of Teachers of English (NCTE Press).

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY
Assignments:

1.Develop a **School Profile*** (20 hour field experience)
   A profile of an individual classroom, school, and district will be developed along the following lines in order to better define the culture of the school and important considerations to be made when decisions are made. SACS accreditation requires a school profile for accreditation purposes, information from this assignment can be utilized in that assessment activity.

   a. The racial mixture of your community, your school and your classroom.
   b. The socio-economics of your community, can you give an "average" economic level or your school's community (at least focusing on the 3 basic social-economic levels).
   c. The racial mixture, and gender breakdown of your school and classroom.
   d. Demographic changes over the past 3 to 5 years.
   e. Identifyfaculty/staff diversity, both racially and gender wise.
   f. Identify the educational level and expertise of your teaching faculty a breakdown of years of teaching, and level of education.

   The final product will be downloaded into TK20 as part of the student's portfiolio.
   *(additional profile elements will be distributed within the course)

2. **Review and Critique three (3) current journal articles, books, or video tapes,** write a critique of each article, format to be supplied. These articles can all be directly related to (used in) the student's final researched project.

3. **Work individually or in groups of two to five students covering significant (important) issues affecting schools culminating in class presentations.** Students will read articles (pro & con) supplied by the instructor, and present and argue a perspective of the issues given each group. The intention here is to devleop not only a more global or multicultural perspective about important issues but to debate these issues through individual and group

perspectives and efforts. Handouts and Power Point Presentations wil be utilized to ultimately enhance cultural diveristy, and pluralistic understandings.

4. **Students will be to develp a researched project based on outside readings or investigations** which traces, analyzes, and critiques a multicultural/diversity issue or activity. Examples of former projects will be examined.

5. **Class attendance, participation, and readings**—students are expected to attend all classes, read assignemnts, and come prepared to participate in class activities (discussions, debates, small and large group assignemnts, etc.).

6. **A Final Examination** will be given to better assess student productive.

Evaluation Procedures:

Course evaluation will be based upon the following criteria:

Assignment	Points	Assessment Tools	Due Date
1. Class Attendance, participation	5		
2. Analysis of three Aricle Critiques	5@=15	Rubric	
3. School Profile placed onTK20*	30	Rubric	
4. Research Project	15	Rubric	
5. Presentations	20	Rubric	
6. Final Examination	15		

Total pts 100
(* *This assignment is field based and accounts for 1,200 minutes of course activity*)

Grading Policy:
    A = 90-100% of total possible points
    B = 80-89% of total possible points
    C = 70-79% of total possible points
    F = below 70% of total possible points

All assignments must be completed before a final grade will be calculated.

CLASS POLICIES

1. University policy requires that all students have regular access to a computer with at least a certain capability level (see *Catalog, Student Handbook*, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet.

2. Disability: 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 (which will be discussed in class) are available to all students, within constraints of time and space.

3. Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

CLASS OUTLINE

Class Session	To Prepare For Class	Class Activities/Topics	Assignments Due
#1		Introduction	
#2		Defining Marginalization	
#3		Clashing Expectations	
#4		School Climate	
#5		The Classroom Teacher	
#6		Learning from Native American Stories	
#7		Learning from ASian American Stories	
#8		Learning from African American Stories	,
#10		Women Stories	
#11		Gay and Lesbian stories	
#12		People with Disabilities	
#13		Stratification Effects	
#14		Transforming Knowledge	
#15		Final Examination	

Program View Request (Read-Only)

Originator

College of Education	Clinical and Professional Studies	Ogletree, Tamra
College	Department	Originator

Action

○ Add ● Modify ○ Deactivate ○ Terminate
○ Reactivate

Modifications

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

Senate Action Item

Program Selection

College of Education	Master of Education with a Major in Reading Education
College	Program

Master of Education with a Major in Reading Education	On Line	Graduate
Program Name	Program Location	Degree Level

Master of Education	Fall	2013
Degree Name	Effective Semester/Year	

Modification Details

Changed Total number of course hours from 36 to 30
AREA I
Change title to Technology Integration
Deleted CEPD 6106

(Max 4000 characters)

Rationale

To implement a 100% online program
To update the program:
Changed total program hours from 36 to 30
Area I

(Max 4000 characters)

Planning Info

● Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 25

Comments

(Max 4000 characters)

College Approvals

Michael T. Garrett [APPROVED 2013-04-30]
Chair, Course Department

Rebecca Stanard [APPROVED 2013-05-09]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish [APPROVED 2013-07-10]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Final Approver

MASTER OF EDUCATION
READING EDUCATION
(Proposed) PLAN OF STUDY

Name: _____   ID#: _____

PLAN OF STUDY	HRS.	GR	TRF/ SUB		HRS.	GR	TRF/ SUB
Area I Technology Integration	3			**Area III Reading – Writing Concentration** (recommended order)	15		
* MEDT 7461Instructional Design	3			* READ 7271 Literacy Theory, Development, and Practices in the Digital Age	3		
Area II Teacher As Leader	6			* READ 7263 Comprehensive Literacy Assessments and Interventions	3		
* EDLE 6313 School Law * EDLE 6320 Instructional Supervision				* READ 7201 Integrating Language, Literacy, and Technology Across Content Areas	3		
				* READ 7261 Literacy Engagement Through Writing	3		
				* READ 7262 Trends in Literacy Education	3		
				Area IV Culture and Literacy	3		
				READ 7267: Culturally-Diverse Literature, P-12 Or PTED 7239 Language and Culture in the Classroom	3		
				Area V Research	3		
				EDRS 6301 Research in Education	3		
				Total Program	30		

* Required Courses
Reading Endorsement Courses Preferred Sequence: 1) READ 7271, then 2) READ 7263, and then 3) READ 7201

STUDENT SIGNATURE: _____   DATE: _____

ADVISOR SIGNATURE: _____   DATE: _____

DEPARTMENT CHAIR SIGNATURE: _____   DATE: _____

College of Education
University of West Georgia

M.Ed./READ
LAT 7/5/13

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action
☑ Add ○ Modify ○ Delete

Modifications
☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Senate Action Item   (See Procedure)

Course Details

NURS	6107	Pathophysiology and Pharmacology II
Prefix	Number	Course Title

This is the second of two courses designed to provide scientific knowledge of pathophysiology and pharmacotherapeutics associated with health and disease, as the basis of nursing management.

Course Catalog Description

3	0	3	Fall - 2014	Yearly	Letter Grade
Loc Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
Admission to the graduate program & NURS 6106

Corequisites

Rationale
The School of Nursing (SON) at the University of West Georgia (UWG) recognized the need for intense curricular revision for all Masters of Nursing tracks based on revised American Association of Colleges of Nursing (AACN) Masters Essentials and a change in the focus in nursing education on quality and safety as recommended by the institute of Medicine.

Planning Info
◉ Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

Comments

College Approvals

Laurie Ware   [APPROVED 2013-05-06]
Associate Dean of Nursing

Kathryn M. Grams   [APPROVED 2013-05-07]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-07-02]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

Course name, prefix, and number: Pathophysiology and Pharmacology II, NURS 6107

Credit hours and prerequisites: 3 hours (3-0-3) admission to the graduate program and NURS 6106

Course description: This is the second of two courses designed to provide scientific knowledge of pathophysiology and pharmacotherapeutics associated with health and disease, as the basis of nursing management.

Learning outcomes:
1. Analyze the etiology and pathophysiological alterations associated with common illnesses and conditions incorporating advanced concepts of pharmacotherapeutics and pharmacokinetics.
2. Examine relevant theories and evidence-based research as a basis for therapeutic interventions and pharmacotherapeutics to enhance nursing care.
3. Evaluate holistic influences associated with pathophysiological changes and pharmacotherapeutics.

Sample textbooks:

Martin, H. C. (2007). *Clinical decision making: Case studies in pharmacology.* Clifton Park, NY: Thomson Delmar Learning.

McCance (2011). *Pathophysiology: The Biological Basis for Disease in Adults and Children 6th Edition- and online package*

Topics for class sessions:
Systems will include:
Cardiovascular
Neurological
Respiratory
Gastrointestinal

Generic assignments/methods of evaluation:
Module Pre-tests 30%
Module Exams   30%
Case Studies 30%
Class participation 10%

Grading System:
A = 90- 100%
B = 80 – 89%
C = 75 – 79%
F = below 74%

Approved by SON Graduate Program Committee: 4/9/13
Revised title name only: 4/18/13

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action
- ● Add ○ Modify ○ Delete

Modifications
- ☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Senate Action Item   (See Procedure)

Course Details

NURS	6108	Epidemiology for Nursing Education and Practice
Prefix	Number	Course Title

This course introduces students to the concepts of epidemiological methods and their practical applications to nursing education and practice.

Course Catalog Description

3	0	3	Spring - 2015	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Admission to the graduate program

Corequisites

Rationale

The School of Nursing (SON) at the University of West Georgia (UWG) recognized the need for intense curricular revision for all Masters of Nursing tracks based on revised American Association of Colleges of Nursing (AACN) Masters Essentials and a change in the focus in nursing education on quality and safety as recommended by the Institute of Medicine.

Planning Info
- ● Library Resources are Adequate
- ○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

Comments

College Approvals

Laurie Ware	[APPROVED 2013-05-06]
Associate Dean of Nursing	

Kathryn M. Grams	[APPROVED 2013-05-07]
Dean, School of Nursing	

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish	[APPROVED 2013-07-02]
Chair, Graduate Programs Committee	

Final Approval

Jon Anderson	[REQUIRED]
Final Approver	

Course name, prefix, and number: Epidemiology for Nursing Education and Practice, NURS 6108

Credit hours and prerequisites: 3 hours (3-0-3) admission to the graduate program

Course description: This course introduces students to the concepts of epidemiological methods and their practical applications to nursing education and practice.

Learning outcomes:
1. Apply basic concepts and principles of epidemiology to current national and international environmental health care issues
2. Describe the ethical and value-based frameworks guiding public policy affecting vulnerable populations.
3. Discuss the role of genetics, genomics, and cultural diversity and their impact on health behavior modification.

Sample textbooks:

Topics for class sessions:
1. Overview and history of epidemiology
2. Disease measures (morbidity/mortality, incidence, prevalence, risk assessment, surveillance, disease control, and screening)
3. Study designs (clinical trials, sample size, design issues, type I and II errors, measurement issues, risk estimation, and bias and causation)
4. Health promotion and disease prevention measures
5. Theories and models of policy making
6. Health behavior modification
7. Disaster preparedness and management
8. Health communication
9. Population health
10. Genetics/genomics
11. Bioethics

Generic assignments/methods of evaluation:
1. Case studies
2. Quizzes
3. Disease paper

Grading System:

A = 90 – 100
B = 80 – 89
C = 75 – 79
F = below 75

Approved by SON Graduate Program Committee: 4/16/13

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action
◉ Add ○ Modify ○ Delete

Modifications
☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Senate Action Item   (See Procedure)

Course Details

NURS	6109	Informatics, Technology, and Healthcare Outcomes
Prefix	Number	Course Title

This course focuses on the theoretical basis of healthcare informatics with an emphasis on management and processing of healthcare data, information, and knowledge.

Course Catalog Description

2	0	2	Spring - 2015	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
Admission to the graduate program

Corequisites

Rationale
The School of Nursing (SON) at the University of West Georgia (UWG) recognized the need for intense curricular revision for all Masters of Nursing tracks based on revised American Association of Colleges of Nursing (AACN) Masters Essentials and a change in the focus in nursing education on quality and safety as recommended by the Institute of Medicine.

Planning Info
◉ Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

Comments

College Approvals

Laurie Ware [APPROVED 2013-05-06]
Associate Dean of Nursing

Kathryn M. Grams [APPROVED 2013-05-07]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish [APPROVED 2013-07-02]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Final Approver

Course name, prefix, and number: Informatics, Technology, and Healthcare Outcomes, NURS 6109

Credit hours and prerequisites: 2 hours (2-0-2) admission to the graduate program

Course Description: This course focuses on the theoretical basis of healthcare informatics with an emphasis on management and processing of healthcare data, information, and knowledge.

Learning outcomes:
1. Analyze emerging informatics technologies and processes that influence the health care delivery systems. (1, 4, 5) (Master's Essentials 1 & 5)
2. Identify key issues related to the application of emerging informatics technologies and processes to enhance quality care. (5) (Master's Essential 5)
3. Develop solutions to address the application of emerging informatics technologies and processes of key issues. (5) (Master's Essential 5)
4. Apply concepts of data protection to emerging informatics technologies and processes. (5) (Master's Essential 5)

Sample textbooks:
McGonigle, D. & Mastrian, K. G. (2012). Nursing informatics and the foundation of knowledge (2nd ed.). Boston, MA: Jones & Bartlett Learning.

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.).Washington, D.C.: Author. ISBN13: 978-1-4338-0561-5

Topics for class sessions:
The course addresses communication, client/patient-care technologies, language systems, and basic database design concepts:
Vision
Internet
Consumer Informatics
Electronic Health Record
Protection of Privacy
Information Security
Data Integrity
Telehealth
Healthcare Informatics

Grading System:

A = 90 – 100
B = 80 – 89
C = 75 – 79
F = below 75

Approved by SON Graduate Program Committee: 4/16/13

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action
- ● Add ○ Modify ○ Delete

Modifications
- ☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments | Senate Action Item | (See Procedure)

Course Details

NURS	6110	Curriculum Development in Nursing Education
Prefix	Number	Course Title

This course explores the process of curriculum development in nursing education.

Course Catalog Description

3	0	3	Fall - 2014	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

NURS 6103, NURS 6104, NURS 6105, and NURS 6106

Corequisites

NURS 6111

Rationale

The School of Nursing (SON) at the University of West Georgia (UWG) recognized the need for intense curricular revision for all Masters of Nursing tracks based on revised American Association of Colleges of Nursing (AACN) Masters Essentials and a change in the focus in nursing education on quality and safety as recommended by the Institute of Medicine.

Planning Info
- ● Library Resources are Adequate
- ○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

Comments

College Approvals

Laurie Ware	[APPROVED 2013-05-28]
Associate Dean of Nursing	

Kathryn M. Grams	[APPROVED 2013-06-01]
Dean, School of Nursing	

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish	[APPROVED 2013-07-02]
Chair, Graduate Programs Committee	

Final Approval

Jon Anderson	[REQUIRED]
Final Approver	

https://apps01.westga.edu/catalog/content/doc_info_view.php?doc_id=1305... 7/15/2013

Course name, prefix, and number: Curriculum Development in Nursing Education, NURS 6110

Credit hours and prerequisites and corequisite: 3 hours (3-0-3) with prerequisites of NURS 6103, NURS 6104, NURS 6105, and NURS 6106 and corequisite of NURS 6111

Catalog description:
This course explores the process of curriculum development in nursing education.

Learning outcomes:
1. Analyze various theoretical models of curriculum design. (1,3,6)
2. Identify curriculum designs based on educational principles, theory, and research findings. (1,3,4)
3. Construct curriculum and learning outcomes, learning activities, and evaluation strategies within the curriculum. (1,3,4)
4. Recognize the importance of community and clinical partnerships to achieve program goals and to maintain quality caring relationships. (2,6,7,8)

Sample textbooks:
Billings, D. M.., & Halstead, J. (2011). *Teaching in nursing: A guide for faculty.* (4th ed.). Philadelphia, PA: W. B. Saunders. ISBN-13: 978-1-4557-0551-1
Keating, S. (2010). *Curriculum development and evaluation in nursing.* (2nd ed.). ISBN-13: 978-0-8261-0722-0
Oermann, M. H. & Hays, J. C. (2010). *Writing for publication in nursing.* New York, NY: Springer
Publishing Company. (2nd ed.). ISBN-13: 978-0-8261-1802-8

Topics for class sessions:
1. Development of Nursing Curricula
2. Forces affecting Curriculum Development
3. Components of the Curriculum
4. Curriculum Designs
5. Developing Curriculum
6. Learner-centered Experiences
7. Evaluating Learning Outcomes
8. Program Evaluation/Accreditation

Generic assignments/methods of evaluation:

1. Online caring group curriculum discussion modules: 40 points (8 online assignments/5 points each)
2. Writing for publication in nursing/publishable curriculum paper: 40 points
3. Creation of a course: 20 points

Grading System:
A = 90 - 100 points
B = 80 - 89 points
C = 75 - 79 points
F = below 75 points

Approved by SON Graduate Program Committee: April 29, 2013

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action
● Add ○ Modify ○ Delete

Modifications
☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments   Senate Action Item   (See Procedure)

Course Details

NURS	6111	Nurse Educator Role Practicum I
Prefix	Number	Course Title

This practicum provides the opportunity for curriculum development in nursing education.

Course Catalog Description

0	8	2	Fall - 2014	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
NURS 6103, NURS 6104, NURS 6105, and NURS 6106

Corequisites
NURS 6110

Rationale
The School of Nursing (SON) at the University of West Georgia (UWG) recognized the need for intense curricular revision for all Masters of Nursing tracks based on revised American Association of Colleges of Nursing (AACN) Masters Essentials and a change in the focus in nursing education on quality and safety as recommended by the Institute of Medicine.

Planning Info
● Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? NO · (See Policy)
Present or Projected Annual Enrollment: 30

Comments

College Approvals

Laurie Ware   [APPROVED 2013-05-28]
Associate Dean of Nursing

Kathryn M. Grams   [APPROVED 2013-06-01]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-07-02]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

https://apps01.westga.edu/catalog/content/doc_info_view.php?doc_id=1304... 7/15/2013

Course name, prefix, and number: Nurse Educator Role Practicum I, NURS 6111

Credit hours and prerequisites and co-requisite: 2 hours (0-8-2) prerequisites of NURS 6103, NURS 6104, NURS 6105, and NURS 6106 and co-requisite of NURS 6110

Catalog Description:
This practicum provides the opportunity for curriculum development in nursing education.

Learning Outcomes:
1. Recognize the influence of diversity on curriculum within nursing education. (2,3,8)
2. Illustrate self-reflection to improve teaching practices. (1,2)
3. Develop collegial working relationships with faculty, students, and clinical agency personnel to promote positive learning environments. (2,7)
4. Demonstrate knowledge of a repertoire of learning activities within a curriculum. (1,3,4)
5. Evaluate curricular models within nursing education. (1,4)

Sample Textbooks:
Billings, D.M.., & Halstead, J. (2011). *Teaching in nursing-A guide for faculty.* (4th ed.). Philadelphia: W. B. Saunders. ISBN-13: 978-1-4557-0551-1
Gaberson, K. B. & Oermann, M. H. (2010). *Clinical teaching strategies in nursing.* (3rd ed.). New York, NY: Springer Publishing Company. ISBN-13: 9780826105813
Halstead, J. A. & Frank, B. (2010). *Pathways to a nursing education career.* New York, NY: Springer Publishing Company. ISBN-13: 9780826106537

Topics for Class Sessions:
1. Development of Nursing Curricula
2. Forces affecting Curriculum Development
3. Components of the Curriculum
4. Curriculum Designs
5. Developing Curriculum
6. Learner-centered Experiences
7. Evaluating Learning Outcomes
8. Program Evaluation/Accreditation

Methods of Evaluation and Grading Scale:
1. *A contract to include learning outcomes must be completed with preceptor, supervising faculty of NURS 6111, and student prior to beginning the practicum experience with selection of practicum experience for the semester.*
2. Reflective journals: 30 points (6 portfolio assignments/one journal for every 20 hours/5 points each)

3. Online caring group curriculum discussion modules: 40 points (8 online assignments/5 points each)
4. Philosophy of teaching and framework for teaching: 10 points (APA format)
5. Analysis of models of teaching: 20 points (APA format)
6. Teaching Practicum: Pass/Fail

Grading System:
A = 90 - 100 points
B = 80 - 89 points
C = 75 - 79 points
F = below 75 points

Approved by SON Graduate Program Committee: April 29, 2013

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action
◉ Add ○ Modify ○ Delete

Modifications
☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments | Senate Action Item | (See Procedure)

Course Details

NURS	6112	Nurse Educator Role Practicum II
Prefix	Number	Course Title

This practicum extends the knowledge developed in the Nurse Educator Practicum I and provides the opportunity to examine the process of evaluation and testing in nursing education.

Course Catalog Description

0	8	2	Fall - 2014	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
NURS 6110 and NURS 6111

Corequisites
NURS 6113

Rationale
The School of Nursing (SON) at the University of West Georgia (UWG) recognized the need for intense curricular revision for all Masters of Nursing tracks based on revised American Association of Colleges of Nursing (AACN) Masters Essentials and a change in the focus in nursing education on quality and safety as recommended by the Institute of Medicine.

Planning Info
◉ Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? NO · (See Policy)
Present or Projected Annual Enrollment: 30

Comments

College Approvals

Laurie Ware [APPROVED 2013-05-28]
Associate Dean of Nursing

Kathryn M. Grams [APPROVED 2013-06-01]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish [APPROVED 2013-07-02]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Final Approver

Course name, prefix, and number: Nurse Educator Role Practicum II, NURS 6112

Credit hours and prerequisites and co-requisite: 2 hours (0-8-2) prerequisites of NURS 6110 and NURS 6111 and co-requisite of NURS 6113

Catalog description:
This practicum extends the knowledge developed in the Nurse Educator Practicum I and provides the opportunity to examine the process of evaluation and testing in nursing education.

Learning outcomes:
1. Assess evaluation and testing strategies in the practicum setting. (2,3,4)
2. Develop activities to evaluate learning in a variety of contexts. (2,5)
3. Employ quality caring to build an organizational climate that fosters the development of nursing education. (2,7)
4. Illustrate leadership to create collaborative interprofessional relationships. (2,7)
5. Apply findings from evaluation feedback to improve educator role effectiveness in nursing. (3,7)

Sample textbooks:
1. Billings, D.M.., & Halstead, J. (2011). Teaching in Nursing-A Guide for Faculty. (4th Ed.) Philadelphia: W.B. Saunders. ISBN-13: 978-1-4557-0551-1
2. Gaberson, K. & Oermann, M. (2010). Clinical Teaching Strategies in Nursing. (3rd Ed.) ISBN-13: 9780826105813
3. Halstead, J. & Frank, B. (2010). Pathways to a Nursing Education Career. ISBN-13: 9780826106537

Topics for class sessions:
1. Basic Concepts of Assessment and Evaluation
2. Classroom Testing
3. Elements of Test Construction, Administration, and Analysis
4. Written Assignments, Clinical Evaluation, and Online Learning
5. Issues related to Testing, Grading, and other Evaluation Concepts

Generic assignments/methods of evaluation:
1. *A contract to include learning outcomes must be completed with preceptor, supervising faculty of NURS 6112, and student prior to beginning the practicum experience with selection of practicum experience for the semester.*
2. Reflective journals: 30 points (6 portfolio assignments/one journal for every 20 hours/5 points each)
3. Online caring group evaluation and testing discussion modules: 40 points (8 online assignments/5 points each)

4. Distance Education Evaluation paper: 10 points (APA format)
5. Clinical Evaluation Course paper: 20 points (APA format)
6. Teaching Practicum: Pass/Fail

Grading System:
A = 90 - 100 points
B = 80 - 89 points
C = 75 - 79 points
F = below 75 points

Approved by SON Graduate Program Committee: April 29, 2013

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action
◉ Add ○ Modify ○ Delete

Modifications
☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Senate Action Item   (See Procedure)

Course Details

NURS	6113	Evaluation and Testing in Nursing Education
Prefix	Number	Course Title

This course explores the process of evaluation and testing in nursing education.

Course Catalog Description

3	0	3	Spring - 2015	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
NURS 6110 and NURS 6111

Corequisites
NURS 6112

Rationale
The School of Nursing (SON) at the University of West Georgia (UWG) recognized the need for intense curricular revision for all Masters of Nursing tracks based on revised American Association of Colleges of Nursing (AACN) Masters Essentials and a change in the focus in nursing education on quality and safety as recommended by the Institute of Medicine.

Planning Info
◉ Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? NO ∙ (See Policy)
Present or Projected Annual Enrollment: 30

Comments

College Approvals

Laurie Ware   [APPROVED 2013-05-28]
Associate Dean of Nursing

Kathryn M. Grams   [APPROVED 2013-06-01]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-07-02]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

Course name, prefix, and number: Evaluation and Testing in Nursing Education, NURS 6113

Credit hours and prerequisites and co-requisite: 3 hours (3-0-3) prerequisites of NURS 6110 and NURS 6111 and co-requisite of NURS 6112

Catalog Description:
This course explores the process of evaluation and testing in nursing education.

Learning Outcomes:
1. Analyze evidence-based evaluation and testing in nursing education. (1,4)
2. Examine the influence of the regulatory and accreditation bodies in the quality improvement of evaluation and testing. (3)
3. Implement evaluation and testing strategies within a culture of quality caring. (1,4,7)
4. Employ information technologies to support the evaluation and testing of learning. (5)

Sample Textbooks:
Oermann, M. H. & Gaberson, K. B. (2013). *Evaluation and testing in nursing education* (4th ed.). New York, NY: Springer Publishing Company. ISBN-13: 9780826195555
McDonald, M. (2013). *The nurse educator's guide to assessing learning outcomes* (3rd. ed.). Sudbury, MA: Jones and Bartlett Learning. ISBN-13: 9781449687670

Topics for Class Sessions:
1. Basic Concepts of Evaluation and Testing
2. Classroom Testing
3. Elements of Test Construction, Administration, and Analysis
4. Written Assignments, Clinical Evaluation, and Online Learning
5. Issues related to Testing, Grading, and other Evaluation Concepts

Generic Assignments/methods of Evaluation:
1. Online caring group evaluation and testing discussion modules: 45 points (9 online assignments/5 points each)
2. Test Writing Workshop Paper/Project: 40 points
3. Guidelines for Evaluation and Test Development: 15 points

Grading System:
A = 90 - 100 points
B = 80 - 89 points
C = 75 - 79 points
F = below 75 points

Approved by SON Graduate Program Committee: April 29, 2013

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action
● Add   ○ Modify   ○ Delete

Modifications
☐ Prerequisites   ☐ Description   ☐ Title   ☐ Credit   ☐ See Comments   Senate Action Item   (See Procedure)

Course Details

NURS	6116	Leading Human Resource Systems
Prefix	Number	Course Title

This course is designed to provide the knowledge and skills to promote an effective and efficient human resource system for patient care services at multiple levels. The processes and skills for coaching individuals and groups are addressed.

Course Catalog Description

3	0	3	Fall - 2014	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
Admission to the graduate program

Corequisites

Rationale
The School of Nursing (SON) at the University of West Georgia (UWG) recognized the need for intense curricular revision for all Masters of Nursing tracks based on revised American Association of Colleges of Nursing (AACN) Masters Essentials and a change in the focus in nursing education on quality and safety as recommended by the Institute of Medicine.

Planning Info
● Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

Comments

College Approvals

Laurie Ware   [APPROVED 2013-05-06]
Associate Dean of Nursing

Kathryn M. Grams   [APPROVED 2013-05-07]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-07-02]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

Course name, prefix, and number: Leading Human Resource Systems, NURS 6116

Credit hours and prerequisites: 3 hours (3-0-3) admission to the graduate program

Course description: This course is designed to provide the knowledge and skills to promote an effective and efficient human resource system for patient care services at multiple levels. The processes and skills for coaching individuals and groups are addressed.

Learning outcomes:
1. Describe the components of an effective and efficient human resource system for patient care services in a health care system.
2. Create innovative approaches for professional staff development and retention.
3. Apply coaching principles and consultation processes in a healthcare setting.
4. Analyze key requirements for effective interprofessional relationships

Sample textbooks:

Fried, B.J. & Fottler, M.D. (2008). Human resourcing in healthcare: Managing for success. (3rd ed). Chicago: Health Administration Press. ISBN: 978-1-56793-299-7

Shi, L. (2007). Managing human resources in healthcare organizations. Boston: Jones and Bartlett. ISBN 13: 978-0-7637-2997-4

Topics for class sessions:
1. Components of a human resource system
2. Recruitment, interviewing, hiring, and selection
3. Onboarding strategies, professional development, and retention initiatives
4. Coaching theory and skills, for excellence and for performance improvement
5. Applying progressive discipline, informed by health system policy, to counsel and terminate care providers as appropriate for safe and quality patient care
6. Labor Laws, Unions, Professional Organizations
7. Consultation processes and skills
8. Relationship management
     a.) Interprofessional team
     b.) Medical staff relationships and customer service
     c.) Board of trustees and community relationships
     d.) Other clinical disciplines and managing non nursing departments
9. Magnet Hospital Model and Standards
     a.) History, goals and Forces of Magnetism/5 Model Components
     b.) Evidence and strategies to achieve each standard

Generic assignments/methods of evaluation:

Discussion Board Postings 25%
Application Assignments 30%
Case Studies 25%
Self-Assessment 10%
Personal Role Development Plan 10%

Grading System:
A = 90- 100%
B = 80 – 89%
C = 75 – 79%
F = below 74%

Approved by SON Graduate Program Committee: 4/9/13

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action
⦿ Add ○ Modify ○ Delete

Modifications
☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments | Senate Action Item | (See Procedure)

Course Details

NURS	6117	Health Systems Leadership: Role of the Leader/Manager I
Prefix	Number	Course Title

This course is designed to provide the opportunity to analyze the role of a health systems leader within the macrosystem, mesosystem, and microsystem. The focus is on the development of knowledge and skills for strategic planning, operational management, regulatory management, organizational priority setting, and development of interprofessional relationships.

Course Catalog Description

3	0	3	Fall - 2014	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
NURS 6104, NURS 6105, and NURS 6115

Corequisites

Rationale
The School of Nursing (SON) at the University of West Georgia (UWG) recognized the need for intense curricular revision for all Masters of Nursing tracks based on revised American Association of Colleges of Nursing (AACN) Masters Essentials and a change in the focus in nursing education on quality and safety as recommended by the Institute of Medicine.

Planning Info
⦿ Library Resources are Adequate
○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

Comments

College Approvals

Laurie Ware   [APPROVED 2013-05-06]
Associate Dean of Nursing

Kathryn M. Grams   [APPROVED 2013-05-07]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-07-02]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

https://apps01.westga.edu/catalog/content/doc_info_view.php?doc_id=1304...   7/15/2013

Course name, prefix, and number: Health Systems Leadership: Role of the Leader/Manager I, NURS 6117

Credit hours and prerequisites: 3 hours (3-0-3) prerequisite of NURS 6104, NURS 6105, and NURS 6115

Course description: This course is designed to provide the opportunity to analyze the role of a health systems leader within the macrosystem, mesosystem, and microsystem. The focus is on the development of knowledge and skills for strategic planning, operational management, regulatory management, organizational priority setting, and development of interprofessional relationships.

Learning outcomes:
1. Differentiate the role of the Health System Leader/Manager within the macrosystem, mesosystem, and microsystem.
2. Analyze the interprofessional relationships of healthcare professionals to promote a healthy work environment.
3. Evaluate strategic planning, decision-making, and problem-solving and conflict resolution used across the continuum of care.
4. Complete a microsystem assessment as a basis for the development of the Capstone Project

Sample textbooks:

Zuckerman. A.M. (2012). Healthcare strategic planning (3rd ed.). Chicago: Health
        Administration Press. ISBN: 978-1-56793-434-2

Arthur, J. (2006). Lean six sigma demystified. New York: McGraw Hill Publisher. ISBN:
        978-0-07-174697-3

Collins, J. (2001). Good to Great: Why some Companies make the Leap and other don't. New
        York: HarperCollins Publisher. ISBN: 978-0-06-662099-6

Hrebiniak, L G. (2005). Making strategy work: Leading effective execution and change. Upper
        Saddle River, NJ: Wharton School Publishing. ISBN: 978-0-13-146745-X

Sare, M., & Ogilvie, L. (2010). Strategic Planning for Nurses: Change Management in Health
        Care. Sudbury, MA: Jones and Bartlett Publishers. ISBN: 978-0-7637-6617-7

Topics for class sessions:

Two-page Capstone Project Executive Summary

Generic assignments/methods of evaluation:
Attendance and Participation in Seminar 25%
Using Evidence: Implications from Key Nurse Scholars Programs of Research
Presentations 25%
Project Charter 5%
Capstone Project, Paper, and Presentation 45%

Grading System:
A = 90- 100%
B = 80 – 89%
C = 75 – 79%
F = below 74%

Approved by SON Graduate Program Committee: 3/26/13

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action
- ⦿ Add ◯ Modify ◯ Delete

Modifications
- ☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Senate Action Item   (See Procedure)

Course Details

NURS	6118	Health Systems Leadership: Role of the Leader/Manager II
Prefix	Number	Course Title

This course provides students the opportunity to explore the role of the leader/manager across the continuum of care.

Course Catalog Description

3	0	3	Spring - 2015	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

NURS 6117

Corequisites

NURS 6120

Rationale

The School of Nursing (SON) at the University of West Georgia (UWG) recognized the need for intense curricular revision for all Masters of Nursing tracks based on revised American Association of Colleges of Nursing (AACN) Masters Essentials and a change in the focus in nursing education on quality and safety as recommended by the Institute of Medicine.

Planning Info
- ⦿ Library Resources are Adequate
- ◯ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

Comments

College Approvals

Laurie Ware   [APPROVED 2013-05-06]
Associate Dean of Nursing

Kathryn M. Grams   [APPROVED 2013-05-07]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-07-02]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

https://apps01.westga.edu/catalog/content/doc_info_view.php?doc_id=1304... 7/15/2013

Course name, prefix, and number: Health Systems Leadership: Role of the Leader/Manager II NURS 6118

Credit hours and prerequisites and co-requisite: 3 hours (3-0-3) NURS 6117 co-requisite NURS 6120

Course Description:
This course provides students the opportunity to explore the role of the leader/manager across the continuum of care.

Learning Outcomes:
1. Discuss the role of the leader/manager in healthcare systems.
2. Examine role relationships of the leader/manager with members of the interprofessional team.
3. Analyze strategic planning, decision-making and problem-solving strategies used in selected health care agencies.

Sample Textbooks:
Zuckerman. A. M. (2012). *Healthcare strategic planning* (3rd ed.). Chicago, IL: Health Administration Press. ISBN 978-1-56793-434-2
Arthur, J. (2006). *Lean Six Sigma demystified.* New York, NY: McGraw Hill Publisher. ISBN 978-0-07-174697-3
Collins, J. (2001). Good to great: Why some companies make the leap and others don't. New York, NY: HarperCollins Publisher. ISBN 0-06-662099-6
Hrebiniak, L. G. (2005). *Making strategy work: Leading effective execution and change.* Upper Saddle River, NJ: Wharton School Publishing. ISBN 0-13-146745-X
Sare, M., & Ogilvie, L. (2010). *Strategic planning for nurses: Change management in health care.* Sudbury, MA: Jones and Bartlett Publishers. ISBN 978-0-7637-6617-7

Generic Assignments/methods of Evaluation:
25% Attendance and Participation in Seminar
25% Using Evidence: Implications from Key Nurse Scholars Programs of Research Presentations
5% Project Charter
45% Capstone Project, Paper, and Presentation

Grading Scale:
A = 90 – 100
B = 80 – 89
C = 70 - 79
D = 60 – 69
F = Below 60

Approved by SON Graduate Program Committee: April 29, 2013

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action
- ◉ Add ○ Modify ○ Delete

Modifications
- ☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments

Senate Action Item   (See Procedure)

Course Details

NURS	6119	Health Systems Leadership Leader/Manager Practicum I
Prefix	Number	Course Title

This practicum provides the opportunity for leadership experiences within the health systems macrosystem, mesosystem, and microsystem.

Course Catalog Description

0	8	2	Fall - 2014	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

NURS 6117

Rationale

The School of Nursing (SON) at the University of West Georgia (UWG) recognized the need for intense curricular revision for all Masters of Nursing tracks based on revised American Association of Colleges of Nursing (AACN) Masters Essentials and a change in the focus in nursing education on quality and safety as recommended by the Institute of Medicine.

Planning Info

◉ Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

Comments

College Approvals

Laurie Ware   [APPROVED 2013-05-06]

Associate Dean of Nursing

Kathryn M. Grams   [APPROVED 2013-05-07]

Dean, School of Nursing

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-07-02]

Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]

Final Approver

https://apps01.westga.edu/catalog/content/doc_info_view.php?doc_id=1304...   7/15/2013

Course name, prefix, and number: Health Systems Leadership Leader/Manager Practicum I, NURS 6119

Credit hours and corequisite: 2 hours (0-8-2) co-requisite of NURS 6117

Course description: This practicum provides the opportunity for leadership experiences within the health systems macrosystem, mesosystem, and microsystem.

Learning outcomes:
1. Assess the needs of a macrosystem, mesosystem, and microsystem.
2. Design a program planning and evaluation project in the designated health care delivery system.
3. Collaborate with the interprofessional team to develop theory based and evidence-based program plans for quality caring.
4. Analyze appropriate theoretical models in the program planning and evaluation process.

Sample textbooks:
Zuckerman. A.M. (2012). Healthcare strategic planning (3rd ed.). Chicago: Health Administration Press. ISBN: 978-1-56793-434-2
Arthur, J. (2006). Lean six sigma demystified. New York: McGraw Hill Publisher. ISBN: 978-0-07-174697-3
Collins, J. (2001). Good to Great: Why some Companies make the Leap and other don't. New York: HarperCollins Publisher. ISBN: 978-0-06-662099-6
Hrebiniak, L G. (2005). Making strategy work: Leading effective execution and change. Upper Saddle River, NJ: Wharton School Publishing. ISBN: 978-0-13-146745-X
Sare, M., & Ogilvie, L. (2010). Strategic Planning for Nurses: Change Management in Health Care. Sudbury, MA: Jones and Bartlett Publishers. ISBN: 978-0-7637-6617-7

Topics for class sessions:
Problem solving and use of data
Collaboration within the interprofessional team
Performance evaluation and program design
Logic models
Theory based program development (theory based interventions) including substantive theory and intervention theory
Types of evaluations: Formative and summative
Assessment of needs
Assessment of program theory
Assessment of process and program monitoring
Assessment of outcomes
Project management

Generic assignments/methods of evaluation:
Patient-Centered Evaluation of your Facility 30 points
Class Discussion 15 points
Journals 30 points
Evaluation 25 points

Grading System:
A = 90- 100%
B = 80 – 89%
C = 75 – 79%
F = below 74%

Approved by SON Graduate Program Committee: 3/26/13

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action   ◉ Add ○ Modify ○ Delete

Modifications   ☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments | Senate Action Item | (See Procedure)

Course Details

NURS	6120	Health Systems Leadership Leader/Manager Practicum II
Prefix	Number	Course Title

This practicum provides the opportunity for the student to enact the role of the leader/manager in a healthcare setting.

Course Catalog Description

0	8	2	Spring - 2015	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

NURS 6116, NURS 6117, NURS 6119

Corequisites

NURS 6118

Rationale

The School of Nursing (SON) at the University of West Georgia (UWG) recognized the need for intense curricular revision for all Masters of Nursing tracks based on revised American Association of Colleges of Nursing (AACN) Masters Essentials and a change in the focus in nursing education on quality and safety as recommended by the Institute of Medicine.

Planning Info

◉ Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

Comments

College Approvals

Laurie Ware   [APPROVED 2013-05-28]
_____
Associate Dean of Nursing

Kathryn M. Grams   [APPROVED 2013-06-01]
_____
Dean, School of Nursing

Cross Listing Approvals

N/A
_____
Chair, Cross Listed Department

N/A
_____
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-07-02]
_____
Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
_____
Final Approver

Course name, prefix, and number: Health Systems Leadership Leader/Manager Practicum II
NURS 6120

Credit hours and prerequisites and co-requisite: 2 (0-8-2) prerequisites of NURS 6116,
NURS 6117, NURS 6119 and co-requisite NURS 6118

Course Description:
This practicum provides the opportunity for the student to enact the role of the leader/manager in
a healthcare setting.

Learning Outcomes:
1. Implement decision-making and problem-solving strategies in a healthcare setting.
2. Collaborate with the interprofessional team in optimizing organizational outcomes.
3. Apply strategic management planning processes to achieve organizational objectives.

Topics for Class Sessions:
1. Develop a comprehensive health care business plan
2. Strategic planning and operational management
3. Regulatory management
4. Organizational priority setting
5. Interprofessional relationships
6. Development of an evidence-based capstone project

Generic Assignments/methods of Evaluation:
Satisfactory completion of Clinical Practicum, (Satisfactory/Unsatisfactory)
Completion of Clinical Logs and Reflections: (Total of 55 points)
Capstone Project Paper and Seminar Presentation (45 points – same paper/project from the
seminar course)

Grading System:
A = 90 - 100 points
B = 80 - 89 points
C = 75 - 79 points
F = below 75 points

Approved by SON Graduate Program Committee: April 29, 2013

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action
◉ Add ○ Modify ○ Delete

Modifications
☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments | Senate Action Item | (See Procedure)

Course Details

NURS	6122	Health Systems Leadership Clinical Nurse Leader Practicu
Prefix	Number	Course Title

This practicum is designed to assist the CNL student in exploring the various roles of the CNL, assessing a selected clinical microsystem of health care and designing educational programs for patients, families, and the interprofessional team.

Course Catalog Description

0	8	2	Fall - 2014	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites
NURS 6104; NURS 6105; NURS 6106

Corequisites
NURS 6124

Rationale
The School of Nursing (SON) at the University of West Georgia (UWG) recognized the need for intense curricular revision for all Masters of Nursing tracks based on revised American Association of Colleges of Nursing (AACN) Masters Essentials and a change in the focus in nursing education on quality and safety as recommended by the Institute of Medicine.

Planning Info
◉ Library Resources are Adequate
○ Library Resources Need Enhancement

Is this a SACS substantive change? NO · (See Policy)
Present or Projected Annual Enrollment: 30

Comments

College Approvals

Laurie Ware [APPROVED 2013-05-06]
Associate Dean of Nursing

Kathryn M. Grams [APPROVED 2013-05-07]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish [APPROVED 2013-07-02]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson [REQUIRED]
Final Approver

https://apps01.westga.edu/catalog/content/doc_info_view.php?doc_id=1304... 7/15/2013

Course name, prefix, and number: Health Systems Leadership Clinical Nurse Leader Practicum I, NURS 6122

Credit hours and prerequisites and co-requisite: 2 hours (0-8-2) prerequisites of NURS 6104; NURS 6105; NURS 6106 and co-requisite of NURS 6124

Course description: This practicum is designed to assist the CNL student in exploring the various roles of the CNL, assessing a selected clinical microsystem of health care and designing educational programs for patients, families, and the interprofessional team.

Learning outcomes:
1. Assess, collect, analyze, and evaluate data related to a clinical microsystem assessment on a selected patient care unit.
2. Apply basic principles of fiscal management, budgeting, and health economics to the role of the clinical nurse leader.
3. Develop and work in collaborative and interdisciplinary teams to promote relationships with a diverse work force.
4. Assume selected roles of the CNL.
5. Communicate the role of clinical nurse leader assertively and professionally to health care team members, policy makers, and consumers.
6. Practice nursing in a manner that reflects quality caring.

Sample textbooks:

Harris, J. L. & Roussel, L. (2010). *Initiating and sustaining the clinical nurse leader role: A practical guide.* Jones and Bartlett Publishers: Sudbury, MA. ISBN: 978-0-7637-7631-2

Covey, S.M.R. (2006). The speed of trust: The one thing that changes everything. New York: Free Press. ISBN: 978-1-4165-4900-0

Crowell, D.M. (2011). Complexity leadership: Nursing's role in health care delivery. Philadelphia: F.A Davis. ISBN: 978-0-8036-2233-3

Melnyk, B. M. & Fineout-Overholt, E. (2011). Evidence-based practice in nursing & healthcare. (2nd ed.). Philadelphia: Lippincott Williams & Wilkins. ISBN: 978-0-60547-778-8

Nelson E.C., Batalden P.B., Godfrey, M. M. (2007). Quality by design: A clinical microsystems approach. San Francisco: Jossey-Bass. ISBN: 978-0-7879-7898-3

Stevens, K.R. (2009). Essentials competencies for evidence-based practice in nursing. (2nd ed.). San Antonio, TX: Academic Center for Evidence-Based Practice, The University of Texas Health Science Center at San Antonio. This publication can be purchased from the Academic Center for Evidence-Based Practice office at the The University of Texas Health Science Center at San Antonio School of Nursing.

Kotter, J. (2007). Leading Change. Harvard Business School Press. Boston: MA. ISBN: 978-0-87584-747-1

Topics for class sessions:

Completion of hours consistent with the experiences designated for the   role of the Clinical Nurse Leader, and course expectations
CNL Project Proposal
Clinical journal and log
Continue development of a CNL Portfolio

Generic assignments/methods of evaluation:
Microsystem Analysis Assignment: 30%
Microsystem Analysis Presentation: 20%
Clinical Log: 20%
Clinical Evaluation: 10%
Journals: 20%

Grading System:
A = 90- 100%
B = 80 – 89%
C = 75 – 79%
F = below 74%

Approved by SON Graduate Program Committee: 4/9/13

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action
- ● Add
- ○ Modify
- ○ Delete

Modifications
- ☐ Prerequisites
- ☐ Description
- ☐ Title
- ☐ Credit
- ☐ See Comments
- Senate Action Item   (See Procedure)

Course Details

NURS	6123	Health Systems Leadership Clinical Nurse Leader Practicum
Prefix	Number	Course Title

This course is an immersion experience in the role of the clinical nurse leader. Opportunities are provided for CNL students to integrate theory, research, and evidence-based practice in a clinical microsystem.

Course Catalog Description

0	20	4	Spring - 2015	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

NURS 6122 and NURS 6124

Corequisites

NURS 6125

Rationale

The School of Nursing (SON) at the University of West Georgia (UWG) recognized the need for intense curricular revision for all Masters of Nursing tracks based on revised American Association of Colleges of Nursing (AACN) Masters Essentials and a change in the focus in nursing education on quality and safety as recommended by the Institute of Medicine.

Planning Info

- ● Library Resources are Adequate
- ○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

Comments

College Approvals

Laurie Ware   [APPROVED 2013-05-06]
Associate Dean of Nursing

Kathryn M. Grams   [APPROVED 2013-05-07]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-07-02]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

Course name, prefix, and number: Health Systems Leadership Clinical Nurse Leader Practicum II, NURS 6123

Credit hours and prerequisites and co-requisites: 4 hours (0-20-4) prerequisites of NURS 6122 and NURS 6124 and co-requisite of NURS 6125

Course description: This course is an immersion experience in the role of the clinical nurse leader. Opportunities are provided for CNL students to integrate theory, research, and evidence-based practice in a clinical microsystem.

Learning outcomes:
1. Provide timely, safe, efficient, patient-centered care to a cohort of patients at the clinical microsystem level.
2. Participate in interprofessional communication and collaboration in the health care setting to improve quality outcomes and patient safety.
3. Design and implement an evidence-based, cost effective clinical project that addresses identified needs for change in patient outcomes that are mutually identified by the health care team.
4. Demonstrate competency of the roles of the CNL involved in safe, quality, and patient-centered care in a clinical microsystem.

Sample textbooks:

Harris, J. L. & Roussel, L. (2010). *Initiating and sustaining the clinical nurse leader role: A practical guide.* Jones and Bartlett Publishers: Sudbury, MA. ISBN: 978-0-7637-7631-2

King, C., Gerard, S. (2012) *Clinical Nurse Leader Certification Review* Springer Publishing Company, Incorporated. ISBN-13: 9780826171177

Crowell, D.M. (2011). Complexity leadership: Nursing's role in health care delivery. Philadelphia: F.A. Davis. ISBN: 978-0-8036-2233-3

Melnyk, B. M. & Fineout-Overholt, E. (2011). Evidence-based practice in nursing & healthcare. (2nd ed.). Philadelphia: Lippincott Williams & Wilkins. ISBN: 978-1-60547-778-8

Nelson E.C., Batalden P.B., & Godfrey, M. M. (2007). Quality by design: A clinical microsystems approach. San Francisco: Jossey-Bass. ISBN: 978-0-7879-7898-3

Nelson E.C., Batalden P.B., Godfrey, M. M. & Lazar, J. (2011). Value by design: Developing clinical microsystems to achieve organizational excellence. San Francisco: Jossey-Bass. ISBN: 978-0-470-38534-0

Kotter, J. (2007). Leading Change. Harvard Business School Press. Boston: MA. ISBN: 978- 0-87584-747-1

Topics for class sessions:

Generic assignments/methods of evaluation:
Evidence-Based Quality Improvement Project: 30%
Evidence-Based Quality Improvement Project Presentation: 15%
Clinical Log: 10%
Clinical Evaluation: 10%
Journals 10%
Teaching Project: 20%
Teaching Project Presentation: 5%

Grading System:
A = 90 - 100
B = 80 - 89
C = 75 - 79
F = below 75

Approved by SON Graduate Program Committee: 4/9/13

Course Update Request (Add, Delete, Modify)

Originator

Nursing	School of Nursing	Duke, Karen
Department	College	Originator

Action

☉ Add ○ Modify ○ Delete

Modifications

☐ Prerequisites ☐ Description ☐ Title ☐ Credit ☐ See Comments | Senate Action Item | (See Procedure)

Course Details

NURS	6124	Health Systems Leadership Role of the Clinical Nurse Lead
Prefix	Number	Course Title

This course focuses on the roles of the Clinical Nurse Leader (CNL) and the assessment of clinical microsystems in health care settings. Additionally, this course will examine leadership and organizational theories related to the CNL role.

Course Catalog Description

3	0	3	Fall - 2014	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

NURS 6104; NURS 6105; NURS 6106

Corequisites

NURS 6122

Rationale

The School of Nursing (SON) at the University of West Georgia (UWG) recognized the need for intense curricular revision for all Masters of Nursing tracks based on revised American Association of Colleges of Nursing (AACN) Masters Essentials and a change in the focus in nursing education on quality and safety as recommended by the Institute of Medicine.

Planning Info

☉ Library Resources are Adequate

○ Library Resources Need Enhancement

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

Present or Projected Annual Enrollment: 30

Comments

College Approvals

Laurie Ware   [APPROVED 2013-05-06]
Associate Dean of Nursing

Kathryn M. Grams   [APPROVED 2013-05-07]
Dean, School of Nursing

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Mark Parrish   [APPROVED 2013-07-02]
Chair, Graduate Programs Committee

Final Approval

Jon Anderson   [REQUIRED]
Final Approver

https://apps01.westga.edu/catalog/content/doc_info_view.php?doc_id=1304... 7/15/2013

Course name, prefix, and number: Health Systems Leadership Role of the Clinical Nurse Leader, NURS 6124

Credit hours and prerequisites and co-requisite: 3 hours (3-0-3) prerequisites of NURS 6104; NURS 6105; NURS 6106 and co-requisite of NURS 6122

Course description: This course focuses on the roles of the Clinical Nurse Leader (CNL) and the assessment of clinical microsystems in health care settings. Additionally, this course will examine leadership and organizational theories related to the CNL role.

Learning outcomes:
1. Differentiate the roles and competencies of the CNL.
2. Examine leadership and organizational theories related to the CNL role.
3. Explore the clinical microsystem in relationship to providing safe, quality, patient-centered care.
4. Analyze and develop a plan for the clinical microsystem.
5. Evaluate the use of information systems and technology at the point of care to improve healthcare outcomes.

Sample textbooks:

Covey, S.M.R. (2006). The speed of trust: The one thing that changes everything. New York: Free Press. ISBN# 978-1-4165-4900-0

Crowell, D.M. (2011). Complexity leadership: Nursing's role in health care delivery. Philadelphia: F.A. Davis. ISBN# 978-0-8036-2233-3

Melnyk, B. M. & Fineout-Overholt, E. (2011). Evidence-based practice in nursing & healthcare. (2nd ed.). Philadelphia: Lippincott Williams & Wilkins. ISBN # 1-60547-778-8

Nelson E.C., Batalden P.B., Godfrey, M. M. (2007). Quality by design: A clinical microsystems approach. San Francisco: Jossey-Bass. ISBN# 978-0-7879-7898-3

Stevens, K.R. (2009). Essentials competencies for evidence-based practice in nursing. (2nd ed.). San Antonio, TX: Academic Center for Evidence-Based Practice, The University of Texas Health Science Center at San Antonio.

Kotter, J. (2007). Leading Change. Harvard Business School Press. Boston: MA.

Topics for class sessions:

Generic assignments/methods of evaluation:
Class & Online Participation/Assignments: 35%
Evidence-Based Quality Improvement Proposal: 40%
Evidence-Based Quality Improvement Proposal Presentation: 25%

Grading System:
A = 90- 100%
B = 80 – 89%
C = 75 – 79%
F = below 74%

Approved by SON Graduate Program Committee: 4/9/13

Addendum III

UNIVERSITY *of*
West Georgia

Office of the President
Carrollton, Georgia 30118-4500

The Faculty Senate
The University of West Georgia

Dear Colleagues:

The Minutes of the Faculty Senate Meeting of April, 2013, includes the following item:

"Motion requesting President Sethna reconsider the deactivation of the COSS Planning Program was passed."

As I see it, there are two significant decisions driving this case, that of the Master's in Urban and Regional Planning (MURP):

1.   The decision of the Provost that each Academic unit offer up at least one program for deletion; and
2.   The decision of the College of Social Sciences to offer up the program.

Let me start by saying that, it would take a high bar for me to overrule the decisions of either the Provost or the Dean/College once such a process has been completed. In addition, I am not at all convinced that it is healthy for the Faculty Senate to get into the practice of asking for reconsideration of such individual decisions. Nonetheless, because of my respect for the Faculty Senate, I share my thinking below with the understanding that this does not set a precedent.

Approaches similar to the first point are not uncommon across the country in higher education institutions and those outside higher education as well. Such practices help us in good times and in bad. In good times (or even "flat budget" times), the ability to cut one part of what we do and redirect money is considered an acceptable way to channel money into areas chosen for enhancement. This is what we did in 1994-95 (during a year-long process called "Planning and Prioritization"), and generated resources out of whole cloth to enhance key academic programs, support technology, enhance safety for students, add the Freshman Center (now the Excel Center), and help create or support other worthy endeavors. In bad times, rather than cut across the board, if deeper cuts in one area can protect another area from cuts, that too is considered desirable.

Thus, the ability to look carefully at everything we do, and differentially enhance and cut aspects of all we do, is one to be encouraged, and is consistent with what Board of Regents senior staff have been asking all institutions to do for some time now.

Recognizing that such an approach while not being uncommon, is also painful, sometimes institutions prefer the alternative to make reactive (and often hurried, due to external deadlines) cuts in bad times. While this is sometimes inevitable, it is certainly not a desirable approach. For example, over the past several years, we have interviewed candidates for various administrative positions who have told us of cuts in their own institutions (which may include some of our sister institutions in Georgia); they have been forced to trim and cut programs, and cut other support functions such as telephone and travel.

At UWG, since the Planning and Prioritization days of 1994-95, we have adopted a very conservative budgeting process which was designed to minimize pain to individual departments at times of severe budget cuts (of which have had our share). While departments across the USG have cut travel and telephone calls and programs and even faculty, we at UWG have taken the bulk of our cuts out of reserves. That has indeed minimized departmental and faculty pain, but the unintended consequence of that budgeting approach – for which I bear responsibility – is that we find actual programmatic cuts even more painful than our peers in the USG and in the nation.
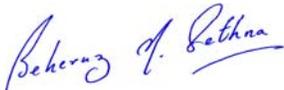
Understanding this as the limitation of what most of us have considered to be an excellent budgeting approach, I cannot at all fault an approach that brings us into the reality of program cut situations that the rest of America has become used to.

Having decided that a planned approach to trimming programs is an appropriate one to take, the next decision was that the Provost asked each College (Dean) to identify programs which were to be given up, rather than make those identification decisions himself. Most of us (I am among these) would not fault such an approach because of shared governance principles and the belief that the knowledge base is best at the grass roots level. Further, most of us realize that if a College could decline to offer up any programs, or if this process (identification of programs for potential reduction or removal) were entirely optional, there would be no motivation to do so.

Now, let us examine the next decision. It was the decision of the College of Social Sciences to offer up the MURP program. For either the Provost or the President to second-guess this decision would not be appropriate. They should reserve the right to do so under a limited set of circumstances such as if the process were flawed, but I have every reason to believe that the COSS decision was made in good faith and with good data. However, since the Faculty Senate has asked for reconsideration for this particular program, and having noted that the MURP decision was that of the COSS, I am respectfully requesting the Dean to reconsider the COSS recommendation that they send forward to the Provost.

Before I close, let me mention that, in the process of framing this response, I have spoken with some colleagues and gleaned some good ideas which I now share with you. One suggestion was that, after each College has offered up at least one program, the Provost might make strategic decisions among these programs. Another suggestion was that, in this particular case, the Political Science Department might downscale the program to a concentration, which would still keep its supporters connected with the program. The MPA already has a concentration (or some similar term) in planning, so combining these into a single concentration makes sense. In future years, it can be reevaluated and if it has become a robust one, perhaps reinstated.

Sincerely,

Beheruz N. Sethna, Ph.D.
Professor of Business Administration, and
President of the University

Addendum IV

PROTOCOL FOR EMPLOYEE CIVIL RIGHTS COMPLAINTS

This complaint and investigation protocol will be applied to all civil rights and discrimination complaints, especially those governed by Title VII and Title IX including sexual harassment, sexual violence, intimate partner violence, stalking, and/or gender-based bullying or hazing and all other types of discrimination as defined by the Office of Civil Rights.

This protocol is intended to apply to complaints against all employees. This protocol will be used in lieu of the Staff Grievance and Appeals Policy and Procedures as defined in the Employee Handbook. Faculty and students may be subject to additional guidelines and should refer to their respective handbooks.

If you are not certain whether this protocol would apply to your complaint, please contact the Office of Human Resources for guidance and appropriate referral.

Overview

The University of West Georgia does not permit discrimination or harassment in our workplace, programs or activities on the basis of race, color, national origin, sex, gender identity, sexual orientation, disability, age, religion, or any other characteristic protected by institutional policy or state, local, or federal law. When necessary the University will implement effective remedies designed to end the discrimination, prevent its recurrence and address its effects. Employees, students or third parties who believe they have been subjected to discrimination or harassment by an employee should report their concern or complaint to his/her appropriate department head. Reports may also be made to the following individuals:

Juanita Hicks
Interim Director of Human Resources
Deputy Title IX Coordinator
1601 Maple Street
Aycock Hall
Carrollton, GA 30118
678-839-6424
jhicks@westga.edu

Patricia Durrough
Assistant Director for the Center for Business Excellence
Senior Title IX Coordinator
1601 Maple Street

Row Hall 317
Carrollton, GA 30118
678-839-6392
pdurroug@westga.edu

Reports may be made anonymously at http://www.westga.edu/UWGcares/

A complaint made to any other University employee may result in the failure to have a complaint processed in a timely manner.

The Director of Human Resources is designated to investigate formal complaints involving employees of the institution, address inquiries and coordinate the University's compliance efforts regarding complaints. The notice of formal complaint can be made in writing or verbally by the complainant or his/her department head.

A written complaint should clearly and concisely describe the alleged incident(s) and when and where it occurred. The complaint should be signed by the initiator and should contain the name and all contact information for the complainant. Any supporting documentation and evidence should be referenced within the body of the formal complaint. Additionally, the initiator of a formal complaint should submit any supporting materials in writing as quickly as is practicable.

Mediation

Mediation may not be appropriate when addressing discrimination or civil rights complaints; therefore UWG encourages resolution through this protocol. If all parties involved agree to mediation and/or other means of resolution, it should be reflected in a writing that can be maintained by the Director of HR.

Initial Evaluation

Once a complaint is received, an immediate initial evaluation will be conducted by the Director of HR or designee to determine if there is reasonable cause to believe the nondiscrimination policy has been violated. If sufficient cause exists, a formal complaint will be filed and the Director of HR will take immediate action, in consultation with appropriate management official, to remediate the situation . If sufficient cause is not found, the case will be closed and no formal complaint filed. The Director of HR will identify the policies allegedly violated and will prepare a notice of charges to the accused.

Formal Complaint Protocol

Formal Investigation

The Director of HR will contact the appropriate investigator(s) to commence a thorough investigation. The institution's investigation standards include, at a minimum, an investigation plan, witness list, evidence list, and timeframe. Additionally, the investigator will: complete the

investigation promptly, summarize the factual findings, and make a recommendation of cause using a preponderance of the evidence standard (whether a policy violation is more likely than not). The investigator(s) will prepare a full investigation report and will present the findings to the Director of Human Resources The Director of HR will review the investigation findings with the appropriate management officials.

- **Confidentiality**

During the investigation, the investigator(s) or Title IX Coordinator(s) will keep information gathered during the investigation confidential to the extent possible based on circumstances and as permitted or required by state and federal law. The investigator(s) or Title IX Coordinator(s) will consult with University General Counsel before sharing identifiable information about students, staff or faculty.

- **Promptness of Investigation**

The amount of time needed to conduct an investigation will depend in part on the nature of the allegation(s) and the evidence to be investigated (e.g., the number and/or availability of witnesses involved). Within 60 days of receipt of complaint, the Director of Human Resources will provide notice of the outcome of the investigation or will advise the parties of the additional estimated amount of time needed for the investigation.

- **Presentation of Findings**

The Director of Human Resources will present the findings of the investigation to the Complainant and the Accused.

If the accused individual accepts the findings of the investigation that he/she violated University policy, the Director of Human Resources in consultation with the accused's appropriate management official(s) will impose appropriate sanctions. If the violation is a Title IX violation, the Senior Title IX Coordinator will be consulted as well. The University will act to end the discrimination, prevent its recurrence, and remedy its effects on the victim and the University community.

Board of Review Hearing

If the accused or complainant rejects the findings in part or entirely, either individual has a right to request a hearing. The Board of Review will be comprised of employees who will hear the case and determine whether the accused is in violation of the contested aspects of the complaint. The goal of the hearing is to provide an equitable resolution via an equitable process, respecting the civil and legal rights of all participants. The Board of Review will reach an outcome based on preponderance of evidence.

If the hearing board upholds the finding, the board will recommend a sanction to the Director of HR and the appropriate management official. If the hearing board does not uphold the finding that a policy has been violated, the case is closed unless the complainant appeals.

Sanction

If the accused is found in violation of the policies by the Hearing Board the appropriate management official will issue the sanction in consultation with the Director of HR. .

If the accused is found in violation of the policies by the Hearing Board and is a faculty member, please consult the faculty handbook regarding sanction and appeal.

Appeal

The accused or complainant may appeal the sanctions to the President within five business days.

If either party is dissatisfied with the President's determination, he/she may appeal to the Board of Regents in accordance with Board policy.

Prohibition against Retaliation

Anyone who, in good faith, reports what he/she believes to be discrimination or harassment, or who participates or cooperates in any investigation, should not be subjected to retaliation. Anyone who believes he/she has been the victim of retaliation for reporting discrimination or harassment or participating or cooperating in an investigation should immediately contact the Director of Human Resources. Any person found to have retaliated against a person who has participated or cooperated in an investigation will be in violation of policy and will be subject to disciplinary action.