

# Memorandum

**To:** General Faculty

**Date:** February 24, 2016

**Regarding:** Agenda, Faculty Senate Meeting, February 26 at 3:00 p.m., TLC 1-203

The agenda for the February 26, 2016 Faculty Senate meeting will be as follows:

1. Call to order
2. Roll call
3. Approval of minutes for January 29, 2016 (see [Addendum I](#))
4. Committee reports

**Committee I: Undergraduate Programs Committee (Cale Self, Chair)**

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

A) College of Science and Mathematics

1) Biology Department

- a) [BIOL 2022 Human Anatomy and Physiology II](#)  
Request: Modify
- b) [BIOL 2022-L Human Anatomy and Physiology II Lab](#)  
Request: Modify
- c) [BIOL 2030 Medical Microbiology](#)  
Request: Modify

B) College of Social Sciences

1) Sociology Department

- a) [Bachelor of Science with a Major in Sociology](#)  
Request: Modify

C) Richards College of Business

1) Department of Economics

- a) [Bachelor of Science with a Major in Economics/Secondary Education](#)  
Request: to amend the December 4, 2015 minutes to show that this degree was approved as a deactivation; change 4-I-Information Item A-2 from “Terminate” to “Deactivate”

**Information Item:**

- A) College of Social Sciences
  - 1) Sociology Department
    - a) [Bachelor of Arts with a Major in Sociology](#)  
Request: Terminate

**Committee II: Graduate Programs Committee (Dawn McCord, Chair)**

**Action Items** (see [Addendum III](#)):

- A) College of Social Sciences
  - 1) Political Science Department
    - a) [POLS 5216 Gun Policy](#)  
Request: Add
- B) Richards College of Business
  - 1) Department of Marketing and Real Estate
    - a) [MKTG 5810 Social Media and Online Marketing](#)  
Request: Add
    - b) [MKTG 6850 Analytical Methods in Marketing](#)  
Request: Add

**Committee III: Honors Program Committee (Mark Faucette, Chair)**

**Action Items** (see [Addenda IV](#) and [V](#) for forms):

- A) Faculty who wish to teach honors courses must make application to join the Honors College faculty using the form “Honors College Faculty Application.” These applications will be reviewed by the Honors College and the Honors Program Committee for acceptance or rejection.
- B) Students who wish to convert a non-honors section of a course to an honors section must first obtain permission from the faculty member and then in co-operation with that faculty member determine the additional or different work that must be completed by the student for honors credit. Students must complete an Honors Course Conversion Form which the faculty member can then sign. Only members of the Honors College Faculty can allow students to convert their courses for honors credit.

**Committee IV: Academic Policies Committee (Shelly Elman, Chair)**

**Action Items:**

- A) Hardship Withdrawal changes to the Faculty Handbook (205.01, p. 88):  
Hardship Withdrawal Policy, What is the process for receiving a hardship withdrawal?

“The student seeking a hardship withdrawal must initiate the request through either Health Services or Counseling Center. The student should be prepared to present documented evidence to substantiate the hardship being claimed. After interviewing the student and reviewing the appropriate documentation, the professional staff will make a determination to either recommend or not support the request for hardship withdrawal. This determination will be filed as a report consisting of the request form and a letter explaining the decision and delivered as a confidential document to the appropriate unit within Academic Affairs. For students with a declared major, the appropriate academic official is the Dean of the College (or her/his designate) where the major department is housed; for undeclared students, reports should be delivered to the Honors College. **The appropriate dean has the final authority as to whether the request is granted, with any appeal limited to the Provost and Vice President of Academic Affairs.** If the request is granted, the student will receive a W for each course. The Registrar’s Office is to be notified by the academic office in cases where the request is granted and the student is to be notified of the decision in all cases.

Change to:

“The student seeking a hardship withdrawal must initiate the request through either Health Services or Counseling Center. The student should be prepared to present documented evidence to substantiate the hardship being claimed. After interviewing the student and reviewing the appropriate documentation, the professional staff will make a determination to either recommend or not support the request for hardship withdrawal. This determination will be filed as a report consisting of the request form and a letter explaining the decision and delivered as a confidential document to the appropriate unit within Academic Affairs. For students with a declared major, the appropriate academic official is the Dean of the College (or her/his designate) where the major department is housed; for undeclared students, reports should be delivered to the Honors College. **The appropriate dean or designee has the authority to grant or deny the request, with any review of that decision limited to the Provost and Vice President of Academic Affairs or designee.** If the request is granted, the student will receive a W for each course. The Registrar’s Office is to be notified by the academic office in cases where the request is granted and the student is to be notified of the decision in all cases.

B) On the Hardship Withdrawal Form:

On page 2, under “Steps for Requesting a Hardship Withdrawal, step 5, the first bullet reads:

“The student may **appeal to the Provost and Vice President for Academic Affairs.**”

Should be changed to:

“The student may **request a review by** the Provost and Vice President for Academic Affairs **or designee.**”

On page 2, under “Steps for Requesting a Hardship Withdrawal, step 6:

“The **Provost and Vice President for Academic Affairs** has the final authority to grant the **appeal** for the Request for Hardship Withdrawal.”

Should be changed to:

“The **Provost and Vice President for Academic Affairs or designee** has the final authority to grant the **Request for Hardship Withdrawal.**”

Under step 6, the bullet point reads:

“The **Provost** will grant or deny the **appeal**. If granted, the Provost’s Office will notify the Registrar of the grade change/s to W. The Provost’s Office will notify the student that the **appeal** was granted or denied.”

Should be changed to:

“The **Provost or designee** will grant or deny the **request**. If granted, the Provost’s Office will notify the Registrar of the grade change/s to W. The Provost’s Office will notify the student that the **request** was granted or denied.”

#### **Information Item:**

- A) Course evaluation summaries for face-to-face courses are available online but course evaluations for online courses are not available online—the APC wonders why this is?

#### **Committee XII: Budget Committee (Andrea Stanfield, Chair)**

##### **Information Item** (see [Addendum VI](#)):

- A) UWG Salary Study FAQs

#### **Committee XIII: Rules Committee (Susan Welch, Chair)**

##### **Action Items** (see [Addendum VII](#)):

- A) UWG Policies and Procedures section 2E, item 1

5. Old business

6. New business

7. Announcements: Two-Time Georgia Author of the Year, Jim Grimsley, will be speaking at UWG on March 23<sup>rd</sup> at 7:00 p.m. in the Campus Center Ballroom. There is no admission fee. This program is sponsored by the University of West Georgia’s Presidential Committee on Campus Inclusion, the Center for Diversity and Inclusion, Ingram Library, West Georgia Athletics, Housing and Residence Life, and

the Student Activities Council. Free copies of his book, *How I Shed My Skin: Unlearning the Racist Lessons of a Southern Childhood*, are available on a first-come, first-serve basis at the Ingram Library Circulation Desk. For more information, please see: <https://uwglibrary.wordpress.com/2016/02/12/two-time-georgia-author-of-the-year-jim-grimsley-to-give-talk-at-uwg-march-23/>.

#### 8. Adjournment

# Addendum I

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

**January 29, 2016**

1. Call to order: the meeting convened in room 1-203 of the Technology-enhanced Learning Center and was called to order by Julia Farmer, Chair, at 3:07 p.m. after a group photograph of the members was taken. Dr. Farmer asked for a motion to change the agenda on two points: 1) 4-A-1-a was withdrawn by the committee; 2) 4-D-1-b was submitted as an action item, but should be an information item.

*Amended agenda approved unanimously by voice vote.*

2. Roll Call

*Present*

Nancy Pencoe (substituting for Banford), Boldt, J. Butler, Connell, DeFoor, Farran, Faucette, Fujita, C. Johnson, Lee, Lopez, Mbaye, McCullers, McKendry-Smith, L. Miller, Mindrila, R. Morris, Mary Reid (substituting for Ogletree), Remshagen, L. Robinson, C. Samples, C. Schroer, Seay, M. Snipes, Stanfield, Sterling, D. Stuart, Tefend, Trotman Scott, Velez-Castrillon, S. Webb, S. Welch, D. Williams, Willox, Xu

*Absent*

Blair, Elman, Gerhardt, Insenga, McCord, McGuire, D. Neely, J. Roberts, Schoon, Self, Varga, Yates

3. Minutes: the minutes from the December 4, 2015 meeting were approved by unanimous consent.

*Item approved unanimously by voice vote.*

4. Committee reports

**Committee I: Undergraduate Programs Committee (Cale Self, Chair)**

**Action Items** (presented by Gavin Lee):

A) College of Arts and Humanities

1) Foreign Languages Department

a) FREN 1001-C  
Request: Add

b) FREN 1002-C  
Request: Add

*These two items were taken together and were approved unanimously by voice vote.*

c) FREN 3212  
Request: Add

*Item approved unanimously by voice vote.*

B) College of Education

1) Leadership and Instruction

- a) Bachelor of Science in Health and Community Wellness  
Request: Modify

*Item approved unanimously by voice vote.*

- b) SEED 4238  
Request: Add

- c) SEED 4238-L  
Request: Add

*These two items were taken together and were approved unanimously by voice vote.*

C) College of Science and Mathematics

1) Chemistry Department

- a) Bachelor of Science with a Major in Chemistry (ACS Track – Applied Chemistry, Option A)  
Request: Modify
- b) Bachelor of Science with a Major in Chemistry (Non-ACS Track – Chemistry & Chemical Engineering, Dual Degree Option)  
Request: Modify
- c) Bachelor of Science with a Major in Chemistry (Non-ACS Track – Pre-Professional Option)  
Request: Modify
- d) Bachelor of Science with a Major in Chemistry (Non-ACS Track – General Option)  
Request: Modify
- e) Bachelor of Science with a Major in Chemistry (ACS Track – Biochemistry, Option B)  
Request: Modify
- f) Bachelor of Science with a Major in Chemistry (Non-ACS Track – Secondary Education Option)  
Request: Modify
- g) Bachelor of Science with a Major in Chemistry (Non-ACS Track – Business Option)  
Request: Modify



*Items a-e and g were taken together and were approved unanimously by voice vote. Item f was sent back to the Committee.*

2) Physics Department

- a) Bachelor of Science with a Major in Physics  
Request: Modify

*Item approved unanimously by voice vote.*

D) College of Social Sciences

1) Political Science Department

- a) Certificate in Human Rights Advocacy  
Request: Add

*Item approved unanimously by voice vote.*

- b) POLS 4217  
Request: Add

- c) POLS 4515  
Request: Add

- d) POLS 4516  
Request: Add

- e) POLS 4517  
Request: Add

- f) POLS 4518  
Request: Add

- g) POLS 4519  
Request: Add

*These six items were taken together and approved unanimously by voice vote.*

2) Sociology Department

- a) SOCI 4386  
Request: Modify

*Item approved unanimously by voice vote.*

3) Anthropology Department

- a) Certificate in Forensic Science

Request: Add

*Item approved unanimously by voice vote.*

**Information Items:**

A) College of Social Sciences

1) Bachelor of Science with a Major in Political Science  
Request: Modify

B) School of Nursing

1) Bachelor of Science in Nursing, RN to BSN  
Request: Modify

**Committee II: Graduate Programs Committee (Dawn McCord, Chair)**

**Action Items** (presented by Susan Webb):

A) College of Social Sciences

1) Political Science

a) POLS 5217 Grant Writing for Nonprofit Organizations  
Request: Add

*Item approved unanimously by voice vote.*

b) Post-Baccalaureate Certificate in Nonprofit Management and Community Development  
Request: Modify

*Item approved unanimously by voice vote.*

B) Richards College of Business

1) Management

a) CISM 5330 Enterprise Architecture  
Request: Add

b) CISM 5355 Cyber Security  
Request: Add

c) CISM 5390 Business Intelligence and Data Mining  
Request: Add

*These three items were taken together and approved unanimously by voice vote.*

2) Marketing and Real Estate

- a) MKTG 5818 Marketing Metrics  
Request: Add

*Item approved unanimously by voice vote.*

**Information Items:**

A) College of Social Sciences

- 1) Master of Arts with a Major in Gerontology  
Request: Terminate

B) College of Education

- 1) Master of Arts (MAT: Special Education)  
Request: Modify
- 2) Specialist in Education with a Major in Special Education  
Request: Modify

**Committee X: University Relations Committee (Salvador Lopez, Chair)**

**Information Item:**

A) Capital Campaign update (Dave Fraboni)

Mr. Fraboni presented information about the Capital Campaign with the aid of PowerPoint slides. He explained that the process began with a feasibility study and then provided details from this study, such as outcomes, image findings, cases for support findings, campaign leadership findings, goal and timing findings, database potential, and case recommendations.

The goal is \$50M and we are at \$24M now in the flooring stage. The timeline for the campaign is Jan. 2013 through Dec. 2020. Mr. Fraboni stated that he expects UWG to be at 50-60% of the goal in the next two years. A Steering Committee (which includes Fraboni and President Marrero) meets regularly to discuss progress. The campaign is following a “top-down” process in which lead/major gifts are solicited first.

Mr. Fraboni asked the faculty to think about their former students who are incredibly successful; who do you still hear from regularly? Please let Mr. Fraboni know of 3-5 such people. He would like their correct addresses and phone numbers so his office can engage with them. His e-mail is: [dfwaboni@westga.edu](mailto:dfwaboni@westga.edu).

In the question period following his presentation, he explained that some of the \$24M are pledges and bequests. In his experience, approximately 90% of the pledges will be fulfilled.

5. Old business: none

6. New business: none

## 7. Announcements

- A) A new Executive Secretary is to be elected this Spring; faculty, please consider nominations and send names to Dr. Farmer.
- B) Budget Committee Chair Andrea Stanfield distributed a draft FAQs document regarding the Salary Study. Please read it and share with colleagues in your department. Additional questions/comments may be sent to Ms. Stanfield ([astanfie@westga.edu](mailto:astanfie@westga.edu)). Ms. Stanfield agreed to send the draft to the senators for forwarding to colleagues. Dr. Marrero added that the goal is to come back to the Faculty Senate in February with a plan and a timeline for discussion.
- C) Dr. Velez-Castrillon said that the Academic Policies Committee has been working on changes to the online student evaluations, as they are presently relevant only for face-to-face classes. If you have comments, please send them to your APC representative.
- D) Dr. Marrero announced that the new University Club is at Z-6 (the room to the left of the cashier). Faculty are welcome/encouraged to eat Mon., Tues., and Wed. and network with colleagues. The room is available Thurs. and Fri. for event reservations.
- E) Dr. Marrero also announced that there will be a series of town hall meetings on Engage West surveys. Look for the surveys Feb. 16<sup>th</sup> through the first week of March. He stated that all survey comments in three qualitative sections will be provided verbatim to supervisors with anonymity. He stressed that grievances/issues should go to Ombuds or Human Resources; please use the correct forum and keep EW survey comments constructive.

## 8. Adjournment

The meeting adjourned at 4:14 p.m.

Respectfully submitted,

Shelley Rogers

Executive Secretary of the Faculty Senate and General Faculty

# **Addendum II**

Course View (Read Only)

Originator

<b>Biology Department</b>	<b>College of Science and Mathematics</b>	<b>Tabit, Christopher</b>
Department	College	Originator

What would you like to do?

Add New Course
  Modify Existing Course
  Delete Existing

Modifications

Prerequisites
  Corequisites
  Description
  Title
  Credit
  See Comments
  Senate Action Item

[\(See Procedure\)](#)

Course Details

<b>BIOL</b>	<b>2022</b>	<b>Human Anatomy and Physiology II</b>
Prefix	Number	Course Title

A continuation of the study of the structural and functional relationships in the human body. This course will introduce the student to the structure and function of the organ systems associated with blood production, blood flow, respiration, digestion, excretion, reproduction and immunity. This course is designed to follow Biology 2021. This course is not intended for biology or other laboratory science majors and cannot be used for credit toward those degrees.

Course Catalog Description

<b>3.00</b>	<b>3.00</b>	<b>Fall - 2016</b>	<b>Every Term</b>	<b>Letter Grade</b>
Lec Hrs	Lab Hrs	Effective Term	Frequency	Grading

Prerequisites

BIOL 2021 with a minimum of a C  
 BIOL 2021L with a minimum of a C

Corequisites

BIOL 2022L

Rationale

BIOL 2022 is the second course in a sequence, BIOL 2021, BIOL 2022. It has always been expected that the student would take Biol 2021 prior to taking Biol 2022. Material presented in BIOL 2022 builds on material presented in BIOL 2021 BIOL 2021/2022 is a 2 course sequence designed for the BSN program. It is not approved for core, cannot be used to satisfy graduation requirements outside of electives and the BSN program. That is including a B.S. in Biology.

<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO <i>(See Policy)</i> Present or Projected Annual Enrollment: 300	<b>Comments</b>	
<b>College Approvals</b> <hr/> <b>Christopher Tabit [APPROVED 2016-01-15]</b> Chair, Course Department <hr/> <b>Gregory T. Payne [APPROVED 2016-01-20]</b> Coordinator, COSM Curriculum Committee	<b>Other Approvals</b> <b>Cale Self [APPROVED 2016-02-15]</b> Chair, Undergraduate Programs Committee	<b>Final Approval</b> <b>Myrna Gantner [REQUIRED]</b> Final Approver

Course View (Read Only)

Originator

<b>Biology Department</b> Department	<b>College of Science and Mathematics</b> College	<b>Tabit, Christopher</b> Originator
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What would you like to do?

Add New Course
  Modify Existing Course
  Delete Existing Course

Modifications

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

Course Details

<b>BIOL</b> Prefix	<b>2022L</b> Number	<b>Human Anatomy and Physiology II Laboratory</b> Course Title
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The laboratory component of BIOL 2022. Students must enroll in BIOL 2022 in the same term.

Course Catalog Description

<b>Lec Hrs</b>	<b>3.00</b> Lab Hrs	<b>1.00</b> Credit Hrs	<b>Fall - 2016</b> Effective Term	<b>Every Term</b> Frequency	<b>Letter Grade</b> Grading
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Prerequisites

BIOL 2022 with a minimum of a C  
 BIOL 2021L with a minimum of a C

Corequisites

BIOL 2022

Rationale

The lab goes with the lecture and we are requesting the lecture have a pre-requisite added for DFW concerns.



<p><b>Planning Info</b></p> <p><input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement</p> <p>Is this a SACS substantive change? NO (See Policy)</p> <p>Present or Projected Annual Enrollment: 300</p>	<p><b>Comments</b></p>	
<p><b>College Approvals</b></p> <hr/> <p><b>Christopher Tabit</b> [APPROVED 2016-01-15]</p> <hr/> <p>Chair, Course Department</p> <hr/> <p><b>Gregory T. Payne</b> [APPROVED 2016-01-20]</p> <hr/> <p>Coordinator, COSM Curriculum Committee</p>	<p><b>Other Approvals</b></p> <hr/> <p><b>Cale Self</b> [APPROVED 2016-02-15]</p> <hr/> <p>Chair, Undergraduate Programs Committee</p>	<p><b>Final Approval</b></p> <hr/> <p><b>Myrna Gantner</b> [REQUIRED]</p> <hr/> <p>Final Approver</p>

## Course View (Read Only)

## Originator

Biology Department

College of Science and Mathematics

Tabit, Christopher

Department

College

Originator

## What would you like to do?

 Add New Course
  Modify Existing Course
  Delete Existing Course

## Modifications

 Prerequisites
  Corequisites
  Description
  Title
  Credit
  See Comments
  Senate Action Item

Course

(See Procedure)

## Course Details

BIOL	2030	Medical Microbiology
Prefix	Number	Course Title

Medical microbiology is a course designed for nursing and other allied health persons and is intended to introduce the student to the basic concepts and practices of microbiology, especially with regard to health and human disease. Lecture portions of the course will address the basic biology of microorganisms, pathogenic mechanisms, host defense and immunity, and microorganisms and human diseases. This course is not intended for biology or other laboratory science majors and cannot be used for credit toward those degrees. Students must enroll in BIOL 2030L in the same term.

## Course Catalog Description

3.00		3.00	Fall - 2016	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

## Prerequisites

A minimum of a C in:  
CHEM 1151/1151L and CHEM 1152/1152L

or

A minimum of a C in:  
Chem 1211/1211L and CHEM 1212/1212L

or

A minimum of a C in BIOL 1107/BIOL 1107L and BIOL 1108/1108L

Or

A minimum of a C in BIOL 2107/2107L and BIOL 2108/2108L

## Corequisites

BIOL 2030L

## Rationale

Biology has never had any pre-requisites on BIOL 2030. We have always dealt with this through advising, either in Biology or SON. Currently, advising students to take this in sequence falls on deaf ears. Biology 2030 is a 2000 level Biology course and requires a background in sciences, science terminology and mindset. Biology would prefer to have BIOL 1107/1108 with a B or C be the pre-requisite but we are compromising with the SON. Think of it this way... Microbiology is the study of microscopic organism and structures. If you are interested in buying a house, you would look at all the rooms. Understand their structure and function. Once you had an understanding of the 'big picture' you might look at the details... the window joints, plaster defects, crown molding, etc... If you were just exposed to the puzzle pieces or details, without an understanding of the big picture... put a jigsaw puzzle together without a picture... You can do it. But why?

<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO <small>(See Policy)</small> Present or Projected Annual Enrollment: 120	<b>Comments</b>	
<b>College Approvals</b> <hr/> <b>Christopher Tablt</b> [APPROVED 2016-02-03] <hr/> Chair, Course Department <hr/> <b>Gregory T. Payne</b> [APPROVED 2016-02-04] <hr/> Coordinator, COSM Curriculum Committee	<b>Other Approvals</b> <hr/> <b>Cale Self</b> [APPROVED 2016-02-15] <hr/> Chair, Undergraduate Programs Committee	<b>Final Approval</b> <hr/> <b>Myrna Gantner</b> [REQUIRED] <hr/> Final Approver

Program View (Read-Only)																			
<p><b>Attachments</b>                      Current File: <a href="#">Undergrad program moda 2016.01.14.docx</a></p>																			
<p><b>Originator</b></p> <table style="width:100%; border: none;"> <tr> <td style="border: none;">College of Social Sciences</td> <td style="border: none;">Sociology Department</td> <td style="border: none;">Luken, Paul</td> </tr> <tr> <td style="border: none;"><small>College</small></td> <td style="border: none;"><small>Department</small></td> <td style="border: none;"><small>Originator</small></td> </tr> </table>		College of Social Sciences	Sociology Department	Luken, Paul	<small>College</small>	<small>Department</small>	<small>Originator</small>												
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<small>College</small>	<small>Department</small>	<small>Originator</small>																	
<p><b>What would you like to do?</b></p> <p> <input type="radio"/> Add New Program                       <input checked="" type="radio"/> <b>Modify Existing Program</b>                       <input type="radio"/> Deactivate Existing Program                       <input type="radio"/> Terminate Existing                 </p>																			
<p><b>Modifications</b></p> <p> <input type="checkbox"/> Program Name                       <input type="checkbox"/> Program Description                       <input type="checkbox"/> Degree Name                       <input checked="" type="checkbox"/> <b>See Details</b> </p> <p> <input type="checkbox"/> Senate Action Item                       <input type="checkbox"/> (See Procedure)                 </p>																			
<p><b>Program Selection</b></p> <table style="width:100%; border: none;"> <tr> <td style="border: none;">College of Social Sciences</td> <td style="border: none;">Bachelor of Science with a Major in Sociology</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;"><small>College</small></td> <td style="border: none;"><small>Program</small></td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;">Bachelor of Science with a Major in Sociology</td> <td style="border: none;">On Campus</td> <td style="border: none;">Undergraduate</td> </tr> <tr> <td style="border: none;"><small>Program Name</small></td> <td style="border: none;"><small>Program Location</small></td> <td style="border: none;"><small>Degree Level</small></td> </tr> <tr> <td style="border: none;">Bachelor of Science</td> <td style="border: none;">Fall</td> <td style="border: none;">2016</td> </tr> <tr> <td style="border: none;"><small>Degree Name</small></td> <td style="border: none;"><small>Effective Semester/Year</small></td> <td style="border: none;"></td> </tr> </table>		College of Social Sciences	Bachelor of Science with a Major in Sociology		<small>College</small>	<small>Program</small>		Bachelor of Science with a Major in Sociology	On Campus	Undergraduate	<small>Program Name</small>	<small>Program Location</small>	<small>Degree Level</small>	Bachelor of Science	Fall	2016	<small>Degree Name</small>	<small>Effective Semester/Year</small>	
College of Social Sciences	Bachelor of Science with a Major in Sociology																		
<small>College</small>	<small>Program</small>																		
Bachelor of Science with a Major in Sociology	On Campus	Undergraduate																	
<small>Program Name</small>	<small>Program Location</small>	<small>Degree Level</small>																	
Bachelor of Science	Fall	2016																	
<small>Degree Name</small>	<small>Effective Semester/Year</small>																		
<p><b>Modification Details</b></p> <ol style="list-style-type: none"> <li>1. Eliminate the capstone requirement.</li> <li>2. Make SOCI 3001 a required course.</li> <li>3. Add a diversity requirement. Students must choose from SOCI 3543, 3606, 3623, 3943, 3954, 4323, 4543</li> <li>4. Reduce the number of upper-division electives from 24 to 21.</li> <li>5. Modify the learning outcomes.</li> <li>6. Add EDUC courses to Area F.</li> <li>7. Modify the courses used in the undergraduate certificates</li> </ol> <p>The details are in the revision to catalog copy in the attachment. Additions are in red.</p> <p style="font-size: small;">(Max 4000 characters)</p>	<p><b>Rationale</b></p> <ol style="list-style-type: none"> <li>1. The faculty decided that the capstone requirement was no longer an important part of the curriculum since we are altering the other requirements and the learning outcomes.</li> <li>2. SOCI 3001 focuses on writing in sociology, a fundamental skill for all sociology graduates.</li> <li>3. Adding a diversity requirement aligns with long-standing learning outcomes and it is appropriate for the degree's emphasis.</li> <li>4. The change in the number of electives is necessary to maintain 36 hours of upper-division sociology for the major.</li> <li>5. The existing learning outcomes are poorly written in and well connected to the instructional practices of the faculty.</li> <li>6. The EDUC courses would make excellent Foundational courses in Area F.</li> <li>7. After offering these certificates for over a year it became evident that some courses were not appropriate. They are being eliminated and in some instances new courses are being added.</li> </ol> <p style="font-size: small;">(Max 4000 characters)</p>																		
<p><b>Attachments</b>                      Current File: <a href="#">Undergrad program moda 2016.01.14.docx</a></p>																			
<p><b>SACSCOC Substantive Change</b></p> <p>Please review the <a href="#">Policy Summary and Decision Matrix</a></p> <p>Send questions to <a href="mailto:clenka@westga.edu">clenka@westga.edu</a></p> <p>Check all that apply to this program</p> <p> <input type="checkbox"/> Significant departure from previously approved programs  <input type="checkbox"/> New instructional site at which more than 50% of program is offered  <input type="checkbox"/> Change in credit hours required to complete the program  <input type="checkbox"/> Program deactivation  <input type="checkbox"/> None of these apply                 </p>	<p><b>Comments</b></p> <p>Many changes are being made in the SS in sociology program. The attached revisions to the catalog copy show all of them in detail. Additions are in red. These changes are applicable to both face-to-face and online delivery formats.</p> <p style="font-size: small;">(Max 4000 characters)</p>																		

College Approvals	Other Approvals	Final Approval
<p><b>Paul Luken</b> [APPROVED 2016-01-14] Chair, Course Department</p> <hr/> <p><b>Amber Smallwood</b> [APPROVED 2016-01-15] Coordinator, COSS Executive Committee</p>	<p><b>Cale Self</b> [APPROVED 2016-01-22] Chair, Undergraduate Programs Committee</p>	<p><b>Myrna Gantner</b> [REQUIRED] Final Approver</p>

SOCIOLOGY  
Pafford 217 • 678-839-6505  
<http://www.westga.edu/~soccrim/>

**Professor:**

J. McCandless (Dean, College of Social Sciences)

**Associate Professors:**

P. Luken (Chair), P. Kirk, N. Noori

**Assistant Professors:**

E. McKendry-Smith, W. Tripp, J. Weber

**Lecturers:**

T. Parsons, V. Wood

**Instructor:**

C. Lee, F. Payne

Sociology is the scientific study of society and human behavior. Through the use of both research and theories, sociologists develop understandings of complex forms of human behavior. Students in the BS degree program in Sociology learn about the very fabric of social relations through courses in inequality, aging, gender, deviance, globalization, social psychology, race and ethnicity, the environment, the media and more. The Sociology program seeks to provide students with mastery of basic academic subject matter along with the learning skills necessary for enrichment and continued success in academic and workplace environments. Upon graduation students are prepared for advanced graduate and professional school education and for entrance into the job market in business, government, non-profit organizations, and social services work. Internships are available to provide onsite, practical experience. Students are encouraged to pursue independent research, collaborate with professors on their research, and present their work during UWG's Social Science Research Day and at annual conferences, such as the Georgia Sociological Association and the Southeastern Undergraduate Sociology Symposium. The Sociological Collective provides students with fun and support, career information, opportunities for community service, speakers, and other activities. Students who qualify are also invited to join the national sociology honor society, Alpha Kappa Delta. The B.S. Degree in Sociology is available in both face-to-face and online.

**Learning Outcomes**

Students completing the B.S. degree with a major in Sociology should:

- ~~Be able to~~ Communicate (orally and in writing) how sociology contributes to an understanding of social reality
- ~~Understand theoretical and methodological approaches to description and interpretation~~
- Demonstrate an understanding of sociological theories
- Demonstrate an understanding of methodological approaches within sociology
- Understand Demonstrate knowledge of basic concepts, perspectives, and their interpretive applications
- ~~Understand the reciprocal relationship between the individual and society~~
- ~~Understand the diversity of American society~~
- Demonstrate an understanding of the diversity in society
- ~~Demonstrate an ability to think critically~~

**B.S. Degree with a Major in Sociology**

Requirement	Hours
Core Area A, B, C, D, E on page <i>Error! Bookmark not defined.</i>	42
Core Area F	18

SOCI 1101	3	
Foundations of Social Sciences	3-12	
1000 or 2000 level courses from the following Disciplines: ANTH, CRIM, EDUC, ENGL, FORL, GEOG, Global Studies, HIST, COMM, PHIL, POLS, PSYC, or SOCI		
Technical Skills	3-12	
1000 or 2000 level courses from the following Disciplines: ACCT, CISM, CS, ECON, MATH, MEDT, or XIDS 2201/2202		
Major Courses		60
A SOCI 3001, 4000, 4053, and 4003, and a capstone course: SOCI 4982, SOCI 4983 or SOCI 4984	12	
Must complete SOCI 4000, and 4053, and 12 additional hours of 3000/4000 level sociology before enrolling in a capstone course. These required classes must be passed with a grade of C or better.		
B Diversity course (one of the following: 3543, 3606, 3623, 3943, 3954, 4323, 4543)	3	
C Upper Division Courses	21	
SOCI courses at 3000 or 4000 level		
D Supporting Courses (or Minor)	15-18	
Non-SOCI courses at 3000 or 4000 level		
E General Electives	6-9	
TOTAL		120

*No more than a total of nine hours of directed research, directed readings, and senior thesis credits may be applied toward the major. No more than six hours of internship may be applied toward the major.*

## Requirements for a Minor in Sociology

### (Minimum 15 Hrs)

Upper level sociology courses	12-15
SOCI 1101	3

## Requirements for a Minor in Women's Studies

<http://Www.Westga.Edu/~Artsci/Women/>

Select five courses from three different areas of study. A list of approved courses can be obtained from the Department of Sociology	15
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## Undergraduate Certificates in Sociology

Several certificates of specialization are available to Sociology majors and minors. Non-Sociology majors who complete a certificate program will also be awarded a minor in sociology. Each certificate requires 15 hours in specific courses. SOCI 1101 is required of all the certificates. Courses taken to receive a certificate also count toward the sociology major and toward additional certificates. The certificate programs and the courses that can be taken to fulfill the requirements are below.

### Certificate in Research Methods

SOCI 1101 and 12 hours of the following courses:

- SOCI 3001 Communicating Sociology
- SOCI 4000 Research Methods
- SOCI 4003 Applied Social Statistics
- SOCI 4613 Qualitative Research Methods
- SOCI 4015 Analyzing and Visualizing Data
- SOCI 4373 Visual Sociology
- Any approved SOCI 4999 course

### **Certificate in Global and Comparative Studies**

SOCI 1101 and 12 hours of the following courses:

SOCI 4803 Environmental Sociology

SOCI 3283 Globalization

SOCI 3743 Collective Behavior and Social Movements

**SOCI 4323 Cultural and Racial Minorities**

SOCI 4325 Social Change in the Middle East

SOCI 4333 Urban Sociology

SOCI 3543 The Sociology of Religion

~~SOCI 3293 Marriage and Family~~

SOCI 4915 Violence Against Women

~~SOCI 3273 Managing Cultural Differences~~

~~SOCI 3733 Social Psychology: The Sociological Tradition~~

Any approved SOCI 4999 course

### **Certificate in Cultural Diversity**

SOCI 1101 and 12 hours of the following courses:

~~SOCI 3273 Managing Cultural Differences~~

SOCI 3603 Sociology of Gender

SOCI 3623 Social Inequality

SOCI 3954 Aging: Past, Present, Future

SOCI 4333 Urban Sociology

SOCI 4323 Cultural and Racial Minorities

SOCI 3943 American Class Systems

~~SOCI 4916 Gender and Work~~

SOCI 4543 Deviant and Alternative Behavior

SOCI 4700 Sociology of Emotions

SOCI 3543 Sociology of Religion

SOCI 3293 Marriage & Family

SOCI 3733 Social Psychology: The Sociological Tradition

Any approved SOCI 4999 course

### **Certificate in Social Services**

SOCI 1101 and 12 hours of the following courses:

SOCI 4445 Sociology of Childhood

SOCI 3804 Death, Grief, and Caring

SOCI 4333 Urban Sociology

SOCI 3293 Marriage and Family

SOCI 4300 Housing and Homelessness

**SOCI 4386 Internship**

SOCI 4440 Sociology of Medicine

SOCI 4441 Sociology of Mental Health

SOCI 3134 Intro to Social Work

SOCI 4734 Social Work Skills

~~SOCI 4182 Aging Families~~

SOCI 4700 The Sociology of Emotions

SOCI 4915 Violence Against Women

SOCI 3954 Aging: Past, Present, Future

SOCI 3733 Social Psychology: The Sociological Tradition

Any approved SOCI 4999 course



# **Addendum III**

Course View (Read Only)

Attachments

Current File: GunSydabl.docx

Originator

Political Science Department  
Department

College of Social Sciences  
College

Fleming, Anthony  
Originator

What would you like to do?

Add New Course  
 Modify Existing Course  
 Delete Existing Course

Modifications

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

Course Details

POLS 5216 Gun Policy  
Prefix Number Course Title

Gun control policy is one of the most contentious policy issues in not just the United States, but in other advanced democracies of the world. This class is designed to analyze and assess why gun control policy exists in its current state. The course will explore a variety of arguments for the current state of gun control policy. By the end of the semester students should be able to analyze and evaluate how culture, agenda setting and formulation, institutions and policy making, interest groups, the media, parties, elections, public opinion, and other factors shape gun control policy in the United States.

Course Catalog Description

3		3	Fall - 2016	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Corequisites

Rationale

Gun policy serves as an excellent case study on public policy and will fit in nicely as an elective in the MPA program.

<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 20	<b>Comments</b>	
<b>Attachments</b> Current File: <a href="#">CunSyll.docx</a>		
<b>College Approvals</b> <hr/> <b>J. Salvador Peralta</b> [APPROVED 2016-01-15] <hr/> Chair, Course Department <hr/> <b>Amber Smallwood</b> [APPROVED 2016-01-15] <hr/> Coordinator, COSS Executive Committee	<b>Other Approvals</b> <b>Dawn McCord</b> [APPROVED 2016-02-19] <hr/> Chair, Graduate Programs Committee	<b>Final Approval</b> <b>Myrna Gantner</b> [REQUIRED] <hr/> Final Approver

**Dr. Anthony Fleming**  
**University of West Georgia**  
**College of Social Sciences**  
**Department of Political Science**  
**Gun Policy**  
**POLS 5216**

**Overview:** Gun control policy is one of the most contentious policy issues in not just the United States, but in other advanced democracies of the world. This class is designed to analyze and assess why gun control policy exists in its current state. The course will explore a variety of arguments for the current state of gun control policy.

**Learning Outcomes:** By the end of the semester students should be able to analyze and evaluate how culture, agenda setting and formulation, institutions and policy making, interest groups, the media, parties, elections, public opinion, and other factors shape gun control policy in the United States.

**University Policies:**

[http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

**Required Texts:**

**Doherty, Brian “Gun Control on Trial: Inside the Supreme Court Battle Over the Second Amendment” ISBN: 9781933995250**

**Goss, Kristin. “Disarmed: The Missing Movement on Gun Control in America”  
ISBN: 9781400837755**

**Lott, John. “More Guns, Less Crime: Understanding Crime and Gun Control Laws” Third  
ed. ISBN: 9780226493664**

**Patrick, Brian Anse. “The National Rifle Association and the Media”  
ISBN: 9780820451223**

**Spitzer, Robert. “The Politics of Gun Control” Fifth Edition  
ISBN: 9781594519871**

**Wilson, Harry L. “Guns, Gun Control, and Elections: The Politics and Policy of Firearms”  
ISBN: 9780742553484**

**Expectations and Requirements:** In order to be prepared for each class period, you must do the readings. Students will be expected to have read and digested the material and be able to discuss the readings in class. This class will be taught with a heavy emphasis on in class discussion and participation.

**Reaction Papers:** Every week half of the class will be required to write reaction papers. These reaction papers should be 500 words in length. The student should summarize the reading and provide thoughts and insights. These reaction papers will be due via email every Monday by 12:00 pm.

**Questions:** Every week half of the class will be required to pose questions based on the readings. The student should pose five thoughtful questions. These questions will be used as a basis for in class participation. The questions will be due via email every Monday by 12:00 pm.

**Exams:** There will be two take home exams for the class. Each exam will ask broad theme questions about the class and will ask the student to tie these themes together into a single paper. Each exam question must be answered thoroughly.

**Grades:**

**Participation: 20%**

**Reaction Papers/Questions: 30%**

**Exam 1(Midterm): 25%**

**Exam 2 (Final): 25%**

**Week 1: Introduction to Gun Policy in the U.S.**

**A. Spitzer Chapter One: Pages 1-19**

**B. Wilson Introduction: Pages 1-16**

**Week 2: Culture: Does the United States have a gun culture?**

**A. Kopel Chapter 9: pages 303-344**

**B. Kopel Chapter 11: pages 406-431**

**C. Fleming Chapter: 1**

**D. Wilson Chapter 2: pages 47-80**

**Reaction Paper 1 Due**

**Week 3: Agenda Setting: Do popular theories of policy change explain the current state of gun policy in the United States?**

- A. Baumgartner and Jones Part One: Pages 1-55
  - B. Kingdon Chapter 4: pages 71-90
  - C. Kingdon Chapter 8: pages 165-194
  - D. Kingdon Chapter 9: pages 196-205
  - E. Downs, Anthony. "Up and Down with Ecology: The Issue Attention Cycle." *Public Interest* 28: 38-50. 1972
- Question Set 1 Due**

**Week 4 Institutions and Policy Making: Agenda Setting Revisited: How has Congress handled the gun control issue?**

- A. Wilson Chapter 3: pages 81-112
  - B. Spitzer Chapter 5: pages 129-166
  - C. Birkland Chapter 1: 1-29
  - D. Birkland Chapter 5: 157-182
  - E. Fleming Chapter 2,
  - F. Fleming Chapter 3, Part 2
- Reaction Paper 2 Due**

**Week 5 Interest Groups: Who are the major non-governmental actors in policy making? Why do some succeed where others fail?**

- A. Davidson Part 1: Pages 1-81
  - B. Spitzer Chapter 4: Pages 87-127
  - C. Patrick Introduction: Pages 1-16
- Question Set 2 Due**

**Week 6: Interest Groups (Discussion continued)**

- A. Goss Entire book
- Reaction Paper 3 Due**

**Week 7 Media: How does the media view guns? Does the NRA favor positive or negative coverage? Why?**

- A. Wilson Chapter 6: pages 179-212
  - B. Patrick Chapter 1: pages 17-29
  - C. Patrick Chapter 2: pages 39-43
  - D. Patrick Chapter 5: pages 135-146
  - E. Patrick Chapter 6: pages 153-166
- Question Set 3 Due**

**Week 8: Public Opinion, Parties, and Elections: What impact does public opinion on gun control policy have on political parties and elections?**

A. Wilson Chapter 4: pages 113-140

B. Wilson Chapter 5: pages 141-178

C. Fleming Part 1 of Chapter 3

D. Lindaman, Kara; Donald P. Haider-Markel. "Issue Evolution, Political Parties, and Culture Wars" *Political Research Quarterly*, Vol. 55, No. 1. (Mar., 2002), pp. 91-110.

E. Dreyfuss, Robert. "Political Snipers". *The American Prospect*. September 15, 1995  
Reaction Paper 4 Due

### **Week 9 Midterm: NO IN CLASS MEETING**

**Week 10 Gun Control and the Courts: Historically, how have the courts handled the Second Amendment?**

A. Spitzer Chapter Two: pages 19-44

B. Wilson Chapter One: pages 19-47

C. Doherty Entire Book: pages 1-109

Question Set 4 Due

**Week 11 Criminology and Economic Arguments on Gun Policy: Do more guns mean less crime?**

A. Spitzer Chapter 3: pages 47-76

B. Lott Chapters 1-5: pages 1-119

Reaction Paper 5 Due

**Week 12: Criminology and Economic Arguments on Gun Policy: (Continued)**

A. Lott Chapters 6-10: pages 120-336

Question Set 5 Due

**Week 13 Comparative Gun Policy: How much does U.S. gun policy differ in comparison to other advanced democracies?**

**A. Kopel Chapter 4: pages 137-173 (Canada)**

**B. Fleming Chapter 4: (Canada)**

**C. Kopel Chapter 3: Pages 59-106 (United Kingdom)**

**Reaction Paper 6 Due**

**Week 14 Semester Wrap Up: Why is U.S. gun policy in its current state?**

**(Finals will be handed out on April 17)**

**A. Spitzer Chapter 6: pages 171-186**

**B. Wilson Chapter 8: pages 239-252**

**C. Fleming Chapter 5**

**Question Set 6 Due**

**Week 15 FINALS WEEK!**



Course View (Read Only)

Attachments

Current File: MKTG 5810 syllabus.docx

Originator

Marketing and Real Estate  
Department

Richards College of Business  
College

Talpada, Sallil M.  
Originator

What would you like to do?

Add New Course  Modify Existing Course  Delete Existing Course

Modifications

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

Course Details

MKTG 5810 Social Media and Online Marketing  
Prefix Number Course Title

This course will examine the impact of social media and the internet on marketing strategy. Topics will include an exploration of social media technologies and applications such as Facebook, blogs, Twitter, wikis, YouTube, etc. Students will learn how to develop an online presence, leverage these technologies and use the power and impact of Web 2.0 in implementing successful marketing strategies.

Course Catalog Description

3 Lec hrs	0 Lab hrs	3 Credit hrs	Fall - 2016 Effective Term	Yearly Frequency	Letter Grade Grading
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Prerequisites

MKTG 3803 or equivalent or permission of department chair

Corequisites

Rationale

This is a new elective course for business graduate students designed to give them exposure to the rapidly growing field of Social Media and Online Marketing.

<p><b>Planning Info</b></p> <p><input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement</p> <p>Is this a SACS substantive change? NO <a href="#">(See Policy)</a></p> <p>Present or Projected Annual Enrollment: 45</p>	<p><b>Comments</b></p>	
<p><b>Attachments</b> Current File: MKTG 5810 syllabus.docx</p>		
<p><b>College Approvals</b></p> <p><b>Safil M. Talpade [APPROVED 2016-02-04]</b> Chair, Course Department</p> <p><b>Faye McIntyre [APPROVED 2016-02-11]</b> Dean, RCOB</p>	<p><b>Other Approvals</b></p> <p><b>Jeannie Pridmore [APPROVED 2016-02-11]</b> RCOB Graduate Program Committee Chair</p> <p><b>Dawn McCord [APPROVED 2016-02-19]</b> Chair, Graduate Programs Committee</p>	<p><b>Final Approval</b></p> <p><b>Myrna Gantner [REQUIRED]</b> Final Approver</p>

## Social Media & Online Marketing - MKTG-5810

<b>CRN:</b>	<a href="#">80551</a>
<b>Professor:</b>	Dr. David Nickell
<b>Office Number:</b>	Room 2316 Miller Hall (formerly Business Building)
<b>Contact Information:</b>	office: 678 839 5486 cell: 404 664 0431 email: <a href="mailto:dnickell@westga.edu">dnickell@westga.edu</a>
<b>Office Hours:</b>	MW 9:30 – 11:00 a.m. and by appointment
<b>Prerequisites:</b>	MKTG 3803 or equivalent, or permission of the Department chair.

**Course Objectives:** This course will examine the impact of social media and the internet on marketing strategy. Topics will include an exploration of social media technologies and applications such as Facebook, blogs, Twitter, wikis, YouTube, etc. Students will learn how to develop an online presence, leverage these technologies and use the power and impact of Web 2.0 in implementing successful marketing strategies.

### Learning Objectives:

1. Explain how the web can be used as a channel for effective digital marketing (LO5)
2. Identify activities involved in the Web planning and design process (LO1)
3. Explore the ethical issues associated with e-commerce and social media (LO4)
4. Develop an understanding of global issues in internet use and appreciate the global divide (LO3)

This course follows the [Learning Objectives](#) for the Richards College of Business.

**Text:** *E-Marketing* (7th Edition) by Judy Strauss & Raymond Frost; Prentice Hall, Pearson; ISBN: 978-0132953443 is the official text for the class.

**Class Schedule:** Mondays and Wednesdays 11:00 a.m. – 12:20 p.m. in room 117 of the Adamson Hall on the Carrollton Campus

### My Teaching Philosophy:

This section is an important one. Please read it carefully and ask me questions if you are confused.

**Knowledge (Remembering):** *Recalling data, information, terms, terminology.*

**Comprehension (Understanding):** *Understanding the meaning of the above, and stating a problem in your own words.*

**Application (Applying):** *Using what was learned above in new and different situations.*

**Analysis (Analyzing):** *Analyzing material or data to determine relationships or lack thereof.*

**Evaluation (Evaluating):** *Making judgments about what the analysis reveals.*

**Synthesis (Creating):** *Putting the components parts together to create a new understanding of a situation.*

The bottom line (here it is, perhaps paradoxically, at the very top!) is: How can I be of maximal service to you in helping you succeed in this course and beyond?

Please refer to the course objectives listed on the previous page. This course, as is true for many university courses at this level, has multiple objectives. In 1956, a committee of educators chaired by Benjamin Bloom, developed a classification system of learning objectives, which later became known as Bloom's Taxonomy. That system was later modified by Lorin Anderson. Presented below is the sense of that taxonomy, arranged in increasing order of complexity.

The first component and, to a large extent, the second one, can and will be learned from the text book. These are not unimportant. When you write a letter applying for a job, or go for a job interview, or write your first report for your boss, you must know the terminology appropriate to the field. You cannot, for example, hope to get anywhere if you don't know the difference between a population and a sample, or if you use one term when you should have used another. So, tests will cover such material. However, the instructor can be of little help here. It will not be the best use of your time or mine for me to use a class session to read from PowerPoint slides describing these terms, when you know how to read the text book or slides yourself. *So, I will expect you to read the material on your own (you will be tested on it). If you have questions or cannot understand something, I am at your service to help you understand it. This will be at your initiative.*

So, I can be of most service to you in helping you with the next four stages of the modified Bloom's Taxonomy shown above. Thus, I will spend class time (and private time, if you request it) largely on helping you with the Analysis and the Evaluation part of the objectives shown above. These two will help you succeed in this course and after the course, even after you graduate.

**Grading Policy:** As the instructor. I am the final authority on grades.

**The grading for this course is:**

Exams (3)	60%
Term Paper (1)	30%
Class Involvement	10%

**Make-up exam policy.**

1. Don't miss a test.
2. If you must miss a test for a serious medical reason, you must notify me in writing *before* class on the day of the test, and provide a written excuse from a medical practitioner. If you have to miss a test for university business (such as presenting a

paper or being part of a UWG team which is away on a trip), you must notify me in writing at least a week prior to the test.

You will have one week to reschedule and retake the test unless your illness is one that prevents you from retaking it in that time.

### **Term Paper**

Students will write an academic journal quality paper on a topical subject of the student's choosing and in consultation with the instructor. The paper will include:

1. A literature review
2. A set of research propositions
3. Conclusions and recommendations for future research

The term paper should be between 20-25 pages (before references), doubled space, 12 point Times New Roman font, 1" margins on letter sized paper.

### **Class Involvement consists of:**

- Attendance (being in the classroom)
- Class Participation (actively engaged in classroom discussions)
- Professionalism in Class (being attentive, prepared, and respectful)

**Attendance Policy:** You are expected to attend every class meeting and attendance is a factor in determining my evaluation for your class involvement. You are responsible for any material you might miss due to an absence.

### **The grades will be assigned as follows:**

A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

**Student Rights and Responsibilities:** Please carefully review the information at the following link:

[http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

The document at this link contains important information pertaining to your rights and responsibilities in this class.

## **Americans with Disabilities Act**

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.

## **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).

For approximately fifteen weeks, students in this class will generally spend 150 minutes with direct faculty instruction (either face-to-face or online) and work about 360 minutes outside of the classroom each week. This out-of-class work may include, but is not limited to, readings, assignments, projects, group work, research, and test preparation.

## **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. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG. Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others, or misrepresent or conceal their identities in electronic messages and actions.

**Course Agenda:** All assignments are due by the beginning of the class period unless otherwise stated by the instructor.

Week 1	Orientation, Review Syllabus Chapter 1 - Past, Present, and Future
Week 2	Chapter 2 - Strategic E-Marketing and Performance Metrics
Week 3	Chapter 3 - The E-Marketing Plan
Week 4	Chapter 4 - A World of E-Marketing Opportunities EXAM 1
Week 5	Chapter 5 - Ethical and Legal Issues
Week 6	Chapter 7 - Consumer Behavior Online
Week 7	Chapter 8 - Segmentation, Targeting, Differentiation, and Positioning Strategies
Week 8	Chapter 9 - Product: The Online Offer EXAM 2
Week 9	Chapter 10 - Price: The Online Value
Week 10	Chapter 11 - The Internet for Distribution
Week 11	Chapter 12 - E-Marketing Communication Tools
Week 12	Chapter 13 - Engaging Customers with Social Media EXAM 3

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



Course View (Read Only)

Attachments

Current File: MKTG 6850 - ANALYTICAL METHODS IN MARKETING -- Syllabus.docx

Originator

Marketing and Real Estate  
Department

Richards College of Business  
College

Talpade, Sallil M.  
Originator

What would you like to do?

Add New Course  Modify Existing Course  Delete Existing Course

Modifications

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

Course Details

MKTG 6850 Analytical Methods in Marketing  
Prefix Number Course Title

Designed to meet the rapidly growing need for a systematic approach to data analysis. Analytical methods used include an understanding of the more commonly-used statistical methods and the use of SPSS – a software package which is helpful in the analysis of marketing data. Skill sets developed include the processing, analysis, and interpretation of data and information, and presentation of the results orally and in writing.

Course Catalog Description

3	0	3	Fall - 2016	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

MKTG 3800 or equivalent or permission of department chair.

Corequisites

Rationale

This is a new elective course for business graduate student, designed to meet the rapidly growing need in business for a systematic approach to data analysis.

<b>Planning Info</b> <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? <b>NO</b> (See Policy) Present or Projected Annual Enrollment: <u>45</u>	<b>Comments</b>	
<b>Attachments</b> Current File: MKTG 6850 - ANALYTICAL METHODS IN MARKETING -- Syllabus.docx		
<b>College Approvals</b> <b>Sallil M. Talpade [APPROVED 2016-02-04]</b> Chair, Course Department <b>Faye McIntyre [APPROVED 2016-02-11]</b> Dean, RCOB	<b>Other Approvals</b> <b>Jeannie Pridmore [APPROVED 2016-02-11]</b> RCOB Graduate Program Committee Chair <b>Dawn McCord [APPROVED 2016-02-19]</b> Chair, Graduate Programs Committee	<b>Final Approval</b> <b>Myrna Gantner [REQUIRED]</b> Final Approver

**ANALYTICAL METHODS IN  
MARKETING – MKTG 6850**

**Fall, 2016**

**Instructor:** Dr. Beheruz N. Sethna  
**Contact Information:** Office: 2310 Miller Hall; Tel: 678-839-5078  
E-mail: [BNSethna@WestGA.edu](mailto:BNSethna@WestGA.edu)  
**Office Hours:** M, W: 1:30-4:30 p.m.; T: 1:00-2:30 pm., and by appointment  
**Prerequisites:** MKTG 3808 or equivalent or permission of department chair.

**Course Description:** In the United States today, and internationally as well, there continues to be an sharp rise in the availability of data. Those companies, organizations, and individuals which are able to understand and analyze vast amounts of data, and convert raw data into meaningful information and intelligence will gain a significant strategic advantage. This course is designed to meet the rapidly growing need for a systematic approach to data analysis. Analytical methods used will include an understanding of the more commonly used statistical methods and the use the Statistical Package for the Social Sciences (SPSS) – a software package which is helpful in the analysis of marketing data. The skill sets developed during this course includes processing, analysis, and interpretation of data and information, and presentation of the results orally and in writing.

**Course Objectives:** Students will be introduced to some key research methods and design issues.

Upon successfully completing the course, the student should be able to:

1. Have knowledge of the key terms and concepts in the Marketing Research process. (LG 2)
2. Be able to analyze business situations, and apply basic quantitative skills to solving business problems and developing effective strategies. (LG 2).
3. Have knowledge about a variety of secondary sources of information including online data banks, the Internet and the Web, and be able to collect and analyze relevant information from these sources (LG 3).
4. Have knowledge about primary research and data collection methods, processing, analysis and interpretation. (LG 2)
5. Be able to use statistical tools to analyze and interpret the results (LG 3).
6. Be able to effectively communicate the results of a research project. (LG 1)

**Text:** TBD

### Grading Plan:

- |  |     |
|--|-----|
| <input type="checkbox"/> Tests   | 30% |
| <input type="checkbox"/> Group Project (including interim reports)             | 50% |
| <input type="checkbox"/> Project Contributions – Peer / Instructor Evaluations | 10% |
| <input type="checkbox"/> Class Participation & Attendance                      | 10% |

**Grades** will be assigned as follows (the instructor reserves the right to adjust the cutoff lines):

A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

**Research Project:** Each project team will have a **research project** that you will work on throughout the semester. This applied research project, arguably, is the most important part of the course. It is designed to give you invaluable experience for your future careers and potentially provide an excellent demonstration of your capabilities for future job and/or graduate school interviews.

**Your Class Participation & Attendance grade consists of:**

- Attendance (being in the classroom)
- Class Participation (*actively engaged in classroom discussions*)
- Professionalism in Class (being attentive, prepared, and respectful)

**Attendance Policy:** You are expected to attend every class session. Whether or not you have an excused absence, **you are responsible for knowing anything presented, distributed, discussed, and assigned in class.**

**Assignments Due:** All assignments are due on the date listed in the Course Schedule at or before the beginning of the class period, unless otherwise stated by the instructor.

**Student Rights and Responsibilities:** Please carefully review the information at the following link: [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf). The document at this link contains important information pertaining to your rights and responsibilities in this class.

### Americans with Disabilities Act

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.

## **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. You are expected to check your e-mail several times a day.

## **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).

For approximately fifteen weeks, students in this class will generally spend 150 minutes with direct faculty instruction (either face-to-face or online) and work about 360 minutes outside of the classroom each week. This out-of-class work may include, but is not limited to, readings, assignments, projects, group work, research, and test preparation.

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# **Addendum IV**

### Honors College Faculty Application

The purpose of this application is for the Honors College to be able to establish a relatively stable group of faculty for the teaching of Honors College courses. Faculty who are interested in teaching in the Honors College need to affirm that they understand the mission and goals of the Honors College and that they recognize the difference between an Honors College course and a regular course on campus. Information about the Honors College can be found at [www.westga.edu/honors](http://www.westga.edu/honors).

Name: \_\_\_\_\_

Rank: \_\_\_\_\_

Year Hired at UWG: \_\_\_\_\_ Terminal Degree: \_\_\_\_\_

Department: \_\_\_\_\_

Courses Interested in Teaching for the Honors College:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please check any of the other activities in which you would be willing to participate:

travel to undergraduate conference with students

fireside chat in the dorm on your research

community service event with students

team teaching an XIDS section

lunch or dinner with honors students on campus

mentoring students in undergraduate research

Other (explain) \_\_\_\_\_

---

I have read and understood the Mission and the Learning Objectives of the Honors College. I understand what distinguishes an honors course from other courses on campus.

\_\_\_\_\_  
signature

\_\_\_\_\_  
date

---

I approve the application of this faculty member as Honors College Faculty.

\_\_\_\_\_  
Chair signature

\_\_\_\_\_  
date

Please submit this form to the Honors College for consideration by the Honors College Committee.

# **Addendum V**



## University of West Georgia Honors College Contract Policies

- ❖ Honors College students can “convert” most regular course sections into Honors credit by completing a contract with the supervising professor who must be a member of the honors faculty.  
The following classes can **NOT** be converted: ENGL 1101 and 1102; any elementary level Foreign Language (1001 and 1002); HIST 1111, 1112, 2111, and 2112; any MATH below 1113; and PSYC 1030.
- ❖ Some departments have additional policies regarding honors contracts, and professors have the right to refuse to allow Honors students to convert their courses.
- ❖ The extra/different work required to receive Honors credit will be determined by the professor. Options include.
  - Additional paper or report (minimum 5 pages)
  - Independent laboratory experimentation
  - Additional creative project(s)
  - Multiple additional shorter papers or reports (totaling at least 5 pages)
  - Additional class presentation(s)
  - Doing graduate level work in a jointly listed 4000/5000 course
  - Research project
- ❖ It is the **student’s responsibility to complete any additional assignments under the new contract** for that course. If the professor determines that the student has not successfully completed the honors work, he/she has the discretion to alter the student’s grade accordingly.
- ❖ Honors students can convert as many courses as needed in order to meet the Honors College graduation requirements (students need at least 10 honors courses, and 2 need to be upper-level).
- ❖ Student must receive a letter grade A-F.
- ❖ The Honors Contract Form **MUST** be received by the Honors College Office by the **end of the 2<sup>nd</sup> week of the term.**
- ❖ Honors Conversions are processed at the end of the term after grades have been submitted. The Registrar will update the course title on the student’s record to reflect an “Honors” course.
- ❖ Students **CANNOT UN-CONVERT** courses if the contract has been submitted to the Honors College and processed by the Registrar’s Office.

I have read and understand the policies for Honors Conversions at UWG, and I agree to abide by them to the best of my ability. I understand that once the Registrar’s Office processes my Honors Contract, I will **NOT** be able to **UN-CONVERT** that Honors course back to a regular credit.

---

*Print Name Here*

---

*Honors Course*

---

*Honors Student Signature*

---

*Date*

## Honors Contract Approval Form

Students must print a copy of this form and submit to the Honors College for approval. The form must be accompanied by the syllabus for the course, which clearly outlines the requirements for receiving Honors Credit. The forms with all signatures are maintained at the Honors College.

**\*\*Honors Contracts that are submitted & processed by the Registrar's Office cannot be converted back to non-honors credit. It is the student's responsibility to complete all assignments as arranged by the Honors Contract\*\***

Student Name (*legibly printed*): \_\_\_\_\_

Student ID Number: 917-\_\_\_\_\_-\_\_\_\_\_ Are you a graduating senior? Y/N

Phone Number (*where you can be reached*): \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

### Course Information

Semester/Year of the Course: **Fall**/\_\_\_\_\_**Spring**/\_\_\_\_\_**Summer**/\_\_\_\_\_  
(Please write the year after the term on the line provided)

Department Abbreviation: \_\_\_\_\_ Course #: \_\_\_\_\_ Section #: \_\_\_\_\_

Credit Hours: \_\_\_\_\_ CRN #: \_\_\_\_\_ Office Use Only: \_\_\_\_\_

---

**Print course title, as it will appear on your transcript.**

Description of the additional/different work required to make this an Honors Course.

Name of Supervising Instructor (*Please print*): \_\_\_\_\_

Signature of Supervising Instructor: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Signature of Department Chair: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Signature of Honors College Dean: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Please return this form, along with the signed **Honors College Contract Policies** form and a copy of the course syllabus to the Honors College Office. Please be sure to have all required signatures, other than the Honors College Dean's, before submitting the forms to the Honors College. If you have any questions about this process, please contact Stacey Rowland at (678-839-6636).

# **Addendum VI**

# UWG Salary Study FAQs

Prepared by Faculty Senate Budget Committee  
February 2016

**This document is intended to provide information about UWG's salary study and is subject to change or revision.**

## **1. What is a CUPA study?**

CUPA stands for College and University Professional Association for Human Resources ([www.cupahr.org](http://www.cupahr.org)). CUPA conducts salary surveys for faculty, staff, and administrators, and publishes annual reports of their findings. Data are purchased by universities and can be tailored by type of institution. UWG uses these data to compare salaries to median salaries of similar institutions.

## **2. What institutional type would UWG be compared to?**

Carnegie Master's Institutions based on our designation at the time CUPA data was drawn. (680 institutions) An increase in classification level does not always mean an increase in average salaries for faculty. The CUPA data from our previous classification compares us to universities in the same classification level at the time of the data was pulled.

## **3. Do universities report average salaries or all salaries?**

Universities report all salaries; however, the number of institutions reporting does vary from year to year. You can find more information about 2015 findings here - <http://www.cupahr.org/news/item.aspx?id=12483>

## **4. Can I find the median salary for my CIP code on the CUPA website?**

No. CUPA does include sample sets of data on the website but they are not the same data that we purchase for the salary study.

## **5. What happens if median salary doesn't increase or if my salary is higher than the new median salary?**

The median salary is not likely to decrease, but West Georgia is committed to not lowering salaries even if CUPA scales were lower.

## **6. Why is a CUPA study being done now?**

When the salary study was originally implemented in 2014, the Faculty Senate Budget Committee recommended that updated salary data should be drawn every two years so that the adjustments will keep up with market changes without requiring yearly changes.

## **7. How are CUPA data used at UWG to determine salary adjustments?**

The long-term goal is to bring salary levels to the median figure in the CUPA study. In academic year 2012/2013 UWG commissioned a faculty equity salary study which was performed by Sibson. Given the limited number of comparative institutions reviewed and concern voiced about the methodology, it was determined that a CUPA sampling and analysis aligned with CIP codes would be more transparent, encompass a much larger comparator sampling, and continually adjust to market. The first

CUPA equity salary analysis and adjustment was completed in spring of 2014 effective July 1, 2014 (FY2015) bringing UWG Faculty to a minimum of 85% of the median for the subject area taught. In 2015, the salaries were brought to 86% of the median. The goal this year, if budget allows, is to bring salaries to 87% of the updated CUPA market median, which is updated every other year.

#### **8. What are CIP codes?**

CIP stands for Classification of Instructional Programs. All faculty are classified under the CIP code for the subject-areas they teach.

#### **9. Who is analyzing CUPA data now?**

The CUPA analysis is done in the Provost's Office. It is then reviewed by the Provost and Deans to ensure alignment with faculty CIP codes. The results are reviewed by the rest of the Provost staff, the Deans, and the Senate Budget Committee. This analysis is done in order to ascertain salary targets. The actual funding of salary increases follows another procedure that involves the larger University budget procedure. Salary adjustments depend on availability of recurring funds.

#### **10. What does the CUPA data include?**

CUPA data include the total salaries of 10 month or 9 month faculty. In most instances, faculty are considered to work a 9 month contract or .75 FTE regardless of the fact that their pay is distributed over 9, 10, or even 12 months. Therefore, salaries of faculty who are in administrative 12 month contracts are not included in the CUPA faculty salary data but are included in a separate set of data.

#### **11. What will happen to previously earned merit now that we have new CUPA data?**

All salary sources, including previously earned merit, are included in salaries reported to CUPA. Merit will henceforth be included in salary reporting rather than separated out because all other institutions reporting to CUPA present their salaries in this holistic manner. We want to compare apples to apples, not apples to oranges. All merit pay remains intact in this process. The Faculty Senate Budget committee has recommended the new CUPA comparison include all salary sources; however, "new" merit increases will continue to be added on top of the adjusted equity salary increases for July 1, 2016.

#### **12. How will current year's merit be applied?**

Equity adjustments are applied to salaries before any merit adjustments. Merit pay is based on the previous year's salary.

#### **13. What's the difference between merit and equity?**

Merit pay is based on performance, the limits of which are set by the state legislature. Equity increases are made after comparing salaries to market rates. Equity in this case refers to the goal of West Georgia salaries being equitable or on parity with the salaries of similar faculty at other institutions.

#### **14. What about promotions?**

For those faculty who will be promoted in the fall, your new salary will be composed of the higher of A or B plus merit pay:

- A. Minimum 86% of the median (87% if budget allows) for your new rank **OR**
- B. Your current salary plus the specified salary bump which normally comes with promotion to your new rank

# **Addendum VII**

UWG Policies and Procedures section 2E, item 1

E. The Executive Secretary

The Secretary of the General Faculty shall serve as the ex-officio (nonvoting) Executive Secretary of the Senate. His or her duties shall be to prepare and maintain the official records of the Senate, to receive committee reports, to supervise the operational affairs of the Senate, maintain the Senate web site, and serve as a member of the Executive Committee of the Senate.

1. Support

To support the effective carrying out of his or her duties, in due recognition of the time commitment of such service, the Executive Secretary shall receive reassigned time of one-course per year of the equivalent. In consultation with the individual's supervisors up through the level of the Provost, there may be an alternative of an equivalent stipend. In the case of reassigned time, the Secretary's home department shall be compensated by an amount sufficient to hire a part-time instructor to fill the gap left by the course release.

2/9/2016