

Agenda
General Meeting of the Faculty
April 29, 2016, 10:00 AM

Call to Order and Welcome – Dr. Samuel Peavy

Reading and Approval of Minutes, December 4, 2015 General Faculty Meeting

Remarks by the President – Dr. Patterson

Remarks by the VPAA – Dr. Adler

Activity Reports from Standing Committees

- Academic Affairs
- Academic Grievances
- Athletics
- Business and Finance
- Faculty Affairs
- Graduate Affairs
- Institutional Review Board
- Institutional Effectiveness
- Instructional Technology
- Scholarships and Financial Aid
- Student Affairs
- University and Alumni Affairs

New Business

Course Changes

- A. Name changes to courses – ARTS 2000 - Women in Photography to Women, Gender, and Sexuality and WMST 2001 Introduction to Women's Studies
- B. Conversion of PEDS 1010 Lifetime Fitness to online delivery
- C. Conversion of PEDS 1020 Aerobic Walking-Jogging to online delivery
- D. Conversion of PEDS 2000 CPR and First Aid to online delivery

Curriculum Changes / Additions

College of Arts and Science:

- A. Addition of Certificate Program in Cinema Production
- B. Women's Studies Certificate – Name Change to Women, Gender, and Sexuality Studies Certificate
- C. Curriculum Revision, Women, Gender, and Sexuality Studies Program
- D. BA in History, Changes to Area F
- E. BA in History with Teacher Certification, Changes to Area F
- F. Global Studies Certificate Curriculum Change
- G. BS in Geology Curriculum Change
- H. BA in Dramatic Arts, Concentration in Comm. & Media Arts Curriculum Change

School of Business:

- A. BBA in Management, Changes to requirements
- B. BBA in Marketing, Curriculum Change

School of Computing and Mathematics

- A. Undergraduate Certificate in Information Technology, Revision
- B. Minor in Computer Science, Curriculum Change

School of Education:

- A. BSED Health & PE, Changes in PEDS courses
- B. M.Ed. in Middle Grades Language Arts, curriculum change

School of Nursing:

- A. Change to BSN Curriculum, BSN Traditional Track
- B. Change to BSN Curriculum, LPN-BSN Track
- C. Change to BSN Curriculum, BSN Second Degree Track

Faculty Handbook Changes:

- A. Proposed changes to the Faculty Handbook (includes changes to sections on class rolls, attendance, incompletes, final exams, etc., elimination of the Re-examination Policy, and it removes several sections that are duplicated in the Undergraduate Bulletin)
- B. Proposed changes to Academic Integrity Policy

Proposed Additions to Graduate Faculty (Graduate Affairs):

Dr. Alanna Bowie, Dr. Kailash Ghimire, Dr. Chadwich Gugg, Dongwen Qi, Dr. Sheryl Venable, Dr. Milton Jeffrey Waldrop

Other items for Discussion

Announcements

Adjournment

Minutes

General Meeting of the Faculty

December 4, 2015

1. The meeting was called to order by Dr. Samuel Peavy, Faculty Senate President, at 10:00 am. Dr. Peavy opened the meeting with a welcome and an observance of a moment of silence for faculty and staff who are no longer with us. He also briefly discussed the salary study and noted Dr. Patterson would address it further in his remarks.
2. A motion to accept the minutes of the May 1, 2015 General Faculty Meeting was made by Dr. Megginson. Dr. Kuipers seconded. Dr. Casaru made a motion to amend the minutes to include her name as the Chair of the IRB Committee. Dr. Peavy noted request. Motion carried, with change affirmed.
3. Dr. Patterson greeted everyone, apologized for technical problems and addressed the following topics:
 - a. New consolidation between Albany State University and Darton College will be eighteen month process. This consolidation is it for southwest Georgia. Since enrollment is up at GSW, we will not be a part of the equation.
 - b. GSW's total enrollment is up in graduate programs, down in undergraduate enrollment.
 - c. Budget: Two-year lagging budget decline
 - d. Follow Vice Chancellor for Academic Affairs, Dr. Houston Davis' recommendation of growth of new programs and revision of old programs.
 - e. Salary Survey indicated 15 faculty and 47 staff members were below minimum average and would receive an immediate salary increase, push for other budget amendment of 3% merit base increase in the future and plan to continue to address the salary study on a two-year cycle.
 - f. Strategic Planning will be supervised by the President's Advisory Council with Dr. Brian Parkinson or Dr. Sam Peavy serving as the representative of the Faculty Senate along with the addition of a Junior Faculty member.
 - g. Reminder of the Faculty and Staff Holiday Party scheduled for Tuesday, December 8, 2015, 6:00 pm.
4. Dr. Adler used a Jeopardy Game format to give remarks about a list of twenty-six items. He elaborated or a question was called for him to provide additional information regarding the following topics:
 - a. College and Career
 - b. ACEN – Bachelor Program Nursing Accreditation
 - c. Therapy Resources
 - d. GSW Day at the Capitol March 2, 2016
 - e. Teaching Circles-Congratulations to Dr. Stephanie Harvey
 - f. QEP-Progress with Global Literacy

- g. CCG-Complete College Georgia-Tremendous gain in retention increase of 3%
 - h SACS-COC Accreditation, Institutional effectiveness
 - i. Loss of Student Support Services (TRIO)
 - j. Recognition of faculty work and support and applauded faculty recognized in local news
 - k. Recognition of faculty retirement- Dr. Richard Hall and Dr. Bob Herrington
5. Activity Reports of Standing Committees
- a. Academic Affairs: Dr. Davis reported the committee met three times and is working to meet deadlines
 - b. Academic Grievances: No report
 - c. Athletics: No report
 - d. Business and Finance: Dr. T. Jordanov reported the committee met three times with next meeting in January
 - e. Faculty Affairs: Dr. N. Jordanova reported the committee met three times. Awarded Faculty Development Grants, Evaluations completed online this semester. Thanked committee members for hard work
 - f. Graduate Affairs: Dr. Lehman reported the committee met two times, approved four faculty members for graduate faculty status, will hold hooding ceremony on December 12
 - g. Institutional Review Board: Dr. Wu reported IRB committee met four times this semester. There were nine applications and two renewals. IRB committee discussed setting up an IRB website but the work is still in progress. Reminded faculty members when submitting an IRB proposal, please submit it to irb@gsw.edu. All investigators should complete NIH ethics training before conducting their research. Training certificate should be attached with the application.
 - h. Institutional Effectiveness: Dr. Dave reported the committee met two times
December 15 2015 is Annual Assessment Day
 - i. Instructional Technology: Dr. Harvey reported the committee met and approved a \$ 5.00 increase in student technology fees, purchased 108 computers housed in various departments on campus
 - j. Scholarships and Financial Aid: Dr. Grissett reported the committee met two times
 - k. Student Affairs : Dr. Q. Brown reported the committee met three times, approved two petitions for recognition of student organizations; two are pending the organization completion of requirements. Thanked members for their hard work.
 - l. University and Alumni Affairs: Dr. Stovall reported the committee is working on several projects
6. New Business
- a. Deactivate Certificate in Information Technology Online (School of Computing and Mathematics) Motion was made by Dr. Gurnack to approve; seconded by Professor Robinson Motion carried.
 - b. Deactivate four CIS minors in areas of Accounting, Marketing, Management and

Human Resources degrees (School of Business) Motion was made by Dr. Gurnack to approve; seconded by Professor Robinson Motion carried.

c. Change from WMST 2001 (Introduction to Women's Studies) to WGSS 2001 (Introduction to Women, Gender and Sexuality Studies) (School of Arts and Sciences) Motion was made by Professor Robinson to approve; seconded by Tonia Hughes. Motion carried.

d. Changes to Faculty Handbook

1. Rental of facilities by off-campus groups (p.91, Business and Finance Committee) Motion was made by Professor Robinson to approve; seconded by Dr. Kuipers. Motion carried.

2. Faculty Development Grants (pp.26-29, Faculty Affairs Committee) Motion was made by Dr. Gurnack to ask the Faculty Affairs Committee to reconsider in January with Dr. Patterson; seconded by Dr. Kuipers. Motion carried.

i. Eligibility for grants (p.26)

ii. Budget (p.28)

iii. Activity types funded (p.29)

3. Assignment of Grades, appeals (p.61, Faculty Affairs Committee). Motion was made by Professor Green to table; seconded by Dr. Kuipers. Motion carried.

7. Proposed Additions to Graduate Faculty (Graduate Affairs): Motion was made by Dr. Kuipers to consider approval of graduate faculty status to the listed professors as a group; seconded by Dr. Ellington. Motion carried.

a. Carol Bishop

b. Suzanne Conner

c. Michelle Dykes

d. Mary Anne Sheppard

8. Faculty Senate President offered closing remarks and thanked all faculty members, the Vice Presidents and the President.

9. Several faculty members made announcements.

10. The meeting adjourned at 11:11 am.

Minutes submitted by Queen Brown

REC
NOV 17 2015

PROPOSAL TO REVISE A COURSE Georgia Southwestern State University	
Date of Submission: 10/21/2015	
Department Initiating Revision: Visual Arts and Women's Studies	Faculty Member Requesting Revision: Tonia Hughes
Current Course Prefix, Title, & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers.) ARTS 2000: Women in Photography	
List Current and Requested Revisions: (only fill in items needing to be changed)	
Current: Women in Photography Course Prefix and Number: ARTS 2000 Credit Hours: Course Title: Women in Photography Prerequisites: Co-requisites: Course Description:	Requested: Women, Gender, and Sexuality in Photography Course Prefix and Number: ARTS 2000 Credit Hours: Course Title: Women, Gender, and Sexuality in Photography Prerequisites: Co-requisites: Course Description:
Semester/Year to be Effective: Spring 2016	Estimated Frequency of Course Offering: Once an academic year
Indicate if Course will be : Major Requirement <input type="checkbox"/> Elective <input type="checkbox"/> Core <input type="checkbox"/> Other Specify: Elective	

Justification: Select one or more of the following to indicate why the proposed revision will be beneficial, giving your justification. Include and/or append relevant supporting data.

Other: To reflect name change of the WGSS certificate program and to reflect more accurately topics covered in the course.

Source of Data to Support Suggested Change:

Indirect measures: Discussions with faculty and Women's Studies committee recommendation.

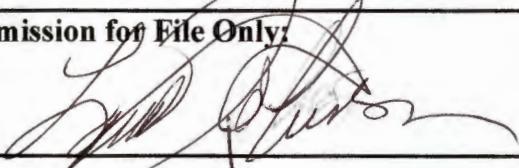

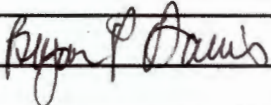
Direct measures: None

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: Discussions with faculty and students **Direct measures:** None

****Attach a revised course outline with course outcomes or general education outcomes.****

Submission for File Only:	
Unit Head: 	Date: 
Approvals (unnecessary for file submissions) :	
Unit Head:	Date:
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair: 	Date: 11/16/2015
Committee on Graduate Affairs Chair:	Date:

Secretary of the Faculty Senate:

Date:

Dean of the Faculty:

Date:

COURSE OUTLINE

Department of Visual Art
Georgia Southwestern State University

ARTS 2000

Women in Photography

Credit: Three (3) semester hours

Catalog description:

Subject Code Course Number Women in Photography: This course provides the student with instruction in basic photography skills, techniques, materials necessary for a fundamental experience photography (both traditional analog and digital) and also initiates construction of imaginative conceptual exploration of feminist topics, both at the beginning level. (0-6-3)

Prerequisite(s) or Co-requisites: None

Course Learning Outcomes:

Students completing this course should be able to:

- 1) Define and identify basic terminology, techniques and concepts of photography and feminist theory.
- 2) Create in-class exercises and out-of-class assignments and write accompanying artist statements defending their work.
- 3) Analyze, criticize, explain and defend orally and in written form their work.
- 4) Create a final capstone project demonstrating basic competence in both the formal and conceptual aspects presented in the course.
- 5) Evaluate the photographic work of other artists utilizing the medium of photography to express feminist theories and topics.
- 6) Arrange, manage, and prepare a final group exhibition to be shown in the GSW gallery.

REQUIREMENTS:

Students will be required to participate in class discussions, research assignments, and group critiques. Included will be: four projects the students will be required to submit for group critiques, a sketchbook of notes containing research by the student, submit a final portfolio assignment and a final research paper. The final project and research paper will function together to demonstrate technical and conceptual development.

INSTRUCTIONAL STRATEGIES:

Women in Photography is a studio course with skill building exercises, topical lectures and demonstrations, topical reading material, video presentations, and scheduled oral/group critiques.

GRADES:

Grading is based on several components: students' individual progress as demonstrated by the projects submitted for critique, the overall quality of projects submitted for critique, oral defense and participation during critiques, sketchbook research graded at midterm and final), final portfolio presentation, final research paper, final group exhibition, and class attendance.

Textbooks and Other Required Materials:

Digital camera and approximately \$150 in other photography supplies and presentation materials. Cameras are also available to rent through the Department of Visual Arts for the students who do not already own one. No textbook is required but there will be many topical handouts printed for the students by the instructor.

COURSE OUTLINE

Department of Visual Art
Georgia Southwestern State University

ARTS 2000

Women, Gender, and Sexuality in Photography

Credit: Three (3) semester hours

Catalog description:

Subject Code Course Number Women in Photography: This course provides the student with instruction in basic photography skills, techniques, materials necessary for a fundamental experience photography (both traditional analog and digital) and also initiates construction of imaginative conceptual exploration of feminist topics, both at the beginning level. (0-6-3)

Prerequisite(s) or Co-requisites: None

Course Learning Outcomes:

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PROPOSAL TO REVISE A COURSE Georgia Southwestern State University	
Date of Submission: 12/29/2015 (mm/dd/yyyy)	
Department Initiating Revision: School of Education	Faculty Member Requesting Revision: Rachel Abbott
Current Course Prefix, Title, & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers.) PEDS 1010, Lifetime Fitness	
List Current and Requested Revisions: (only fill in items needing to be changed)	
Current: Course Prefix and Number: Credit Hours: 0-2-1 Course Title: Prerequisites: Co-requisites: Course Description: A course required of all students as a part of the general curriculum. The purpose of the course is to provide the student with scientific-based knowledge concerning practical application of physical fitness training and evaluation procedures while participating in a fitness program. (0-2-1)	Requested: Approval of Online course Course Prefix and Number: Credit Hours: 1-1-1 Course Title: Prerequisites: Co-requisites: Course Description: A course required of all students as a part of the general curriculum. The purpose of the course is to provide the student with scientific-based knowledge concerning practical application of physical fitness training and evaluation procedures while participating in a fitness program. The physical fitness concepts will be presented through a series of lectures and demonstrations. (1-1-1)
Semester/Year to be Effective: Summer/2016	Estimated Frequency of Course Offering: Every semester
Indicate if Course will be : <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective <input type="checkbox"/> Core <input checked="" type="checkbox"/> Other Specify: Physical Education Requirements	
Justification: Select one or more of the following to indicate why the proposed revision will be beneficial, giving your justification. Include and/or append relevant supporting data.	
<input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: The PEDS 1010 course has been offered as a lecture and lab course for many years. However, the course credit hours were never revised to reflect the change. Course has been offered online as well as face to face to meet the needs of students in online programs.	

Source of Data to Support Suggested Change:

Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

****Attach a revised course outline with course outcomes or general education outcomes.****

Submission for File Only:	
Unit Head: <i>Rachel Ablott</i>	Date: <i>1/15/16</i>
Approvals (unnecessary for file submissions) :	
Unit Head: <i>- Rachel Ablott</i>	Date: <i>1/15/16</i>
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair: <i>Bryan P Davis</i>	Date: <i>1/29/16</i>
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate: <i>Ann M. Sam Perry</i>	Date: <i>2/26/16</i>
Dean of the Faculty:	Date:

COURSE OUTLINE
Department/School of Education
Georgia Southwestern State University

PEDS 1010
Lifetime Fitness
Credit: 1

Catalog Description:

PEDS 1010, Lifetime Fitness

A course required of all students as a part of the general curriculum. The purpose of the course is to provide the student with scientific-based knowledge concerning practical application of physical fitness training and evaluation procedures while participating in a fitness program. (0-2-1)

Prerequisite(s) or Co-requisites: none

Course Learning Outcomes:

Students completing this course should be able to:

- 1) Explain and define the terminology associated with physical fitness and wellness.
- 2) Recognize the benefits and values of improving one's physical fitness.
- 3) Assess one's own physical fitness in various areas.
- 4) Promote personal responsibility for a positive, health lifestyle.

REQUIREMENTS:

Fitness Plan Assignment
Tests and Quizzes
Labs

INSTRUCTIONAL STRATEGIES:

Instructional strategies include lectures, in-class discussions, and lab activities.

GRADES:

Assignments have point values. Students determine their grades by dividing the number of points possible into the number of points they obtain on assignments. The grading scale is 90% and above =A, 80-89% =B, 70-79%=C, 60-69% =D, and below 60% = F.

Textbooks and Other Required Materials:

Powers, S.K., Dodd, S., & Jackson, E. (2014). Total fitness and wellness. Pearson Education.

COURSE OUTLINE

Department/School of Education
Georgia Southwestern State University

PEDS 1010 Lifetime Fitness (Online)

Credit: 1

Catalog description:

PEDS 1010 – Lifetime Fitness

A course required of all students as a part of the general curriculum. The purpose of the course is to provide the student with scientific-based knowledge concerning practical application of physical fitness training and evaluation procedures while participating in a fitness program. The physical fitness concepts will be presented through a series of lectures and demonstrations. (1-1-1)

Prerequisite(s) or Co-requisites: none

Course Learning Outcomes:

Students completing this course should be able to:

- 1) Explain and define the terminology associated with physical fitness and wellness.
- 2) Recognize the benefits and values of improving one's physical fitness.
- 3) Assess one's own physical fitness in various areas.
- 4) Promote personal responsibility for a positive, health lifestyle.

REQUIREMENTS:

Fitness Plan Assignment
Tests and Quizzes
Labs

INSTRUCTIONAL STRATEGIES:

The course is developed using learning modules. The discussion board is used for online discussions for the course. In addition, the online course utilizes video clips to supplement the course activities and provide additional support for the key concepts taught in the course.

GRADES:

Assignments have point values. Students determine their grades by dividing the number of points possible into the number of points they obtain on assignments. The grading

scale is 90% and above =A, 80-89% =B, 70-79%=C, 60-69% =D, and below 60% = F.

Textbooks and Other Required Materials:

Powers, S.K., Dodd, S., & Jackson, E. (2014). Total fitness and wellness. Pearson Education.

PROPOSAL TO REVISE A COURSE Georgia Southwestern State University	
Date of Submission: 12/29/2015 (mm/dd/yyyy)	
Department Initiating Revision: School of Education	Faculty Member Requesting Revision: Rachel Abbott
Current Course Prefix, Title, & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers.) PEDS 1020, Aerobics Walk-Jog	
List Current and Requested Revisions: (only fill in items needing to be changed)	
Current: Course Prefix and Number: Credit Hours: Course Title: Prerequisites: Co-requisites: Course Description:	Requested: Approval of Online course Course Prefix and Number: Credit Hours: Course Title: Prerequisites: Co-requisites: Course Description:
Semester/Year to be Effective: Summer/2016	Estimated Frequency of Course Offering: Every semester
Indicate if Course will be : <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective <input type="checkbox"/> Core <input checked="" type="checkbox"/> Other Specify: Physical Education Requirements	
Justification: Select one or more of the following to indicate why the proposed revision will be beneficial, giving your justification. Include and/or append relevant supporting data. <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: Course has been offered online as well as face to face to meet the needs of students in online programs.	
Source of Data to Support Suggested Change: <input checked="" type="checkbox"/> Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc. <input type="checkbox"/> Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)	

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

****Attach a revised course outline with course outcomes or general education outcomes.****

Submission for File Only:	
Unit Head: <i>Rachel Abbott</i>	Date: <i>1/15/16</i>
Approvals (unnecessary for file submissions) :	
Unit Head: <i>Rachel Abbott</i>	Date: <i>1/15/16</i>
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair: <i>Byron Davis</i>	Date: <i>1/29/15</i>
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate: <i>Ann M. Samuel Perry</i>	Date: <i>2/26/16</i>
Dean of the Faculty:	Date:

Form last updated: March, 2010

COURSE OUTLINE

Department/School of Education
Georgia Southwestern State University

PEDS 1020 Aerobic Walk-Jog Credit: 1

Catalog description:

PEDS 1020, Aerobics Walk-Jog

This course is designed to equip students with the necessary information and practical learning experiences to design, implement, and evaluate their own personal aerobics exercise program. (0-2-1)

Prerequisite(s) or Co-requisites: none

Course Learning Outcomes:

Students completing this course should be able to:

- 1) Explain and define the terminology associated with physical fitness and wellness.
- 2) Recognize the benefits and values of improving one's physical fitness.
- 3) Assess one's own physical fitness in various areas.
- 4) Promote personal responsibility for a positive, healthy lifestyle.

REQUIREMENTS:

Target Heart Rate Calculation
Daily Fitness/Participation Logs
Lab Activities

INSTRUCTIONAL STRATEGIES:

Instructional strategies include in-class discussions and lab activities.

GRADES:

Assignments have point values. Students determine their grades by dividing the number of points possible into the number of points they obtain on assignments. The grading scale is 90% and above = A, 80-89% = B, 70-79% = C, 60-69% = D, and below 60% = F.

Textbooks and Other Required Materials:

None required

COURSE OUTLINE

Department/School of Education
Georgia Southwestern State University

PEDS 1020 Aerobic Walk-Jog (Online) Credit: 1

Catalog description:

PEDS 1020, Aerobics Walk-Jog

This course is designed to equip students with the necessary information and practical learning experiences to design, implement, and evaluate their own personal aerobics exercise program. (0-2-1)

Prerequisite(s) or Co-requisites: none

Course Learning Outcomes:

Students completing this course should be able to:

- 1) Explain and define the terminology associated with physical fitness and wellness.
- 2) Recognize the benefits and values of improving one's physical fitness.
- 3) Assess one's own physical fitness in various areas.
- 4) Promote personal responsibility for a positive, healthy lifestyle.

REQUIREMENTS:

MyFitness Pal Fitness Log
Walking/Jogging Journal
Weekly Challenges
Discussion Boards

INSTRUCTIONAL STRATEGIES:

Instructional strategies include use of mobile technology (i.e. MyFitnessPal and WalkGeorgia) and online discussions.

GRADES:

Assignments have point values. Students determine their grades by dividing the number of points possible into the number of points they obtain on assignments. The grading scale is 90% and above = A, 80-89% = B, 70-79% = C, 60-69% = D, and below 60% = F.

Textbooks and Other Required Materials:

None required

PROPOSAL TO REVISE A COURSE Georgia Southwestern State University	
Date of Submission: 12/29/2015 (mm/dd/yyyy)	
Department Initiating Revision: School of Education	Faculty Member Requesting Revision: Rachel Abbott
Current Course Prefix, Title, & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers.) PEDS 2000, CPR and First Aid	
List Current and Requested Revisions: (only fill in items needing to be changed)	
Current: Course Prefix and Number: Credit Hours: Course Title: Prerequisites: Co-requisites: Course Description: This course is required of all students as part of the general curriculum. The course is designed to provide every student knowledge and practical skill practice in a current first aid, cardiopulmonary resuscitation techniques and HIV/AIDS education. (1-1-2)	Requested: Approval of Online course Course Prefix and Number: Credit Hours: Course Title: Prerequisites: Co-requisites: Course Description: This course follows the American Red Cross guidelines for First Aid, CPR and AED programs and is designed to help participants recognize and respond appropriately to cardiac, breathing, and first aid emergencies. Skills are taught so that participants will be able to give immediate care to a suddenly injured or ill person until more advanced medical personnel arrive and take over. (1-1-2)
Semester/Year to be Effective: Summer/2016	Estimated Frequency of Course Offering: Every semester
Indicate if Course will be : <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective <input type="checkbox"/> Core <input checked="" type="checkbox"/> Other Specify: Physical Education Requirements	
Justification: Select one or more of the following to indicate why the proposed revision will be beneficial, giving your justification. Include and/or append relevant supporting data. <input checked="" type="checkbox"/> Improving student learning outcomes: SLOs updated to reflect current terminology and course content <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: Course has been offered online as well as face to face to meet the needs of students in online programs.	

Source of Data to Support Suggested Change:

- Indirect measures:** Student Opinionnaires, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

- Indirect measures:** Student Opinionnaires, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

****Attach a revised course outline with course outcomes or general education outcomes.****

Submission for File Only:	
Unit Head: <i>Rachel Ablott</i>	Date: <i>1/15/16</i>
Approvals (unnecessary for file submissions) :	
Unit Head: <i>Rachel Ablott</i>	Date: <i>1/15/16</i>
Teacher Education Committee Chair:	Date:
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Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate: <i>Samuel Perry</i>	Date: <i>4/25/16</i>
Dean of the Faculty:	Date:

COURSE OUTLINE
Department/School of Education
Georgia Southwestern State University

PEDS 2000
CPR and First Aid
Credit: 2

Catalog description:

PEDS 2000, CPR and First Aid

This course is required of all students as part of the general curriculum. The course is designed to provide every student knowledge and practical skill practice in a current first aid, cardiopulmonary resuscitation techniques and HIV/AIDS education. (1-1-2)

Prerequisite(s) or Co-requisites: none

Course Learning Outcomes:

Students completing this course should be able to:

1. Describe the role of the first aider in protecting the lives and welfare of themselves and others.
2. Develop a knowledge of structure and function of skeletal, muscular, circulatory, respiratory systems as they pertain to first aid.
3. Demonstrate the treatment and care for injuries and sudden illness such as: shock, open wounds, burns, bone and joint injury, and poisoning.
4. Recognize the value of safety education.
5. Perform skills of artificial respiration and CPR.
6. Demonstrate proper care and methods in lifting and transporting injured persons.
7. Perform the necessary requirements to be awarded the certificate of "Standard First Aid" and "Community CPR" from the American Red Cross.
8. Recognize the value of HIV/AIDS education.

REQUIREMENTS:

Exams, attendance/participation, practical skill tests

INSTRUCTIONAL STRATEGIES:

Instructional strategies include in-class discussions, lecture, demonstrations, and skills practice.

GRADES:

Assignments have point values. Students determine their grades by dividing the number of points possible into the number of points they obtain on assignments. The grading scale is 90% and above = A, 80-89% = B, 70-79% = C, 60-69% = D, and below 60% = F.

Textbooks and Other Required Materials:

American Red Cross. (2011). *First Aid/CPR/AED Participant's Manual*. Staywell

New

COURSE OUTLINE
Department/School of Education
Georgia Southwestern State University

PEDS 2000
CPR and First Aid (ONLINE)
Credit: 2

Catalog description:

PEDS 2000, CPR and First Aid

This course follows the American Red Cross guidelines for First Aid, CPR and AED programs and is designed to help participants recognize and respond appropriately to cardiac, breathing, and first aid emergencies. Skills are taught so that participants will be able to give immediate care to a suddenly injured or ill person until more advanced medical personnel arrive and take over. Students must demonstrate competency in CPR and First Aid skills. (1-1-2)

Prerequisite(s) or Co-requisites: none

Course Learning Outcomes:

Students completing this course should be able to:

1. Describe the role of the first aider in protecting the lives and welfare of themselves and others.
2. Develop a knowledge of structure and function of skeletal, muscular, circulatory, respiratory systems as they pertain to first aid.
3. Demonstrate the treatment and care for injuries and sudden illness such as: shock, open wounds, burns, bone and joint injury, and poisoning.
4. Recognize the value of safety education.
5. Perform skills of artificial respiration and CPR.
6. Perform the necessary requirements to be awarded Adult and Pediatric First Aid/CPR/AED certification.

REQUIREMENTS:

Exams, discussion board questions, drop box assignments, *practical skills test

*Students must come to GSW campus on a Saturday to complete practical skills testing.
Date TBD by course instructor.

INSTRUCTIONAL STRATEGIES:

Instructional strategies include learning modules to include PowerPoint slides, discussion boards, skills practice.

GRADES:

Assignments have point values. Students determine their grades by dividing the number of points possible into the number of points they obtain on assignments. The grading scale is 90% and above = A, 80-89% = B, 70-79% = C, 60-69% = D, and below 60% = F.

Textbooks and Other Required Materials:

American Red Cross. (2011). *First Aid/CPR/AED Participant's Manual*.

Curriculum changes - Section A

PROPOSAL FOR A NEW PROGRAM Georgia Southwestern State University	
The Formal Proposal must be approved at all applicable levels of faculty governance before being submitted to the University System of Georgia.	
Date of Submission: 01/15/2016 (mm/dd/yyyy)	
Proposed Effective Date: Fall 2016 (semester/year)	Degree/Program Name: Cinema Production
Requirements: (Attach new or revised course proposal(s) separately.) Curriculum Sheet attached	
Justification: Select one or more of the following to indicate why the proposed program will be beneficial, giving your justification. Include and/or append relevant supporting data. <input type="checkbox"/> Improving student learning outcomes: <input checked="" type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> X Other: To support Georgia Film Institute	
Source of Data to Support Suggested Change: <input type="checkbox"/> Indirect Measures: Student Opinionnaires, student, employer, or alumni surveys, etc. <input type="checkbox"/> Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)	
Assessment Plan for the proposed program: Student Learning Outcomes for the proposed program: Data Sources: <input checked="" type="checkbox"/> X Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc. Opinionnaires <input checked="" type="checkbox"/> X Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Capstone Assessment <input type="checkbox"/> Other:	

****Attach a curriculum sheet for proposed program.****

Reviewed By:	
GSW SACSCOC Liaison <i>Bryan P Davis</i>	Date: <i>1/20/16</i>
Approvals:	
Unit Head: <i>[Signature]</i>	Date: <i>1/29/2016</i>
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair: <i>Bryan P Davis</i>	Date: <i>1/29/16</i>
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate: <i>Sam Brown Samuel Perry</i>	Date: <i>2/26/16</i>
Dean of the Faculty:	Date:

UNDERGRADUATE CERTIFICATE IN CINEMA PRODUCTION

NAME _____
 ADVISOR _____

gswid# _____
Effective Catalog Year: 2015-2016

18 Hours

Required Courses (18 hrs)	Hrs	Term	Grade
COMM 3112 Cinema Production Practicum	3		
COMM 3225 Advanced Cinema Production	3		
COMM 4111 Cinema Production Capstone	6		
COMM 4770 ST - On-set Cinema Production	6		

Admissions Requirements:
 Must be admitted to the university as an undergraduate student as outlined by the admission policies in the University Bulletin.

Additional Requirements:
 Minimum grade of "C" in all course work counted towards certificate.

 Advisor Signature Date

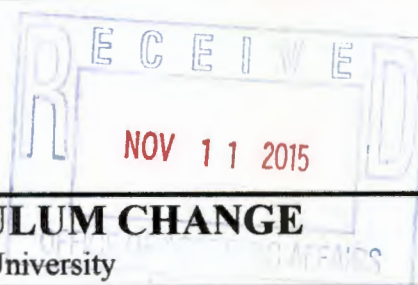
 Computing and Mathematics School Signature Date

Degree/
Major: _____

Earned at: _____

Comments: _____

Completed
by: _____ **Date:** _____



PROPOSAL FOR A CURRICULUM CHANGE

Georgia Southwestern State University

Select Area of Change:			
Core Curriculum Specify: Area A,B,C,D,E Area B Women's Studies Certificate	Major Curriculum None	Graduate Curriculum None	Other Curriculum (minor, certificate, etc.) Specify: Women's Studies
Proposed Effective Date for Curriculum Change: 01/2016 (Month/Year):		Degree & Program Name: (e.g., BFA, Art): Women's Studies Certificate	
Present Requirements: Certificate	Women's Studies	Proposed Requirements (Underline changes after printing this form): <u>Women, Gender, and Sexuality Studies Certificate</u>	
<p>Justification:</p> <p>Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.</p> <p>Adopting current best practice(s) in field: The name change request is to first, bring us current in best practices. Most colleges and universities are now including gender and sexuality in these programs.</p> <p>Other: This is also a requested name change in order to bring the title of our program more in line with what is actually being taught. While we do teach women's studies, embedded in our course work are also issues surrounding gender and sexuality.</p>			
<p>Source of Data to Support Suggested Change:</p> <p>Indirect measures: Discussions with faculty and Women's Studies committee recommendation.</p> <p>Direct measures: None</p>			
<p>Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).</p> <p>Data Sources:</p> <p>Indirect measures: Student Opinionnaires; faculty opinionnaires, Direct measures: None</p>			

WOMEN STUDIES CERIFICATE

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2015-2016

18 Hours

12 Hours must be at the 3000 level or above

Required Course (3 hrs)	Hrs	Term	Grade
WMST 2001 Intro to Women's Studies (May also count in Core Area B)	3		
Additional Courses (9-12 hrs)	Hrs	Term	Grade
ARTS 2000 Women in Photography	3		
NURS 3700 Women's Health Care Issues	3		
SOCI 2293 Sociology of the Family	3		
SOCI 4350 Family Violence	3		
SOCI 4417 Women in Society	3		
HIST 4560 American Popular Culture	3		
HIST 4562 History of American Women	3		
HIST 4782 Gender & Minority in Mid East	3		
HIST 4900 Deviance and Persecution	3		
HIST 4900 History of Childhood	3		
ENGL 4930 Special Topics in Women's Lit	3		
Approved Courses (3-6 hrs)	Hrs	Term	Grade
	3		
	3		

Additional Requirements:
 Each student will submit a portfolio to the program coordinator one semester before the semester the student plans to graduate. The portfolio must contain a progression from WMST 2001 to certificate completion. Each student must complete a minimum of one 4000 level course.

Admission & Course Requirements:
 Admission to the certification program must be approved by the Women's Studies Coordinator. Courses which are not listed must be approved by the Women's Studies Coordinator.

Advisor Signature _____

Women's Studies Coordinator Signature _____

Degree/ Major: _____

Earned at: _____

Comments: _____

Completed by: _____ Date: _____

nester prior
ain work
Students

pproved by

NAME _____

ADVISOR _____

18 Hrs

12 Hours must be at the

Required Course (3 hrs)		Hrs	Term
WGSS 2001 Intro to Women, Gender, and Sexuality Studies		3	
(May also count in Core Area B)			
Additional Courses (9-12 hrs)		Hrs	Term
ARTS 2000	Women, Gender, and Sexuality in Photography	3	
NURS 3700	Women's Health Care Issues	3	
SOCI 2293	Sociology of the Family	3	
SOCI 4350	Family Violence	3	
SOCI 4417	Women in Society	3	
HIST 4560	American Popular Culture	3	
HIST 4562	History of American Women	3	
HIST 4782	Gender & Minority in Mid East	3	
HIST 4900	Deviance and Persecution	3	
HIST 4900	History of Childhood	3	
ENGL 4930	Special Topics in Women's Lit	3	
Approved Courses (3-6 hrs)		Hrs	Term
		3	
		3	

Advisor Signature _____

Women's Studies Coordinator Signature _____

WOMEN, GENDER, AND SEXUALITY STUDIES CERTIFICATE

gswID# _____

Effective Catalog Year: 2015-2016

Courses

at the 3000 level or above

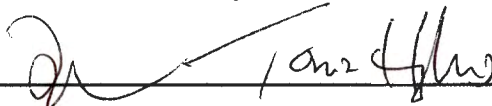
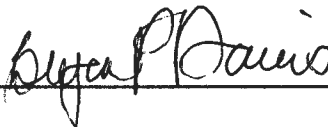
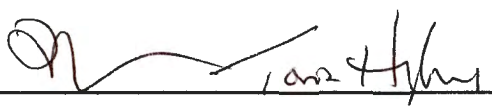
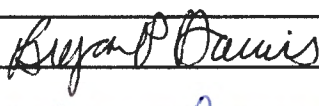
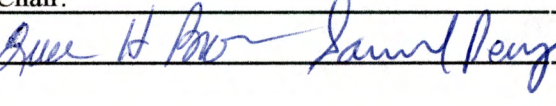
Grade
Grade
Grade

Additional Requirements:
Each student will submit a portfolio to the program coordinator one semester prior to the semester the student plans to graduate. The portfolio must contain work representing a progression from WMST 2001 to certificate completion. Students must complete a minimum of one 4000 level course.

Admission & Course Requirements:
Admission to the certification program must be approved by the Women's Studies Coordinator. Courses which are not listed must be approved by the Women's Studies Coordinator.

Degree/ Major:	_____
Earned at:	_____
Comments:	_____ _____
Completed by:	_____
Date:	_____

****Attach a current curriculum sheet and proposed curriculum sheet.****

Submission for File Only:	
Unit Head: 	Date: 10/29/15
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison 	Date: 10/29/15
Approvals (unnecessary for file submissions):	
Unit Head: 	Date: 10/29/15
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair: 	Date: 11/6/15
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate: 	Date: 11/29/16
Dean of the Faculty:	Date:

Curriculum change Level C

PROPOSAL FOR A CURRICULUM CHANGE		Georgia Southwestern State University	
Select Area of Change: Core Curriculum Specify: Area A,B,C,D,E Area B Women, Gender, and Sexuality Studies Certificate	Major Curriculum None	Graduate Curriculum None	Other Curriculum (minor, certificate, etc.) Specify: Women's Studies
Proposed Effective Date for Curriculum Change: 01/2016 (Month/Year):	Degree & Program Name: (e.g., BFA, Art): Women, Gender, and Sexuality Studies Certificate		
Present Requirements: Women, Gender, and Sexuality Studies Certificate	Proposed Requirements (Underline changes after printing this form: Requirement of a C or better in courses used toward the awarded certificate.		
Justification: Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data. Adopting current best practice(s) in field: This change request is to bring us current in best practices and to align us with the other minor and certificate programs on campus.			
Source of Data to Support Suggested Change: Indirect measures: Discussions with faculty, administration, and Women, Gender, and Sexuality Studies committee recommendation. Direct measures: None			
Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?). Data Sources: Indirect measures: Student Opinionnaires; faculty opinionnaires, Direct measures: None			

****Attach a current curriculum sheet and proposed curriculum sheet.****

Submission for File Only:	
Unit Head:	Date:

Reviewed By (necessary even for file submissions):

GSW SACSCOC Liaison *Beyza P Davis* Date: *1/15/16*

Approvals (unnecessary for file submissions):

Unit Head: Date:

Teacher Education Committee Chair: Date:

Committee on Academic Affairs Chair: *Beyza P Davis* Date: *1/29/16*

Committee on Graduate Affairs Chair: Date:

Secretary of the Faculty Senate: *Ann Pro* *Samuel Perry* Date: *2/26/16*

Dean of the Faculty: Date:

NAME _____

ADVISOR _____

18 Hrs

12 Hours must be at tl

Required Course (3 hrs)		Hrs	Term
WGSS 2001 Intro to Women, Gender, and Sexuality Studies		3	
(May also count in Core Area B)			
Additional Courses (9-12 hrs)		Hrs	Term
ARTS 2000	Women, Gender, and Sexuality in Photography	3	
NURS 3700	Women's Health Care Issues	3	
SOCI 2293	Sociology of the Family	3	
SOCI 4350	Family Violence	3	
SOCI 4417	Women in Society	3	
HIST 4560	American Popular Culture	3	
HIST 4562	History of American Women	3	
HIST 4782	Gender & Minority in Mid East	3	
HIST 4900	Deviance and Persecution	3	
HIST 4900	History of Childhood	3	
ENGL 4930	Special Topics in Women's Lit	3	
Approved Courses (3-6 hrs)		Hrs	Term
		3	
		3	

Advisor Signature _____

Women's Studies Coordinator Signature _____

WOMEN, GENDER, AND SEXUALITY STUDIES CERTIFICATE

gswID# _____

Effective Catalog Year: 2015-2016

Courses

One 3000 level or above

Grade
Grade
Grade

Additional Requirements:
<p>Each student will submit a portfolio to the program coordinator one semester prior to the semester the student plans to graduate. The portfolio must contain work representing a progression from WGSST 2001 to certificate completion. Students must complete a minimum of one 4000 level course.</p>
Admission & Course Requirements:
<p>Admission to the certification program must be approved by the Women, Gender, and Sexuality Studies' Coordinator. Courses which are not listed must be approved by the Women, Gender, and Sexuality Studie's Coordinator.</p>

Degree/ Major:	_____
Earned at:	_____
Comments:	_____ _____
Completed by:	_____ Date: _____

NAME _____

ADVISOR _____

18 Hrs

12 Hours must be at tl

Required Course (3 hrs)		Hrs	Term
WGSS 2001 Intro to Women, Gender, and Sexuality Studies		3	
(May also count in Core Area B)			
Additional Courses (9-12 hrs)		Hrs	Term
ARTS 2000	Women, Gender, and Sexuality in Photography	3	
NURS 3700	Women's Health Care Issues	3	
SOCI 2293	Sociology of the Family	3	
SOCI 4350	Family Violence	3	
SOCI 4417	Women in Society	3	
HIST 4560	American Popular Culture	3	
HIST 4562	History of American Women	3	
HIST 4782	Gender & Minority in Mid East	3	
HIST 4900	Deviance and Persecution	3	
HIST 4900	History of Childhood	3	
ENGL 4930	Special Topics in Women's Lit	3	
Approved Courses (3-6 hrs)		Hrs	Term
		3	
		3	

Advisor Signature _____

Women's Studies Coordinator Signature _____

WOMEN, GENDER, AND SEXUALITY STUDIES CERTIFICATE

gswID# _____

Effective Catalog Year: 2015-2016

Courses

at the 3000 level or above

Grade
Grade
Grade

Additional Requirements:
Each student will submit a portfolio to the program coordinator one semester prior to the semester the student plans to graduate. The portfolio must contain work representing a progression from WGSST 2001 to certificate completion. Students must complete a minimum of one 4000 level course. Students must make a C or better in all courses used toward the award of the certificate.
Admission & Course Requirements:
Admission to the certification program must be approved by the Women, Gender, and Sexuality Studies' Coordinator. Courses which are not listed must be approved by the Women, Gender, and Sexuality Studies' Coordinator.

Degree/ Major:	_____
Earned at:	_____
Comments:	_____ _____
Completed by:	_____
Date:	_____

PROPOSAL FOR A CURRICULUM CHANGE

Georgia Southwestern State University

Select Area of Change:

Core Curriculum

Major Curriculum

Graduate Curriculum

Other Curriculum
(minor, certificate,
etc.)

Specify: Area A,B,C,D,E

Specify:

**Proposed Effective Date for
Curriculum Change:**

(Month/Year): 08/2016

Degree & Program Name: (e.g., BFA, Art): B.A. History

Present Requirements:

SOSC 1101 in Area F

**Proposed Requirements (Underline changes
after printing this form:**

SOSC 1101 or POLS 2401 in Area F

Justification:

Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improve student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: Change is to match requirements with faculty resources, giving students more flexibility in completing requirements.

Source of Data to Support Suggested Change:

- Indirect measures:** Student Opinionnaires, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) evaluation of current departmental resources

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** Student Opinionnaires; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) future evaluation of departmental resources

****Attach a current curriculum sheet and proposed curriculum sheet.****

Submission for File Only:	
Unit Head:	Date:
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison <i>Bryan Davis</i>	Date: <i>2/8/16</i>
Approvals (unnecessary for file submissions):	
Unit Head: <i>[Signature]</i>	Date: <i>2/8/2016</i>
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair: <i>Bryan Davis</i>	Date: <i>3/4/16</i>
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate: <i>[Signature]</i> <i>[Signature]</i>	Date: <i>3/18/16</i>
Dean of the Faculty:	Date:

B.A. in HISTORY

NAME _____
 ADVISOR _____

CORE: 60 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1101, 1111, 1113, or 1120	3		

Area B (4-5 hrs)	Hrs	Term	Grade
Select 4-5 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), WMST 2001(3), COMM 1110(3), POLS 2401(3), ENGL 2200(3), Foreign Lang.(2000 or higher)(3)			

Area C (6 hrs)	Hrs	Term	Grade
ENGL 2110, 2120, or 2130	3		
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			

Area D (10 hrs min)	Area D Lists	Hrs	Term	Grade
Lab Science-List A				
Lab (if CHEM or BIOL)				
NonLab/Lab Science-List A or B				
Optional Lab (if CHEM or BIOL)				
Course from List A, B, or C				

Area E (12 hrs)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 Wrld Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, SOCI 1101, PSYC 1101			

Area F (18 hrs)	Hrs	Term	Grade
HIST 1111 or 1112 Wrld Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
SOSC 1101 World and Its People	3		
Foreign Language	3		
Foreign Language	3		
Select one:	3		
ECON 2105, ECON 2106, PSYC 1101, SOCI 1101			

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		

Additional Requirements	
_____ GA HISTORY	_____ US HISTORY
_____ GA CONSTITUTION	_____ US CONSTITUTION
_____ UNIV 1000	_____ W2W Requirement

THIS MAJOR REQUIRES A MINOR OR CERTIFICATE.

gswID# _____
 Effective Catalog Year: 2015-2016

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Major Core (30 hrs)	Hrs	Term	Grade
HIST 2500 The Study of History	3		
HIST 4000 Historiography	3		
*European Hist	3		
*US History	3		
*Non-West Hist	3		
HISTORY ELECTIVES:			
*History	3		
*History	3		
*History	3		
*History	3		
*History	3		

Minor or Certificate Required(15-18 hrs)	Hrs	Term	Grade

Foreign Language 2000 level (6 hrs)	Hrs	Term	Grade
	3		
	3		

Free Electives (6-9 hrs)	Hrs	Term	Grade
Free Elective			
Free Elective			
Free Elective			

ADDITIONAL REQUIREMENTS
 Minimum grade of "C" required in Area A, Area E, Area F, social science, and in all major, minor, and certificate courses, unless otherwise noted.
 The Foreign Language requirement at the 2000 level must be completed in the same language.
 *History electives must be upper division and approved by advisor.

Minor, certificate, and/or electives must include a minimum total of 12 semester hours of 3000 level or above coursework.

UNIVERSITY POLICIES AND PRACTICES
 Minimum grade of "C" required in Area A, Area F and all major courses.
 A minimum of 120 semester hours must be completed for graduation.
 39 semester hours must be upper division work at the 3000-4000 level.
 If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.
 Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.
 Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

Prior Degree/Major: _____
 Earned at: _____
 Comments: _____

 Completed by: _____ Date: _____

B.A. in HISTORY

NAME _____
 ADVISOR _____

CORE: 60 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade	
ENGL 1101 Composition I	3			
ENGL 1102 Composition II	3			
MATH 1101, 1111, 1113, or 1120	3			
Area B (4-5 hrs)	Hrs	Term	Grade	
Select 4-5 hours from list below:				
LIBR 1101(1), CIS 1000(3), THEA 1110(3), WMST 2001(3), COMM 1110(3), POLS 2401(3), ENGL 2200(3), Foreign Lang.(2000 or higher)(3)				
Area C (6 hrs)	Hrs	Term	Grade	
ENGL 2110, 2120, or 2130	3			
Select one:	3			
ARTC 1100, MUSC 1100 or THEA 1100				
Area D (10 hrs min)	Area D Lists	Hrs	Term	Grade
Lab Science-List A				
Lab (if CHEM or BIOL)				
NonLab/Lab Science-List A or B				
Optional Lab (if CHEM or BIOL)				
Course from List A, B, or C				
Area E (12 hrs)		Term	Grade	
POLS 1101 American Government	3			
HIST 1111 or 1112 Wrld Civ I or II	3			
HIST 2111 or 2112 US Hist I or II	3			
Select one:	3			
ECON 2105, SOCI 1101, PSYC 1101				
Area F (18 hrs)	Hrs	Term	Grade	
HIST 1111 or 1112 Wrld Civ I or II	3			
HIST 2111 or 2112 US Hist I or II	3			
SOSC 1101 or POLS 2401	3			
Foreign Language	3			
Foreign Language	3			
Select one:	3			
ECON 2105, ECON 2106, PSYC 1101, SOCI 1101				

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		

Additional Requirements	
_____ GA HISTORY	_____ US HISTORY
_____ GA CONSTITUTION	_____ US CONSTITUTION
_____ UNIV 1000	_____ W2W Requirement

THIS MAJOR REQUIRES A MINOR OR CERTIFICATE.

gswID# _____
 Effective Catalog Year: 2016-2017

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Major Core (30 hrs)	Hrs	Term	Grade
HIST 2500 The Study of History	3		
HIST 4000 Historiography	3		
*European Hist	3		
*US History	3		
*Non-West Hist	3		
HISTORY ELECTIVES:			
*History	3		
*History	3		
*History	3		
*History	3		
*History	3		

Minor or Certificate Required(15-18 hrs)	Hrs	Term	Grade

Foreign Language 2000 level (6 hrs)	Hrs	Term	Grade
	3		
	3		

Free Electives (6-9 hrs)	Hrs	Term	Grade
Free Elective			
Free Elective			
Free Elective			

ADDITIONAL REQUIREMENTS
 Minimum grade of "C" required in Area A, Area E, Area F, social science, and in all major, minor, and certificate courses, unless otherwise noted.
 The Foreign Language requirement at the 2000 level must be completed in the same language.
 *History electives must be upper division and approved by advisor.

Minor, Certificate, and Elective Hours
 Minor, certificate, and/or electives must include a minimum total of 12 semester hours of 3000 level or above coursework.

UNIVERSITY POLICIES AND PRACTICES
 Minimum grade of "C" required in Area A, Area F and all major courses.
 A minimum of 120 semester hours must be completed for graduation.
 39 semester hours must be upper division work at the 3000-4000 level.
 If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.
 Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.
 Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

Prior Degree/Major: _____
 Earned at: _____
 Comments: _____

 Completed by: _____ Date: _____

PROPOSAL FOR A CURRICULUM CHANGE Georgia Southwestern State University	
Select Area of Change: <input type="checkbox"/> Core Curriculum <input checked="" type="checkbox"/> Major Curriculum <input type="checkbox"/> Graduate Curriculum <input type="checkbox"/> Other Curriculum Specify: Area A,B,C,D,E (minor, certificate, etc.) Specify:	
Proposed Effective Date for Curriculum Change: (Month/Year): 08/2016	Degree & Program Name: (e.g., BFA, Art): B.A. History w/ Teaching Cert.
Present Requirements: SOSC 1101 in Area F	Proposed Requirements (Underline changes after printing this form): SOSC 1101 or POLS 2401 in Area F
Justification: Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.	
<input type="checkbox"/> Improve student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting mandates of state/federal/outside accrediting agencies: <input checked="" type="checkbox"/> Other: Change is to match requirements with faculty resources, giving students more flexibility in completing requirements.	

Source of Data to Support Suggested Change:

- Indirect measures:** Student Opinionnaires, student, employer, or alumni surveys, etc.
 Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) evaluation of current departmental resources

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** Student Opinionnaires; student, employer, or alumni surveys, etc.
 Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) future evaluation of departmental resources

****Attach a current curriculum sheet and proposed curriculum sheet.****

Submission for File Only:	
Unit Head:	Date:
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison <i>Bryan P. Davis</i>	Date: 2/17/16
Approvals (unnecessary for file submissions):	
Unit Head: <i>John Holt</i>	Date: 2/17/16
Teacher Education Committee Chair: <i>Rachel Abbott</i>	Date: 2/17/16
Committee on Academic Affairs Chair: <i>Bryan P. Davis</i>	Date: 3/4/16
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate: <i>David Brown</i> <i>Samuel Perry</i>	Date: 3/18/16
Dean of the Faculty:	Date:

B.A. in HISTORY with Teacher Certification

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2015-2016

CORE: 60 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1101, 1111, 1113, or 1120	3		

Area B (4-5 hrs)	Hrs	Term	Grade
Select 4-5 hours from list below:			

LIBR 1101(1), CIS 1000(3), THEA 1110(3),
 WMST 2001(3), COMM 1110(3), POLS 2401(3),
 ENGL 2200(3), Foreign Lang.(2000 or higher)(3)

Area C (6 hrs)	Hrs	Term	Grade
ENGL 2110, 2120, or 2130	3		
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			

Area D (10 hrs min)	Area D Lists	Hrs	Term	Grade
Lab Science-List A				
Lab (if CHEM or BIOL)				
NonLab/Lab Science-List A or B				
Optional Lab (if CHEM or BIOL)				
Course from List A, B, or C				

Area E (12 hrs)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 World Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, SOCI 1101 or PSYC 1101			

Area F (18 hrs)	Hrs	Term	Grade
Foreign Language (1002)	3		
Foreign Language (2001)	3		
SOSC 1101 World and Its People	3		
HIST 1111 or 1112 World Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, ECON 2106, PSYC 1101, SOCI 1101			

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS _____ (Activity)	1		

Additional Requirements	
<input type="checkbox"/> GA HISTORY	<input type="checkbox"/> US HISTORY
<input type="checkbox"/> GA CONSTITUTION	<input type="checkbox"/> US CONSTITUTION
<input type="checkbox"/> UNIV 1000	<input type="checkbox"/> W2W Requirement

MAJOR/ELECTIVE REQUIREMENTS: 65 HOURS

Major Core (30 hrs)	Hrs	Term	Grade
HIST 2500 The Study of History	3		
HIST 3810 History of Georgia	3		
HIST 4000 Historiography	3		
U.S. History 3000-4000	3		
European History 3000-4000	3		
Non-Western History 3000-4000	3		
History Elective	3		
History Elective	3		
History Elective	3		
History Elective	3		

Certification Core (9 hrs)	Hrs	Term	Grade	F.E.
EDUC 2110 Investigating Crit & Cont Issues in Edu	3			15
EDUC 2120 Exp Sociocrlrl Persp on Diversity	3			15
EDUC 2130 Exploring Learn & Teaching	3			15

Teacher Ed Courses (14 hrs)	Hrs	Term	Grade	F.E.
EDRG 3060 Content Literacy	3			45
EDSC 4100 History Pedagogy Assess-App.	5			120
EDUC 3200 Instructional Tech-Media	3			0
EDSP 3000 The Exceptional Student	3			15

Student Teaching (12 hrs)	Hrs	Term	Grade	F.E.
EDSC 4950 Opening School Experience	0			120
EDUC 4620 Classrm/Behav Mgmt	3			15
EDSC 4970 Student Teaching	3			
EDSC 4980 Student Teaching	3			540
EDSC 4990 Student Teaching	3			

Professional Checklist:
<input type="checkbox"/> Application to Teacher Education
<input type="checkbox"/> Application to Student Teaching
GACE I (Score _____ Semester _____)
GACE II (Score _____ Semester _____)
Passed GACE: Yes or No

ADMISSION TO TEACHER EDUCATION

Admission into Teacher Education is required for all students enrolled in all Education 3000-4000 level courses. Minimum grade of "C" required in Area A, Area F and all major and professional required courses. Speech or demonstrated competence in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement. An institutional grade point average of 2.5 or higher is required for both student teaching and graduation. For additional information please access the University Bulletin on the GSW website at www.gsw.edu.

UNIVERSITY POLICIES AND PRACTICES

Minimum grade of "C" required in Area A, Area F and all major courses. A minimum of 120 semester hours must be completed for graduation. 39 semester hours must be upper division work at the 3000-4000 level. If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives. Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives. Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

Prior Degree/ Major	_____
Earned at:	_____
Comments:	_____
Completed by:	_____ Date: _____

B.A. in HISTORY with Teacher Certification

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2016-2017

CORE: 60 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1101, 1111, 1113, or 1120	3		
Area B (4-5 hrs)	Hrs	Term	Grade
Select 4-5 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), WMST 2001(3), COMM 1110(3), POLS 2401(3), ENGL 2200(3), Foreign Lang. (2000 or higher)(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2110, 2120, or 2130	3		
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			
Area D (10 hrs min)	Hrs	Term	Grade
Lab Science-List A			
Lab (if CHEM or BIOL)			
NonLab/Lab Science-List A or B			
Optional Lab (if CHEM or BIOL)			
Course from List A, B, or C			
Area E (12 hrs)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 World Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, SOCI 1101 or PSYC 1101			
Area F (18 hrs)	Hrs	Term	Grade
Foreign Language (1002)	3		
Foreign Language (2001)	3		
SOSC 1101 or POLS 2401	3		
HIST 1111 or 1112 World Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, ECON 2106, PSYC 1101, SOCI 1101			

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		

Additional Requirements	
<input type="checkbox"/> GA HISTORY	<input type="checkbox"/> US HISTORY
<input type="checkbox"/> GA CONSTITUTION	<input type="checkbox"/> US CONSTITUTION
<input type="checkbox"/> UNIV 1000	<input type="checkbox"/> W2W Requirement

MAJOR/ELECTIVE REQUIREMENTS: 65 HOURS

Major Core (30 hrs)	Hrs	Term	Grade	
HIST 2500 The Study of History	3			
HIST 3810 History of Georgia	3			
HIST 4000 Historiography	3			
U.S. History 3000-4000	3			
European History 3000-4000	3			
Non-Western History 3000-4000	3			
History Elective	3			
History Elective	3			
History Elective	3			
History Elective	3			
Certification Core (9 hrs)	Hrs	Term	Grade	F.E.
EDUC 2110 Investigating Crit & Cont Issues in Edu	3			15
EDUC 2120 Exp Sociocrlr Persp on Diversity	3			15
EDUC 2130 Exploring Learn & Teaching	3			15
Teacher Ed Courses (14 hrs)	Hrs	Term	Grade	F.E.
EDRG 3060 Content Literacy	3			45
EDSC 4100 History Pedagogy Assess-App.	5			120
EDUC 3200 Instructional Tech-Media	3			0
EDSP 3000 The Exceptional Student	3			15
Student Teaching (12 hrs)	Hrs	Term	Grade	F.E.
EDSC 4950 Opening School Experience	0			120
EDUC 4620 Classrm/Behav Mgmt	3			15
EDSC 4970 Student Teaching	3			
EDSC 4980 Student Teaching	3			540
EDSC 4990 Student Teaching	3			

Professional Checklist:
<input type="checkbox"/> Application to Teacher Education
<input type="checkbox"/> Application to Student Teaching
GACE I (Score _____ Semester _____)
GACE II (Score _____ Semester _____)
Passed GACE: Yes or No
ADMISSION TO TEACHER EDUCATION
Admission Into Teacher Education is required for all students enrolled in all Education 3000-4000 level courses. Minimum grade of "C" required in Area A, Area F and all major and professional required courses. Speech or demonstrated competence in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement. An institutional grade point average of 2.5 or higher is required for both student teaching and graduation. For additional information please access the University Bulletin on the GSW website at www.gsw.edu .

UNIVERSITY POLICIES AND PRACTICES
Minimum grade of "C" required in Area A, Area F and all major courses. A <u>minimum</u> of 120 semester hours must be completed for graduation. 39 semester hours must be upper division work at the 3000-4000 level. If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives. Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives. Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

Prior Degree/ Major	_____
Earned at:	_____
Comments:	_____ _____
Completed by:	_____ Date: _____

Curriculum Change Letter F

PROPOSAL FOR A CURRICULUM CHANGE

Georgia Southwestern State University

Select Area of Change:

Core Curriculum

Specify: Area A,B,C,D,E

Major Curriculum

Graduate Curriculum

Other Curriculum

(minor, certificate, etc.)

Specify: certificate change

Proposed Effective Date for Curriculum Change:

(Month/Year): Fall 2016

Degree & Program Name: (e.g., BFA, Art): Global Studies Certificate

Present Requirements: 9 credit hours at 3000 level or above

Proposed Requirements (Underline changes after printing this form): Minimum 6 credit hours at 3000 level or above

Justification:

Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improve student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: Allowing more flexibility for completion by students, particularly for transfer students and foreign students who have a wider range of appropriate courses at the 1000-2000 level than GSW is able to offer

Source of Data to Support Suggested Change:

- Indirect measures:** Student Opinionnaires, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Annual review of program courses and students

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** Student Opinionnaires; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Annual review of program courses and students

****Attach a current curriculum sheet and proposed curriculum sheet.****

Submission for File Only:	
Unit Head:	Date:
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison <i>[Signature]</i>	Date: 3/15/16
Approvals (unnecessary for file submissions):	
Unit Head: <i>[Signature]</i>	Date: 3/14/16
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair: <i>[Signature]</i>	Date: 4/8/16
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate: <i>[Signature]</i>	Date: 4/22/16

Curriculum change letter G

PROPOSAL FOR A CURRICULUM CHANGE Georgia Southwestern State University	
Select Area of Change: <input checked="" type="checkbox"/> Core Curriculum <input type="checkbox"/> Major Curriculum <input type="checkbox"/> Graduate Curriculum <input type="checkbox"/> Other Curriculum Specify: Area A,B,C,D,E (minor, certificate, etc.) F Specify:	
Proposed Effective Date for Curriculum Change: (Month/Year): <i>08/2016</i>	Degree & Program Name: (e.g., BFA, Art): <i>BS Geology</i>
Present Requirements: <i>ENGL 2200 or Foreign Language</i>	Proposed Requirements (Underline changes after printing this form: <i>Add Math to Area F to replace ENGL 2200 or Foreign Language, add GEOL 2011 to major requirements</i>
Justification: Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data. <input checked="" type="checkbox"/> Improve student learning outcomes: <i>Streamline basic material and skills for several courses; emphasize need to carry learned material forward to later courses. This course will emphasize the relatedness of all the subdisciplines of geology, the basic skills and information useful in all of them, and how information from one subdiscipline is relevant in others and needs to be retained.</i> <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting mandates of state/federal/outside accrediting agencies: <input type="checkbox"/> Other:	

Source of Data to Support Suggested Change:

- Indirect measures:** Student Opinionnaires, student, employer, or alumni surveys, etc.
 Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Several of our assessment vehicles suggest students are not carrying material they learn in one course to other related courses.

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** Student Opinionnaires; student, employer, or alumni surveys, etc.
 Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) *We will be looking for evidence (targeted quiz, test, and final grades) in our upper division courses that learning is enhanced by this early introduction to the relatedness of all parts of geology and by the ideas for retaining learned material introduced here.*

****Attach a current curriculum sheet and proposed curriculum sheet.****

Submission for File Only:	
Unit Head:	Date:
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison	Date:
Approvals (unnecessary for file submissions):	
Unit Head:	Date:
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate: <i>Quon H. B...</i> <i>Samuel Perry</i>	Date: <i>4/26/2016</i>
Dean of the Faculty:	Date:

B.S. in GEOLOGY

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2015-2016

CORE: 61 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 59 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1113 Precalculus	3		
Area B (4 hrs min)	Hrs	Term	Grade
Select 4 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSO 1101(3), WMST 2001(3), COMM 1110(3), POLS 2401(3), ENGL 2200(3), Foreign Lang (2000 or higher)(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2110, 2120, or 2130	3		
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			
Area D (11 hrs min) Area D Lists	Hrs	Term	Grade
Choose a science sequence from List A:			
Lab Science I			
Lab (if CHEM or BIOL)			
Lab Science II			
Lab (if CHEM or BIOL)			
MATH 1120 or MATH 2204	4/3		
<small>Recommended lab science sequence: PHYS 1111 & 1112 or PHYS 2211 & 2212</small>			
Area E (12 hrs)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 Wrld Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, SOCI 1101, PSYC 1101, HIST 1111 OR 1112			
Area F (19 hrs)	Hrs	Term	Grade
ENGL 2200 or Foreign Language	3		
CHEM 1211 Prin of Chemistry I	3		
CHEM 1211L Prin of Chemistry I Lab	1		
CHEM 1212 Prin of Chemistry II	3		
CHEM 1212L Prin of Chemistry II Lab	1		
GEOLOGY 1121 Earth Mat, Processes, & Env	4		
GEOLOGY 1122 Earth History and Global Change	4		

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		

Additional Requirements	
_____ GA HISTORY	_____ US HISTORY
_____ GA CONSTITUTION	_____ US CONSTITUTION
_____ UNIV 1000	_____ W2W Requirement

Required Courses, All Options (29 hrs)	Hrs	Term	Grade
GEOLOGY 3111 Environmental Geology	4		
GEOLOGY 3121 Mineralogy	4		
GEOLOGY 3211 Invertebrate Paleobiology	4		
GEOLOGY 3511 Structural Geology	4		
GEOLOGY 4421 Sedimentary Geology	4		
GEOLOGY 4711 Igneous-Metamorphic Petrology	4		
GEOLOGY 4931 Field Methods	4		
GEOLOGY 4911 Senior Seminar	1		
Option A: Traditional Geology (18 hrs)	Hrs	Term	Grade
GEOLOGY 3411 Geomorphology	4		
GEOLOGY 4611 Introduction to GIS	4		
GEOLOGY 4811 Introduction to Geophysics	4		
GEOLOGY 4941 Senior Thesis I	1		
GEOLOGY 4942 Senior Thesis II	1		
** Geology Elective (List Below)	4		
Option B: Earth & Env Sci Edu (22 hrs)	Hrs	Term	Grade
EDUC 2110 Inv Issues in Edu	3		
EDUC 2120 Exp Diversity in Edu	3		
EDUC 2130 Exp Teaching & Learning	3		
EDSP 3000 The Exceptional Student	3		
EDUC 3200 Instructional Technology	3		
EDUC 3330 Art & Sci of Teaching	3		
GEOLOGY 3311 Oceanography	4		
**Geology Electives	Hrs	Term	Grade
GEOLOGY 3311 Oceanography	4		
GEOLOGY 3411 Geomorphology	4		
GEOLOGY 4211 Hydrogeology	4		
GEOLOGY 4611 Introduction to GIS	4		
GEOLOGY 4811 Introduction to Geophysics	4		
GEOLOGY 4821 Environmental Geophysics	4		
GEOLOGY 4951 Special Topics In Geology	2-4		
Free Electives (to total 120 hrs)	Hrs	Term	Grade

ADDITIONAL REQUIREMENTS
 Physics 1111 & 1112 or 2211 & 2212 recommended in Area D. If recommended
 Physics not taken in Area D, then these courses must be taken in place of 8 hours
 of Free Electives.

UNIVERSITY POLICIES AND PRACTICES
 Minimum grade of "C" required in Area A, Area F and all major courses.
 A minimum of 120 semester hours must be completed for graduation.
 39 semester hours must be upper division work at the 3000-4000 level.
 If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.
 Hours from Area B plus hours from Area D must equal 15 hours. If more than 15
 hours are earned, the extra hours will count in Free Electives.
 Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the
 120 hours needed for a degree.

Prior Degree/ Major:	_____
Earned at:	_____
Comments:	_____ _____
Completed by:	_____ Date: _____

B.S. in GEOLOGY

NAME _____

gswID# _____

NEW

ADVISOR _____

Effective Catalog Year: **2016-2017**

CORE: 61-62 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 58-59 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1113 Precalculus	3		

Area B (4 hrs min)	Hrs	Term	Grade
Select 4 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3), WMST 2001(3), COMM 1110(3), POLS 2401(3), ENGL 2200(3), Foreign Lang.(2000 or higher)(3)			

Area C (6 hrs)	Hrs	Term	Grade
ENGL 2110, 2120, or 2130	3		
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			

Area D (11 hrs min) Area D Lists	Hrs	Term	Grade
Choose a science sequence from List A:			
Lab Science I			
Lab (if CHEM or BIOL)			
Lab Science II			
Lab (if CHEM or BIOL)			

Advisor Approved Elective
Recommended lab science sequence: PHYS 1111 & 1112 or PHYS 2211 & 2212

Area E (12 hrs)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 Wrld Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, SOCI 1101, PSYC 1101, HIST 1111 OR 1112			

Area F (19-20 hrs)	Hrs	Term	Grade
MATH 1120 or MATH 2204	3/4		
CHEM 1211 Prin of Chemistry I	3		
CHEM 1211L Prin of Chemistry I Lab	1		
CHEM 1212 Prin of Chemistry II	3		
CHEM 1212L Prin of Chemistry II Lab	1		
GEOL 1121 Earth Mat, Processes, & Env	4		
GEOL 1122 Earth History and Global Change	4		

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		

Additional Requirements	
_____ GA HISTORY	_____ US HISTORY
_____ GA CONSTITUTION	_____ US CONSTITUTION
_____ UNIV 1000	_____ W2W Requirement

Required Courses, All Options (31 hrs)	Hrs	Term	Grade
GEOL 2011 First Year Geology Seminar	2		
GEOL 3111 Environmental Geology	4		
GEOL 3121 Mineralogy	4		
GEOL 3211 Invertebrate Paleobiology	4		
GEOL 3511 Structural Geology	4		
GEOL 4421 Sedimentary Geology	4		
GEOL 4711 Igneous-Metamorphic Petrology	4		
GEOL 4931 Field Methods	4		
GEOL 4911 Senior Seminar	1		

Option A: Traditional Geology (18 hrs)	Hrs	Term	Grade
GEOL 3411 Geomorphology	4		
GEOL 4611 Introduction to GIS	4		
GEOL 4811 Introduction to Geophysics	4		
GEOL 4941 Senior Thesis I	1		
GEOL 4942 Senior Thesis II	1		
** Geology Elective (List Below)	4		

Option B: Earth & Env Sci Edu (22 hrs)	Hrs	Term	Grade
EDUC 2110 Inv Issues in Edu	3		
EDUC 2120 Exp Diversity in Edu	3		
EDUC 2130 Exp Teaching & Learning	3		
EDSP 3000 The Exceptional Student	3		
EDUC 3200 Instructional Technology	3		
EDUC 3330 Art & Sci of Teaching	3		
GEOL 3311 Oceanography	4		

**Geology Electives			
GEOL 3311 Oceanography	4		
GEOL 3411 Geomorphology	4		
GEOL 4211 Hydrogeology	4		
GEOL 4611 Introduction to GIS	4		
GEOL 4811 Introduction to Geophysics	4		
GEOL 4821 Environmental Geophysics	4		
GEOL 4951 Special Topics In Geology	2-4		

Free Electives (to total 120 hrs)	Hrs	Term	Grade

ADDITIONAL REQUIREMENTS
Physics 1111 & 1112 or 2211 & 2212 recommended in Area D. If recommended Physics not taken in Area D, then these courses must be taken in place of 8 hours of Free Electives.

UNIVERSITY POLICIES AND PRACTICES
Minimum grade of "C" required in Area A, Area F and all major courses.
A minimum of 120 semester hours must be completed for graduation.
39 semester hours must be upper division work at the 3000-4000 level.
If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.
Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.
Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

Major: _____

Earned at: _____

Completed by: _____ Date: _____

Curriculum Change - better

PROPOSAL FOR A CURRICULUM CHANGE Georgia Southwestern State University	
Select Area of Change: <input type="checkbox"/> Core Curriculum <input checked="" type="checkbox"/> Major Curriculum <input type="checkbox"/> Graduate Curriculum <input type="checkbox"/> Other Curriculum Specify: Area A,B,C,D,E (minor, certificate, etc.) Specify:	
Proposed Effective Date for Curriculum Change: (Month/Year): June/2016	Degree & Program Name: (e.g., BFA, Art): BA Dramatic Arts Communication & Media Arts Emphasis
Present Requirements: COMM 3525 Adv Video Production COMM 4112 Video Production Capstone <i>*Video Practicum Recommended</i>	Proposed Requirements (Underline changes after printing this form): COMM 3525 Adv Cinema Production THEA 4111/COMM 4112 Production Capstone <i>*Cinema Production Practicum Recommended</i>
Justification: Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.	
<input type="checkbox"/> Improve student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting mandates of state/federal/outside accrediting agencies: <input checked="" type="checkbox"/> Other: Changing curriculum sheet to reflect course name change for GA Film Academy.	
Source of Data to Support Suggested Change:	

Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc.
 GA Film Academy program design

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

Indirect measures: Student Opinionnaires; student, employer, or alumni surveys, etc.
 GA Film Academy program design

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

****Attach a current curriculum sheet and proposed curriculum sheet.****

Submission for File Only:	
Unit Head:	Date:
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison	<i>Reginald Davis</i> Date: 3/15/16
Approvals (unnecessary for file submissions):	
Unit Head:	Date:
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	<i>Reginald Davis</i> Date: 4/8/16
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	<i>James W. Brown - Samuel Perry</i> Date: 4/22/16
Dean of the Faculty:	Date:

SOBA
Curriculum Change - letter A

PROPOSAL FOR A CURRICULUM CHANGE Georgia Southwestern State University	
Select Area of Change: <input type="checkbox"/> Core Curriculum <input checked="" type="checkbox"/> Major Curriculum <input type="checkbox"/> Graduate Curriculum <input type="checkbox"/> Other Curriculum Specify: Area A,B,C,D,E (minor, certificate, etc.) Specify:	
Proposed Effective Date for Curriculum Change: Fall 2016 (Month/Year): 8/2016	Degree & Program Name: (e.g., BFA, Art): BBA, Management
Present Requirements: MGNT 4660 Business Forecasting	Proposed Requirements (Underline changes after printing this form): MGNT 3680 Organizational Theory-Behavior
Justification: Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data. <input checked="" type="checkbox"/> Improve student learning outcomes: <input checked="" type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting mandates of state/federal/outside accrediting agencies: <input type="checkbox"/> Other:	
Source of Data to Support Suggested Change: <input checked="" type="checkbox"/> Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc. <input checked="" type="checkbox"/> Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)	

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** Student Opinionnaires; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

****Attach a current curriculum sheet and proposed curriculum sheet.****

Submission for File Only:	
Unit Head: <i>[Signature]</i>	Date: 2/9/16
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison <i>[Signature]</i>	Date: 2/16/16
Approvals (unnecessary for file submissions):	
Unit Head:	Date:
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair: <i>[Signature]</i>	Date: 3/4/16
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate: <i>[Signature]</i>	Date: 3/18/16
Dean of the Faculty:	Date:

B.B.A. in MANAGEMENT

NAME _____ 1stGSW _____
 ADVISOR _____ **A & F HOURS: 0.00**

gswid# _____ Catalog Term: _____
 Effective Catalog Year: 2015-2016 **SOBA GPA: 0.00**

CORE: 60 HOURS **A & F GPA: 0.00**

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Area A (9 hrs)	Hrs	Earned	Term	Grade
ENGL 1101 Composition I (min grade C)	3	0		
ENGL 1102 Composition II (min grade C)	3	0		
MATH 1101, 1111, 1113, 1120 (min grade C)	3	0		
Area B (4 hrs min Area B+D must=15)	Hrs	Earned	Term	Grade
Select 4 hours from list below:				
	3	0		
	3	0		
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3), WMST 2001(3), COMM 1110(3), ENGL 2200(3), POLS 2401(3), Foreign Language (2000 or higher)(3)				
Area C (6 hrs)	Hrs	Earned	Term	Grade
ENGL: 2110, 2120, 2130	3	0		
Select one: ARTC 1100, MUSC 1100 or THEA 1100	3	0		
Area D (10 hrs min Area B+D must=15)	Hrs	Earned	Term	Grade
Lab Science		0		
Lab (if CHEM or BIOL)		0		
NonLab/Lab Science		0		
Lab (if CHEM or BIOL)		0		
SCI, MATH, CIS, CSCI	3	0		
Area E (12 hrs)	Hrs	Earned	Term	Grade
POLS 1101 American Government	3	0		
HIST 1111 or 1112 Wrld Civ I or II	3	0		
HIST 2111 or 2112 US Hist I or II	3	0		
Select one: SOCI 1101, PSYC 1101, ANTH 1102, HIST 1111 OR 1112	3	0		
Area F (18 hrs)	Hrs	Earned	Term	Grade
ACCT 2101 Accounting Principles I	3	0		
ACCT 2102 Accounting Principles II	3	0		
BUSA 2010 Microcomputer Appl in Bus	3	0		
BUSA 2106 The Environment of Business	3	0		
ECON 2105 Principles of Macroeconomics	3	0		
ECON 2106 Principles of Microeconomics	3	0		
Physical Education (4 hrs)	Hrs	Earned	Term	Grade
PEDS 1010 Lifetime Fitness	1	0		
PEDS 2000 CPR/First Aid	2	0		
PEDS Activity	1	0		
Additional Requirements				
_____ GA HISTORY			_____ US HISTORY	
_____ GA CONSTITUTION			_____ US CONSTITUTION	
_____ UNIV 1000			_____ W2W REQUIREMENT	

Business Core (24 hrs)	Hrs	Earned	Term	Grade
BUSA 3050 Business Statistics	3	0		
BUSA 3060 Quantitative Management	3	0		
BUSA 3105 Communications in Bus Env	3	0		
BUSA 3150 Business Finance	3	0		
MGNT 3600 Principles of Management	3	0		
MKTG 3800 Principles of Marketing	3	0		
MGNT 3650 Intro to Internat'l Bus	3	0		
MGNT 4190 Strategic Management	3	0		
Major (27 hrs)	Hrs	Earned	Term	Grade
MGNT 3610 Operations Management	3	0		
MGNT 3670 Intro Human Res Mgnt	3	0		
MGNT 3700 Info Systems for Mgnt	3	0		
MGNT 4260 Small Business Entrepreneurship	3	0		
MGNT 4660 Business Forecasting	3	0		
MGNT 4690 Labor-Mgnt Relations	3	0		
MKTG 4890 Marketing Management	3	0		
Select Two:				
App Bus Crse	3	0		
App Bus Crse	3	0		
Free Electives	Hrs	Earned	Term	Grade
		0		
		0		
		0		
		0		
		0		
		0		

Total Hours Earned **120 0**
 UNIV 1000

ADDITIONAL REQUIREMENTS
 At least 50% of the semester credit hours in business required for the School of Business Administration undergraduate programs must be completed at GSW.
 Students are considered PACT, PHRM, PMGT, or PMKT until the SoBA Request to Declare Undergraduate Major form is submitted and all requirements have been met. See SoBA website. MGNT 4190 should be taken after completing BUSA 3050, BUSA 3150, MGNT 3600 and MKTG 3800.

UNIVERSITY POLICIES AND PRACTICES
 Minimum grade of "C" required in Area A, Area F and all major courses.
 A minimum of 120 semester hours must be completed for graduation.
 39 semester hours must be upper division work at the 3000-4000 level.
 If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.
 Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.
 Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

Effective Fall 2014:
BUSA 2106 is equivalent to BUSA 3106.
BUSA 3105 is equivalent to BUSA 2105.

Courses Not Listed Above:	Hrs	Earned	Term	Grade
		0		
		0		
		0		
		0		
		0		

W2W Requirement (6 seminars + essay)					
CRN	TERM	COURSE DESCRIPTION	CRN	TERM	COURSE DESCRIPTION

Degree/
Major: _____

Earned at: _____

Comments: _____

TRANS EVAL
 Completed by: _____ Date: _____

B.B.A. in MANAGEMENT

NAME _____ 1stGSW _____
 ADVISOR _____ **A & F HOURS: 0.00**
CORE: 60 HOURS **A & F GPA: 0.00**

gswID# _____ Catalog Term: _____
 Effective Catalog Year: 2015-2016 **SOBA GPA: 0.00**
MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Area A (9 hrs)	Hrs	Earned	Term	Grade
ENGL 1101 Composition I (min grade C)	3	0		
ENGL 1102 Composition II (min grade C)	3	0		
MATH 1101, 1111, 1113, 1120 (min grade C)	3	0		
Area B (4 hrs min Area B+D must=15)	Hrs	Earned	Term	Grade
Select 4 hours from list below:				
	3	0		
	3	0		
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3), WMST 2001(3), COMM 1110(3), ENGL 2200(3), POLS 2401(3), Foreign Language (2000 or higher)(3)				
Area C (6 hrs)	Hrs	Earned	Term	Grade
ENGL: 2110, 2120, 2130	3	0		
Select one:	3	0		
ARTC 1100, MUSC 1100 or THEA 1100				
Area D (10 hrs min Area B+D must=15)	Hrs	Earned	Term	Grade
Lab Science		0		
Lab (if CHEM or BIOL)		0		
NonLab/Lab Science		0		
Lab (if CHEM or BIOL)		0		
SCI, MATH, CIS, CSCI	3	0		
Area E (12 hrs)	Hrs	Earned	Term	Grade
POLS 1101 American Government	3	0		
HIST 1111 or 1112 Wrld Civ I or II	3	0		
HIST 2111 or 2112 US Hist I or II	3	0		
Select one:	3	0		
SOCI 1101, PSYC 1101, ANTH 1102, HIST 1111 OR 1112				
Area F (18 hrs)	Hrs	Earned	Term	Grade
ACCT 2101 Accounting Principles I	3	0		
ACCT 2102 Accounting Principles II	3	0		
BUSA 2010 Microcomputer Appl in Bus	3	0		
BUSA 2106 The Environment of Business	3	0		
ECON 2105 Principles of Macroeconomics	3	0		
ECON 2106 Principles of Microeconomics	3	0		
Physical Education (4 hrs)	Hrs	Earned	Term	Grade
PEDS 1010 Lifetime Fitness	1	0		
PEDS 2000 CPR/First Aid	2	0		
PEDS Activity	1	0		
Additional Requirements				
_____ GA HISTORY			_____ US HISTORY	
_____ GA CONSTITUTION			_____ US CONSTITUTION	
_____ UNIV 1000			_____ W2W REQUIREMENT	

Business Core (24 hrs)	Hrs	Earned	Term	Grade
BUSA 3050 Business Statistics	3	0		
BUSA 3060 Quantitative Management	3	0		
BUSA 3105 Communications in Bus Env	3	0		
BUSA 3150 Business Finance	3	0		
MGNT 3600 Principles of Management	3	0		
MKTG 3800 Principles of Marketing	3	0		
MGNT 3650 Intro to Internat'l Bus	3	0		
MGNT 4190 Strategic Management	3	0		
Major (27 hrs)	Hrs	Earned	Term	Grade
MGNT 3610 Operations Management	3	0		
MGNT 3670 Intro Human Res Mgmt	3	0		
MGNT 3700 Info Systems for Mgmt	3	0		
MGNT 4260 Small Business Entrepreneurship	3	0		
MGNT 3680 Organizational Theory/Behavior	3	0		
MGNT 4690 Labor-Mgmt Relations	3	0		
MKTG 4890 Marketing Management	3	0		
Select Two:				
App Bus Crse	3	0		
App Bus Crse	3	0		
Free Electives	Hrs	Earned	Term	Grade
		0		
		0		
		0		
		0		
		0		
		0		

Total Hours Earned 120 0
 UNIV 1000

ADDITIONAL REQUIREMENTS
 At least 50% of the semester credit hours in business required for the School of Business Administration undergraduate programs must be completed at GSW.
 Students are considered PACT, PHRM, PMGT, or PMKT until the SoBA Request to Declare Undergraduate Major form is submitted and all requirements have been met. See SoBA website. MGNT 4190 should be taken after completing BUSA 3050, BUSA 3150, MGNT 3600 and MKTG 3800.

UNIVERSITY POLICIES AND PRACTICES
 Minimum grade of "C" required in Area A, Area F and all major courses.
 A minimum of 120 semester hours must be completed for graduation.
 39 semester hours must be upper division work at the 3000-4000 level.
 If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.
 Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.
 Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

Degree/
 Major: _____
 Earned at: _____
 Comments: _____

 TRANS EVAL
 Completed by: _____ Date: _____

Last Update 2/24/2016

Effective Fall 2014:
BUSA 2106 is equivalent to BUSA 3106.
BUSA 3105 is equivalent to BUSA 2105.

Courses Not Listed Above:	Hrs	Earned	Term	Grade
		0		
		0		
		0		
		0		
		0		

W2W Requirement (6 seminars + essay)					
CRN	TERM	COURSE DESCRIPTION	CRN	TERM	COURSE DESCRIPTION

SABA
Curriculum changes Letter B

PROPOSAL FOR A CURRICULUM CHANGE Georgia Southwestern State University	
Select Area of Change: <input type="checkbox"/> Core Curriculum <input checked="" type="checkbox"/> Major Curriculum <input type="checkbox"/> Graduate Curriculum <input type="checkbox"/> Other Curriculum Specify: Area A,B,C,D,E (minor, certificate, etc.) Specify:	
Proposed Effective Date for Curriculum Change: (Month/Year): 8/2016	Degree & Program Name: (e.g., BFA, Art): BBA, Marketing
Present Requirements: Operations Management	Proposed Requirements (Underline changes after printing this form): Approved Marketing Course
Justification: Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data. <input checked="" type="checkbox"/> Improve student learning outcomes: <input checked="" type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting mandates of state/federal/outside accrediting agencies: <input type="checkbox"/> Other:	
Source of Data to Support Suggested Change:	

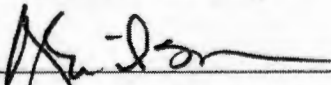
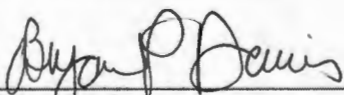
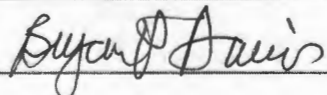
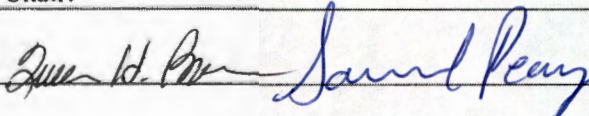
- Indirect measures:** Student Opinionnaires, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** Student Opinionnaires; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

****Attach a current curriculum sheet and proposed curriculum sheet.****

Submission for File Only:	
Unit Head: 	Date: 3/1/12
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison 	Date: 3/15/10
Approvals (unnecessary for file submissions):	
Unit Head:	Date:
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair: 	Date: 4/8/10
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate: 	Date: 4/22/10
Dean of the Faculty:	Date:

CIS
Curriculum Change
Level A

NOV 11 2015

PROPOSAL FOR A CURRICULUM CHANGE Georgia Southwestern State University	
Select Area of Change: <input type="checkbox"/> Core Curriculum <input type="checkbox"/> Major Curriculum <input type="checkbox"/> Graduate Curriculum <input checked="" type="checkbox"/> Other Curriculum Specify: Area A,B,C,D,E (minor, certificate, etc.) Specify: <i>Certificate</i>	
Proposed Effective Date for Curriculum Change: (Month/Year): <i>August 2016</i>	Degree & Program Name: (e.g., BFA, Art): <i>Undergraduate Certificate in Information Technology</i>
Present Requirements:	Proposed Requirements (Underline changes after printing this form): <i>Replace four Required Courses (10 hrs) and Electives (6 hrs) by six Required Courses (16 hrs). The proposed curriculum sheet is attached.</i>
Justification: Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data. <input checked="" type="checkbox"/> Improve student learning outcomes: <i>Undergraduate Certificate in Information Technology will better prepare students for the job market.</i> <input checked="" type="checkbox"/> Adopting current best practice(s) in field: <i>Undergraduate Certificate in Information Technology is beneficial for students having or taking undergraduate degrees in other fields who want to demonstrate their competence in IT.</i> <input type="checkbox"/> Meeting mandates of state/federal/outside accrediting agencies: <input type="checkbox"/> Other:	

Source of Data to Support Suggested Change:

- Indirect measures:** Student Opinionnaires, student, employer, or alumni surveys, etc.
 Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** Student Opinionnaires; student, employer, or alumni surveys, etc.
 Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

****Attach a current curriculum sheet and proposed curriculum sheet.****

Submission for File Only:	
Unit Head:	Date:
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison <i>Bryan P Davis</i>	Date: <i>9/20/15</i>
Approvals (unnecessary for file submissions):	
Unit Head: <i>Dr. Peltsverger</i>	Date: <i>09/25/2015</i>
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair: <i>Bryan P Davis</i>	Date: <i>11/6/15</i>
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate: <i>Samuel Peary</i>	Date: <i>2/26/16</i>
Dean of the Faculty:	Date:

UNDERGRADUATE CERTIFICATE IN INFORMATION TECHNOLOGY

NAME _____
 ADVISOR _____

gswID# _____
 Effective Catalog Year: 2015-2016

16 Hours

Required Courses (10 hrs)	Hrs	Term	Grade
CIS 2100 Computer Interfacing & Config	3		
CIS 3300 Systems Analysis Design Imp. I	3		
CIS 3000 Internet Technologies	3		
CSCI 2920 Ethics in Computer Profession	1		
Electives (6 hrs)	Hrs	Term	Grade
Select two:			
CSCI 3200 UNIX	3		
CIS 3200 Computer Network Management	3		
CIS 3700 Info Resource Management	3		
CIS 4310 IS Project Management	3		

Admissions Requirements:
 Must be admitted to the university as an undergraduate student as outlined by the admission policies in the University Bulletin.
 Must be approved by the Coordinator of the Information Technology Certificate Program.

Additional Requirements:
 Minimum grade of "C" in all course work counted towards certificate.
 CIS 1000 is required for this degree with minimum grade of "C".
 The course may be taken to meet Area B requirements or as a Free Elective.

 Advisor Signature Date

 Computing and Mathematics School Signature

Degree/ Major:	
Earned at:	
Comments:	
Completed by:	Date:

UNDERGRADUATE CERTIFICATE IN INFORMATION TECHNOLOGY

NAME _____
 ADVISOR _____

gswID# _____
 Effective Catalog Year: 2016-2017

16 Hours

Required Courses (16 hrs)	Hrs	Term	Grade
CIS 2000 Desktop Pub & Mult Presentation	3		
CIS 2010 Audio-Video Production Tech. I	3		
CIS 2020 Audio-Video Production Tech. II	3		
CSCI 2100 Assembly Language Prog	3		
CIS 2100 Computer Interfacing & Config	3		
CSCI 2920 Ethics in Computer Profession	1		

Admissions Requirements:
 Must be admitted to the university as an undergraduate student as outlined by the admission policies in the University Bulletin. Must be approved by the Coordinator of the Information Technology Certificate Program.

Additional Requirements:
 Minimum grade of "C" in all course work counted towards certificate.
 CIS 1000 is required for this program with minimum grade of "C". The course may be taken to meet Area B requirements or as a Free Elective.

 Advisor Signature Date

 Date

IMPORTANT NOTE:
 This certificate cannot be substituted for a minor in a program that requires one.

Degree/
 Major: _____
 Earned at: _____
 Comments: _____
 Completed by: _____ Date: _____

CTS
Curriculum Change - Lower B

PROPOSAL FOR A CURRICULUM CHANGE Georgia Southwestern State University	
Select Area of Change: <input type="checkbox"/> Core Curriculum <input type="checkbox"/> Major Curriculum <input type="checkbox"/> Graduate Curriculum <input checked="" type="checkbox"/> Other Curriculum Specify: Area A,B,C,D,E (minor, certificate, etc.) Specify: <i>Minor Curriculum</i>	
Proposed Effective Date for Curriculum Change: (Month/Year): <i>May 2016</i>	Degree & Program Name: (e.g., BFA, Art): <i>Computer Science Minor</i>
Present Requirements:	Proposed Requirements (Underline changes after printing this form): <i>Change the Curriculum for Computer Science Minor:</i> <i>a) for the <u>Required Courses (11 hrs)</u>: adding CSCI 4310 (3 hrs) and removing CSCI 2500 (3 hrs);</i> <i>b) for <u>Electives (6 hrs)</u>: adding CSCI 3300 (3 hrs) and removing CSCI 3500 (3 hrs), CSCI 4310 (3 hrs), and CSCI 4400 (hrs).</i>
Justification: Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data. <input type="checkbox"/> Improve student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting mandates of state/federal/outside accrediting agencies: <input checked="" type="checkbox"/> Other: <i>Board of Regents' policy states that a minor must contain 15 to 18 semester hours of coursework with at least 9 hours of upper division coursework</i>	
Source of Data to Support Suggested Change: <input type="checkbox"/> Indirect measures: <input type="checkbox"/> Direct measures:	

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

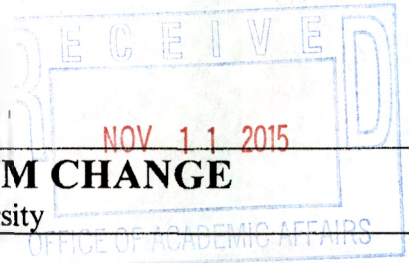
- Indirect measures:** Student Opinionnaires; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

****Attach a current curriculum sheet and proposed curriculum sheet.****

Submission for File Only:	
Unit Head:	Date:
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison <i>Bryan Davis</i>	Date: <i>3/15/16</i>
Approvals (unnecessary for file submissions):	
Unit Head: <i>Boris Peltsverger</i> <i>Boris Peltsverger</i>	Date: <i>03/29/2016</i>
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair: <i>Bryan Davis</i>	Date: <i>4/8/16</i>
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate: <i>Quentin H. ... Samuel Perry</i>	Date: <i>4/22/16</i>
Dean of the Faculty:	Date:

Form last updated: March, 2012

SOE
Curriculum Change
Letter A



PROPOSAL FOR A CURRICULUM CHANGE

Georgia Southwestern State University

Select Area of Change:

- Core Curriculum
 Major Curriculum
 Graduate Curriculum
 Other Curriculum (minor, certificate, etc.)
 Specify: Area A,B,C,D,E
 Specify: Physical Education Requirements

Proposed Effective Date for Curriculum Change:
(Month/Year): Fall/2016

Degree & Program Name: (e.g., BFA, Art): BSED Health and Physical Education

Present Requirements:

Service Courses (4 hrs) to meet GSW Physical Education			
Requirements	Hrs	Term	Grade
PEDS 1100 Swimming	1		
Select three (3 hrs):			
PEDS 1020 Walk/Jog Aerobics	1		
PEDS 1030 Step Aerobics	1		
PEDS 1250 Tennis	1		
PEDS 1280 Golf	1		
PEDS 1700 Fundamentals of Dance	1		
Advisor approved PEDS course	1		

Proposed Requirements (Underline changes after printing this form:

Service Courses (4 hrs) to meet GSW Physical Education			
Requirements	Hrs	Term	Grade
Select four (4 hrs):	1		
PEDS 1020 Walk/Jog Aerobics	1		
PEDS 1030 Step Aerobics	1		
PEDS 1100 Swimming	1		
PEDS 1230 Racquetball	1		
PEDS 1250 Beginning Tennis	1		
PEDS 1280 Beginning Golf	1		
PEDS 1330 Weight Training	1		
PEDS 1700 Fundamentals of Dance	1		
PEDS 1910 Beginning Yoga	1		
Advisor Approved PEDS course	1		

Justification:

Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes:
 Adopting current best practice(s) in field:
 Meeting mandates of state/federal/outside accrediting agencies:
 Other: The BSED in Health and Physical Education no longer requires PEDS 1100: Swimming. The program has not required PEDS 1100 for a few years and has been completing substitution forms. This change will allow the student to choose 4 PEDS Service courses without the need for the course substitution form.

Source of Data to Support Suggested Change:

- Indirect measures:** Student Opinionnaires, student, employer, or alumni surveys, etc.
 Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** Student Opinionnaires; student, employer, or alumni surveys, etc.
 Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

****Attach a current curriculum sheet and proposed curriculum sheet.****

Submission for File Only:	
Unit Head: <i>Rachel Abbott</i>	Date: <i>10/23/15</i>
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison <i>Bryan P Davis</i>	Date: <i>10/28/15</i>
Approvals (unnecessary for file submissions):	
Unit Head: <i>Rachel Abbott</i>	Date: <i>10/23/15</i>
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair: <i>Bryan P Davis</i>	Date: <i>11/6/15</i>
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate: <i>Steven H. Brown</i> <i>Sam Payne</i>	Date: <i>1/29/16</i>
Dean of the Faculty:	Date:

B.S. in EDUCATION in Health and Physical Education

NAME _____
 ADVISOR _____

gswID# _____
 Effective Catalog Year: 2015-2016

CORE: 60 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade	
ENGL 1101 Composition I	3			
ENGL 1102 Composition II	3			
MATH 1111, 1113, or 1120	3			
Area B (4-5 hrs)	Hrs	Term	Grade	
Select 4-5 hours from list below:				
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3), WMST 2001(3), COMM 1110(3), POLS 2401(3), ENGL 2200(3), Foreign Lang. (2000 or higher)(3)				
Area C (6 hrs)	Hrs	Term	Grade	
ENGL 2110, 2120, or 2130	3			
Select one:	3			
ARTC 1100, MUSC 1100 or THEA 1100				
Area D (9 hrs min)	Hrs	Term	Grade	
Lab Science-List A _____ Lab (if CHEM or BIOL) _____				
NonLab/Lab Science-List A or B _____ Optional Lab (if CHEM or BIOL) _____				
Course from List A, B, or C				
Area E (12 hrs)	Hrs	Term	Grade	
POLS 1101 American Government	3			
HIST 1111 or 1112 Wrid Civ I or II	3			
HIST 2111 or 2112 US Hist I or II	3			
Select one:	3			
ECON 2105, SOCI 1101, PSYC 1101, HIST 1111 OR 1112				
Area F (15 hrs)	Hrs	Term	Grade	FE
BIOL 2030 Anatomy & Physiology I	4			
BIOL 2040 Anatomy & Physiology II	4			
EDUC 2110 Invest Crit and Cont Issues in Edu	3			15
EDUC 2120 Exp Sociocult Persp on Diversity	3			15
EDUC 2130 Exploring Learning & Teaching	3			15
HPER 2170 Intro to Physical Education	1			

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Required Courses (38 hrs)	Hrs	Term	Grade	FE
HPER 2100 First Aid & Safety	2			0
HPER 2240 Nutrition	3			0
HPER 3010 Mat & Meth/Health Educ	3			30
HPER 3050 Early Childhood PE	3			30
HPER 3100 Community Health	3			0
HPER 3240 Kinesiology	3			0
HPER 3250 Test & Measurements in PE	3			0
HPER 3260 Exercise Physiology	3			0
HPER 3550 Special Populations	3			30
HPER 3600 Sport Skills	3			0
HPER 3700 Contemporary Health	3			0
HPER 3800 Family Health	3			0
HPER 3850 Motor Development	3			0
Education Courses (10 hrs)	Hrs	Term	Grade	FE
EDUC 3200 Instructional Tech-Media	3			0
EDUC 4400 Mat & Methods/PE	4			60
EDSP 3000 The Exceptional Student	3			15
Student Teaching (12 hrs)	Hrs	Term	Grade	FE
EDUC 4950 Opening School Experience	0			90
EDUC 4960 Practicum/Grades P-12	3			120
EDUC 4970 Student Teaching	3			150
EDUC 4980 Student Teaching	3			150
EDUC 4990 Student Teaching	3			150
Service Courses (4 hrs) (to meet GSW Physical Education Requirements)	Hrs	Term	Grade	
PEDS 1100 Swimming	1			
Select three (3 hrs):				
PEDS 1020 Walk/Jog Aerobics	1			
PEDS 1030 Step Aerobics	1			
PEDS 1250 Tennis	1			
PEDS 1280 Golf	1			
PEDS 1700 Fundamentals of Dance	1			
Advisor approved PEDS course	1			

Additional Requirements	
_____ GA HISTORY	_____ US HISTORY
_____ GA CONSTITUTION	_____ US CONSTITUTION
_____ UNIV 1000	_____ W2W Requirement

Professional Checklist:

_____ Application to Teacher Education
 _____ Application to Student Teaching

GACE I (Score _____ Semester _____)
 GACE II (Score _____ Semester _____)
 Passed GACE: Yes or No

ADMISSION TO TEACHER EDUCATION

Admission into Teacher Education is required for all students enrolled in all Education 3000-4000 level courses. Minimum grade of "C" required in Area A, Area F and all major and professional required courses. Speech or demonstrated competence in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement. An institutional grade point average of 2.5 or higher is required for both student teaching and graduation.

For additional information please access the University Bulletin on the GSW website at www.gsw.edu.

Prior Degree/ Major: _____
 Earned at: _____

Comments: _____

Completed by: _____ Date: _____

UNIVERSITY POLICIES AND PRACTICES

Minimum grade of "C" required in Area A, Area F and all major courses. A minimum of 120 semester hours must be completed for graduation. 39 semester hours must be upper division work at the 3000-4000 level.

If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives. Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives. Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

B.S. in EDUCATION in Health and Physical Education

NAME _____

gswid# _____

ADVISOR _____

Effective Catalog Year: 2016-2017

CORE: 60 HOURS

Area A (9 hrs) (Min Grade of D Required)	Hrs	Term	Grade	
ENGL 1101 Composition I	3			
ENGL 1102 Composition II	3			
MATH 1111, 1113, or 1120	3			
Area B (4-5 hrs)	Hrs	Term	Grade	
Select 4-5 hours from list below:				
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3), WMST 2001(3), COMM 1110(3), POLS 2401(3), ENGL 2200(3), Foreign Lang. (2000 or higher)(3)				
Area C (6 hrs)	Hrs	Term	Grade	
ENGL 2110, 2120, or 2130	3			
Select one:				
ARTC 1100, MUSC 1100 or THEA 1100	3			
Area D (10 hrs min)	Hrs	Term	Grade	
Lab Science-List A				
Lab (if CHEM or BIOL)				
NonLab/Lab Science-List A or B				
Optional Lab (if CHEM or BIOL)				
Course from List A, B, or C				
Area E (12 hrs)	Hrs	Term	Grade	
POLS 1101 American Government	3			
HIST 1111 or 1112 World Civ I or II	3			
HIST 2111 or 2112 US Hist I or II	3			
Select one:				
ECON 2105, SOCI 1101, PSYC 1101, HIST 1111 OR 1112	3			
Area F (18 hrs)	Hrs	Term	Grade	FE
BIOL 2030 Anatomy & Physiology I	4			
BIOL 2040 Anatomy & Physiology II	4			
EDUC 2110 Invest Crit and Cont Issues in Edu	3			15
EDUC 2120 Exp Sociocultl Persp on Diversity	3			15
EDUC 2130 Exploring Learning & Teaching	3			15
HPER 2170 Intro to Physical Education	1			

Additional Requirements	
_____ GA HISTORY	_____ US HISTORY
_____ GA CONSTITUTION	_____ US CONSTITUTION
_____ UNIV 1000	_____ W2W Requirement

Prior Degree/ Major:	
Earned at:	
Comments:	
Completed by:	Date:

MAJORELECTIVE REQUIREMENTS: 60 HOURS

Required Courses (38 hrs)	Hrs	Term	Grade	FE
HPER 2100 First Aid & Safety	2			0
HPER 2240 Nutrition	3			0
HPER 3010 Mat & Meth/Health Educ	3			30
HPER 3050 Early Childhood PE	3			30
HPER 3100 Community Health	3			0
HPER 3240 Kinesiology	3			0
HPER 3250 Test & Measurements in PE	3			0
HPER 3280 Exercise Physiology	3			0
HPER 3550 Special Populations	3			30
HPER 3600 Sport Skills	3			0
HPER 3700 Contemporary Health	3			0
HPER 3800 Family Health	3			0
HPER 3850 Motor Development	3			0
Education Courses (10 hrs)	Hrs	Term	Grade	FE
EDUC 3200 Instructional Tech-Media	3			0
EDUC 4400 Mat & Methods/PE	4			60
EDSP 3000 The Exceptional Student	3			15
Student Teaching (12 hrs)	Hrs	Term	Grade	FE
EDUC 4950 Opening School Experience	0			80
EDUC 4960 Practicum/Grades P-12	3			120
EDUC 4970 Student Teaching	3			150
EDUC 4980 Student Teaching	3			150
EDUC 4990 Student Teaching	3			150
Service Courses (4 hrs) to meet GSW Physical Education Requirements	Hrs	Term	Grade	FE
Select four (4 hrs):				
PEDS 1020 Walk/Jog Aerobics	1			
PEDS 1030 Step Aerobics	1			
PEDS 1100 Swimming	1			
PEDS 1230 Racquetball	1			
PEDS 1250 Beginning Tennis	1			
PEDS 1280 Beginning Golf	1			
PEDS 1330 Weight Training	1			
PEDS 1700 Fundamentals of Dance	1			
PEDS 1910 Beginning Yoga	1			
Advisor Approved PEDS course	1			

Professional Checklist:
_____ Application to Teacher Education
_____ Application to Student Teaching
GACE I (Score _____ Semester _____)
GACE II (Score _____ Semester _____)
Passed GACE: Yes or No
ADMISSION TO TEACHER EDUCATION
Admission Into Teacher Education is required for all students enrolled in all Education 3000-4000 level courses. Minimum grade of "C" required in Area A, Area F and all major and professional required courses. Speech or demonstrated competence in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement.
An institutional grade point average of 2.5 or higher is required for both student teaching and graduation.
For additional information please access the University Bulletin on the GSW website at www.gsw.edu .

UNIVERSITY POLICIES AND PRACTICES
Minimum grade of "C" required in Area A, Area F and all major courses.
A <u>minimum</u> of 120 semester hours must be completed for graduation.
39 semester hours must be upper division work at the 3000-4000 level.
If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.
Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.
Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the

Curriculum change - graduate proposal
level

PROPOSAL FOR A CURRICULUM CHANGE Georgia Southwestern State University	
Select Area of Change: <input type="checkbox"/> Core Curriculum <input checked="" type="checkbox"/> Major Curriculum <input checked="" type="checkbox"/> Graduate Curriculum <input type="checkbox"/> Other Curriculum Specify: Area A,B,C,D,E (minor, certificate, etc.) Specify:	
Proposed Effective Date for Curriculum Change: (Month/Year): June 2016	Degree & Program Name: (e.g., BFA, Art): Master of Education in Middle Grades Language Arts
Present Requirements: EDMG 6100: Advanced Study in MGLA	Proposed Requirements (Underline changes after printing this form): ENGL 5215: Composition and Critical Literacy
Justification: Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data. <input checked="" type="checkbox"/> Improve student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting mandates of state/federal/outside accrediting agencies: <input checked="" type="checkbox"/> Other: Our Middle Grades Language Arts MEd students have expressed some concerns about how they should teach their students to write. We believe that taking a composition course from the English department will help their writing and; therefore, their ability to teach students to write.	

Source of Data to Support Suggested Change:

- Indirect measures:** Student Opinionnaires, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** Student Opinionnaires; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

****Attach a current curriculum sheet and proposed curriculum sheet.****

Submission for File Only:	
Unit Head:	Date:
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison <i>Suzanne Davis</i>	Date: <i>3/17/16</i>
Approvals (unnecessary for file submissions):	
Unit Head: <i>Rachel Abbott</i>	Date: <i>3/11/16</i>
Teacher Education Committee Chair: <i>Rachel Abbott</i>	Date: <i>3/29/16</i>
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Margaret Lehman</i>	Date: <i>4-14-16</i>
Secretary of the Faculty Senate: <i>Queen Brown Sam Leary</i>	Date: <i>4-26-2016</i>
Dean of the Faculty:	Date:

MASTER OF EDUCATION (M.Ed.) IN MIDDLE GRADES LANGUAGE ARTS

NAME _____

gswid# _____

ADVISOR _____

Effective Catalog Year: 2015-2016

33 Hours Minimum

Professional Core (15 hours)	Hrs	Term	Grade
EDUC 7400 Intro to Ed Research	3		
EDUC 7610 Education Policy and School Evaluation	3		
EDUC 7520 Cultural & Linguistic Differences	3		
EDUC 7800 Collaboration and Professionalism	3		
EDUC 7040 Teachers: Law and Ethics	3		

Additional Requirements:	
Date of Admission:	_____
Professional Core Completed:	_____

Middle Grades Education Track (18hrs)	Hrs	Term	Grade
EDMG 6100 Advanced Study of MG Lang Arts	3		
EDMG 6220 Readings in MG Lang Arts Education	3		
EDMG 7550 Issues and Trends in MG LA	3		
EDMG 6225 Advanced Readings in MG LA Educ	3		
ENGL XXXX - (Graduate English I (TBD))	3		
ENGL XXXX - (Graduate English II (TBD))	3		

Additional Information:	
Date Program Began:	_____
Readmit Date (if applicable):	_____

UNIVERSITY POLICIES FOR GRADUATE STUDIES
A 3.0 cumulative GPA must be maintained.
A maximum of 6 credit hours with a grade of "C" may be used to satisfy program requirements.
No course with a grade of "D" may be used to satisfy program requirements.
All degree requirements must be completed within 7 calendar years from the date of initial enrollment in graduate course work.
Graduate students who fail to maintain academic standards will be placed under academic review at the end of the semester in which their status falls below the required standards.

Prior Degree/ Major:	_____
Earned at:	_____
Comments:	_____
Completed by:	_____ Date: _____

MASTER OF EDUCATION (M.Ed.) IN MIDDLE GRADES LANGUAGE ARTS

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2016-2017

33 Hours Minimum

Professional Core (15 hours)	Hrs	Term	Grade
EDUC 7400 Intro to Ed Research	3		
EDUC 7610 Education Policy and School Evaluation	3		
EDUC 7520 Cultural & Linguistic Differences	3		
EDUC 7800 Collaboration and Professionalism	3		
EDUC 7040 Teachers: Law and Ethics	3		

Middle Grades Education Track (18hrs)	Hrs	Term	Grade
ENGL 5215 Composition and Critical Literacy	3		
EDMG 6220 Readings in MG Lang Arts Education	3		
EDMG 7550 Issues and Trends in MG LA	3		
EDMG 6225 Advanced Readings in MG LA Educ	3		
ENGL XXXX - (Graduate English I (TBD))	3		
ENGL XXXX - (Graduate English II (TBD))	3		

UNIVERSITY POLICIES FOR GRADUATE STUDIES

A 3.0 cumulative GPA must be maintained.

A maximum of 6 credit hours with a grade of "C" may be used to satisfy program requirements.

No course with a grade of "D" may be used to satisfy program requirements.

All degree requirements must be completed within 7 calendar years from the date of initial enrollment in graduate course work.

Graduate students who fail to maintain academic standards will be placed under academic review at the end of the semester in which their status falls below the required standards.

Additional Requirements:	
Date of Admission:	_____
Professional Core Completed:	_____

Additional Information:	
Date Program Began:	_____
Readmit Date (if applicable):	_____

Prior Degree/ Major:	_____
Earned at:	_____
Comments:	_____
Completed by:	_____ Date: _____

SON
Curriculum Change
headers A, B, and C

PROPOSAL FOR A CURRICULUM CHANGE

Georgia Southwestern State University

Select Area of Change:

- Core Curriculum
 Major Curriculum
 Graduate Curriculum
 Other Curriculum
 (minor, certificate, etc.)
 Specify:

Proposed Effective Date for Curriculum Change:
(Month/Year): May 2016

Degree & Program Name: : BSN, Nursing
 Prelicensure Degree Tracks: Traditional, LPN-BSN, 2nd Degree

Present Requirements:

- NURS 3002: Concepts of Professional Nursing (2)
- NURS 3005: Human Pathophysiology (3)
- NURS 3007: Clinical Therapeutics (4)
- NURS 3050: Health Promotion (2)
- NURS 3100: Nursing of Adults I (6)
- NURS 3200: Health Assessment (4)
- NURS 3630: Pharmacology I (2)
- NURS 3750: Nursing of the Family (9)
- NURS 3850: Gerontological Nursing (3)
- NURS 4010: Leadership (3)
- NURS 4200 (Psychiatric/Mental Health Nsg (5)
- NURS 4400: Community Health Nursing (5)
- NURS 4630: Pharmacology II (2)
- NURS 4800: Nursing Research (3)
- NURS 4900: Practicum (4)

Total Hours: 62

Proposed Requirements (Underline changes after printing this form:

- NURS 3003: Fundamentals of Nsg (5)
 - NURS 3005: Human Pathophysiology (3)
 - NUS 3100: Nursing of Adults I (6)
 - NURS 3120: Nursing Informatics (3)
 - NURS 3130: Mental Health Nursing (4)
 - NURS 3140: Care of Childbearing Family (4)
 - NURS 3145: Pediatric Nursing Care (4)
 - NURS 3200: Health Assessment (4)
 - NURS 3630: Pharmacology (3)
 - NURS 4010: Leadership (3)
 - NURS 4100: Nursing of Adults II (6)
 - NURS 4150: Gerontological Nursing (3)
 - NURS 4410: Community Health Nursing (4)
 - NURS 4810: Evidence Based Practice in Nsg (3)
 - NURS 4850: Transition to Practice ✱ (2)
 - NURS 4905: Practicum (5)
- Total Hours: 62**

Justification:

Select one or more of the following to indicate why the proposed change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes: Decrease required hours in specialty courses; Increasing hours in adult health courses and capstone practicum. Curriculum realignment of courses, Addition of stand alone course to prepare students for licensure exam.
- Adopting current best practice(s) in field: Addition of new course: Nursing Informatics/course title change to reflect current trends in nursing education.
- Meeting mandates of state/federal/outside accrediting agencies:
- Other:

Source of Data to Support Suggested Change:

Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc.

Input from community advisory boards, nursing education and practice trends, student opinionnaires.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

Indirect measures: Student Opinionnaires; student, employer, or alumni surveys, etc. student opinionnaires, alumni and graduate surveys, community advisory board input

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Licensure exam first time pass rates, course assignments, exams.

****Attach a current curriculum sheet and proposed curriculum sheet.****

Submission for File Only:	
Unit Head:	Date:
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison <i>Bryan P Davis</i>	Date: 1/15/16
Approvals (unnecessary for file submissions):	
Unit Head: <i>[Signature]</i>	Date: 1/29/16
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair: <i>Bryan P Davis</i>	Date: 1/29/16

Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate: <i>[Signature]</i>	Date: <i>2/26/2016</i>
Dean of the Faculty:	Date:

B.S. in NURSING

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year 2015-2016

CORE: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 62 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1101, 1111, 1113, or 1120	3		
Area B (4 hrs)	Hrs	Term	Grade
Select 4 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3), WMST 2001(3), COMM 1110(3), POLS 2401(3), ENGL 2200(3), Foreign Lang. (2000 or higher)(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2110, 2120, or 2130	3		
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			
Area D (11 hrs)	Hrs	Term	Grade
MATH 2204 Elementary Statistics	3		
Select one lab sequence:	8		
BIOL 1107/1108 Essentials of Biology I/II/Lab			
BIOL 2107/2108 Prin of Biology I/II			
CHEM 1151/1152 Survey of Chemistry I/II/Lab			
CHEM 1211/1212 Prin of Chemistry I/II/Lab			
PHYS 1111/1112 Intro Physics I/II			
PHYS 2211/2212 Prin of Physics I/II			
Area E (12 hrs)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 Wrld Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, SOCI 1101, PSYC 1101, HIST 1111 OR 1112			
Area F (18 hrs)	Hrs	Term	Grade
BIOL 2030 Anatomy & Physiology I	4		
BIOL 2040 Anatomy & Physiology II	4		
BIOL 2050 Microbiology	4		
PSYC 2103 Human Growth & Development	3		
Free Elective (lower division numbered 1000-2999)	3		

Required Courses (62 hrs)	Hrs	Term	Grade
NURS 3002 Concepts Professional Nursing	2		
NURS 3005 Human Pathophysiology	3		
NURS 3007 Clinical Therapeutics	4		
NURS 3050 Health Promotion	2		
NURS 3100 Nursing of Adults I	6		
NURS 3200 Health Assessment	4		
NURS 3630 Pharmacology I	2		
NURS 3750 Nursing of the Family	9		
NURS 3850 Gerontological Nursing	3		
NURS 4010 Leadership	3		
NURS 4100 Nursing of Adults II	5		
NURS 4200 Psychiatric/Mental Health Nsg	5		
NURS 4400 Community Health Nursing	5		
NURS 4630 Pharmacology II	2		
NURS 4800 Nursing Research	3		
NURS 4900 Practicum	4		

ADDITIONAL REQUIREMENTS

Minimum grade of "C" required in Area A, Area D, and Area F.
The program must be completed within a maximum of 8 semesters of enrollment in the first nursing course.

UNIVERSITY POLICIES AND PRACTICES

Minimum grade of "C" required in Area A, Area F and all major courses.
A minimum of 120 semester hours must be completed for graduation.
39 semester hours must be upper division work at the 3000-4000 level.
If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.
Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.
Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

Physical Education (1 hrs)	Hrs	Term	Grade
PEDS (Activity)	1		

Additional Requirements	
<input type="checkbox"/> GA HISTORY	<input type="checkbox"/> US HISTORY
<input type="checkbox"/> GA CONSTITUTION	<input type="checkbox"/> US CONSTITUTION
<input type="checkbox"/> UNIV 1000	<input type="checkbox"/> W2W Requirement

Prior Degree/	
Major:	_____
Earned at:	_____
Comments:	_____
Completed by:	_____ Date: _____

B. S. in NURSING

GSW ID# _____

PROPOSED

NAME _____

ADVISOR _____

Effective Catalog Year: **2016-2017**

CORE: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 62 HOURS

Area A (9 hrs) (Min. Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1101, 1111, 1113, or 1120	3		
Area B (4 hrs min)	Hrs	Term	Grade
Select 4 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101 (3), WMST 2001(3), COMM 1110(3), POLS 2401 (3), ENGL 2200(3), Foreign Lang. (2000 or higher)(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL: 2110, 2120, 2130	3		
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			
Area D (11 hrs min) Select 1 lab sequence.	Hrs	Term	Grade
MATH 2204 Elementary Statistics	3		
Select one lab sequence:	8		
BIOL 1107/1108 Essentials of Biology I/II/Lab			
BIOL 2107/2108 Prin of Biology I/II/Lab			
CHEM 1151/1152 Survey of Chemistry I/II/Lab			
CHEM 1211/1212 Prin of Chemistry I/II/Lab			
PHYS 1111/1112 Intro Physics I/II/Lab			
PHYS 2211/2212 Prin of Physics I/II/Lab			
Area E (12 hrs)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 Wrld Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, SOCI 1101, PSYC 1101			
HIST 1111 OR 1112			
Area F (18 hrs)	Hrs	Term	Grade
BIOL 2030 Anatomy & Physiology I	4		
BIOL 2040 Anatomy & Physiology II	4		
BIOL 2050 Microbiology	4		
PSYC 2103 Human Growth & Development	3		
Free Elective(lower division numbered 1000-2999)	3		

Physical Education (1 hrs)	Hrs	Term	Grade
PEDS (Activity)	1		

Additional Requirements	
_____ GA HISTORY	_____ US HISTORY
_____ GA CONSTITUTION	_____ US CONSTITUTION
_____ UNIV 1000	_____ W2W Requirement

Required Courses (62 hrs)	Hrs	Term	Grade
NURS 3003 Fundamentals of Nursing	5		
NURS 3005 Human Pathophysiology	3		
NURS 3100 Nursing of Adults I	6		
NURS 3120 Nursing Informatics	3		
NURS 3130 Mental Health Nursing	4		
NURS 3140 Care of Childbearing Family	4		
NURS 3145 Pediatric Nursing Care	4		
NURS 3200 Health Assessment	4		
NURS 3630 Pharmacology	3		
NURS 4010 Leadership	3		
NURS 4100 Nursing of Adults II	6		
NURS 4150 Gerontological	3		
NURS 4410 Community Health Nursing	4		
NURS 4810 Evidence Based Practice in Nursing	3		
NURS 4850 Transition to Practice	2		
NURS 4905 Practicum	5		

NURSING ADDITIONAL REQUIREMENTS:

Minimum grade of "C" required in Area A, Area D, and Area F
The program must be completed within a maximum of 8 semesters of enrollment in first nursing course.

UNIVERSITY REQUIREMENTS

Minimum grade of "C" required in Area A, Area F and all major courses.
A minimum of 120 semester hours must be completed for graduation.
39 semester hours must be upper division work at the 3000-4000 level.
If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.
Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.
Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

Prior Degree/	_____
Major:	_____
Earned at:	_____
Comments:	_____
Completed by:	_____ Date: _____

NOTES: prelicensure Deleted 3002, 3007, 3050 3750 -- created new courses:
3003,3120,3130,3140,3145,4150,4810,4850,4410,4905 left active for RN-BSN 3850 , 4800, 4900

2nd DEGREE BSN PROGRAM

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2015-2016

CORE: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 62 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade	
ENGL 1101 Composition I	3			
ENGL 1102 Composition II	3			
MATH 1101, 1111, 1113, or 1120	3			
Area B (4 hrs)	Hrs	Term	Grade	
Select 4 hours from list below:				
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3), WMST 2001(3), COMM 1110(3), POLS 2401(3), ENGL 2200(3), Foreign Lang. (2000 or higher)(3)				
Area C (6 hrs)	Hrs	Term	Grade	
ENGL 2110, 2120, or 2130	3			
Select one:	3			
ARTC 1100, MUSC 1100 or THEA 1100				
Area D (11 hrs)	Area D List	Hrs	Term	Grade
MATH 2204 Elementary Statistics		3		
Select one lab sequence:		8		
BIOL 1107/1108 Essentials of Biology I/II/Lab				
BIOL 2107/2108 Prin of Biology I/II				
CHEM 1151/1152 Survey of Chemistry I/II/Lab				
CHEM 1211/1212 Prin of Chemistry I/II/Lab				
PHYS 1111/1112 Intro Physics I/II				
PHYS 2211/2212 Prin of Physics I/II				
Area E (12 hrs)	Hrs	Term	Grade	
POLS 1101 American Government	3			
HIST 1111 or 1112 World Civ I or II	3			
HIST 2111 or 2112 US Hist I or II	3			
Select one:	3			
ECON 2105, SOCI 1101, PSYC 1101				
HIST 1111 OR 1112				
Area F (18 hrs)	Hrs	Term	Grade	
BIOL 2030 Anatomy & Physiology I	4			
BIOL 2040 Anatomy & Physiology II	4			
BIOL 2050 Microbiology	4			
PSYC 2103 Human Growth & Development	3			
Free Elective (lower division numbered 1000-2999)	3			

Required Courses (62 hrs)	Hrs	Term	Grade
NURS 3002 Concepts Professional Nursing	2		
NURS 3005 Human Pathophysiology	3		
NURS 3007 Clinical Therapeutics	4		
NURS 3050 Health Promotion	2		
NURS 3100 Nursing of Adults I	6		
NURS 3200 Health Assessment	4		
NURS 3630 Pharmacology I	2		
NURS 3750 Nursing of the Family	9		
NURS 3850 Gerontological Nursing	3		
NURS 4010 Leadership	3		
NURS 4100 Nursing of Adults II	5		
NURS 4200 Psychiatric/Mental Health Nsg	5		
NURS 4400 Community Health Nursing	5		
NURS 4630 Pharmacology II	2		
NURS 4800 Nursing Research	3		
NURS 4900 Practicum	4		

ADDITIONAL REQUIREMENTS

Minimum grade of "C" required in Area F courses.

The program must be completed within a maximum of 8 semesters of enrollment in the first nursing course.

Credit for MATH 2204 Elementary Statistics and completion of Core Area F are required for program entry.

Completion of Anatomy & Physiology I and II and Microbiology must be within five years of admission.

UNIVERSITY POLICIES AND PRACTICES

All major degree requirements in the second degree must be met, including Core Area F.

A minimum of thirty semester credit hours in addition to those required for the first baccalaureate degree must be earned at GSW.

A minimum of twenty-one semester credit hours of the above thirty hours must be 3000-4000 level courses in the major for the second degree.

Additional requirements may be established for Core Areas A and D.

For more information about Second Degrees click [HERE](#).

Physical Education (1 hrs)	Hrs	Term	Grade
PEDS (Activity)	1		

Additional Requirements			
<input type="checkbox"/> GA HISTORY		<input type="checkbox"/> US HISTORY	
<input type="checkbox"/> GA CONSTITUTION		<input type="checkbox"/> US CONSTITUTION	

Prior Degree/
Major: _____

Earned at: _____

Comments: _____

Completed by: _____ Date: _____

2nd DEGREE BSN PROGRAM

NAME _____

GSW ID# _____

PROPOSED

ADVISOR _____

Effective Catalog Year: **2016-2017**

CORE: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 62 HOURS

Area A (9 hrs) (Min. Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1101, 1111, 1113, or 1120	3		
Area B (4 hrs min)	Hrs	Term	Grade
Select 4 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101 (3), WMST 2001(3), COMM 1110(3), POLS 2401 (3), ENGL 2200(3), Foreign Lang. (2000 or higher)(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL: 2110, 2120, 2130	3		
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			
Area D (11 hrs min) Select 1 lab sequence.	Hrs	Term	Grade
MATH 2204 Elementary Statistics	3		
Select one lab sequence:	8		
BIOL 1107/1108 Essentials of Biology I/II/Lab			
BIOL 2107/2108 Prin of Biology I/II/Lab			
CHEM 1151/1152 Survey of Chemistry I/II/Lab			
CHEM 1211/1212 Prin of Chemistry I/II/Lab			
PHYS 1111/1112 Intro Physics I/II/Lab			
PHYS 2211/2212 Prin of Physics I/II/Lab			
Area E (12 hrs)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 Wrld Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, SOCI 1101, PSYC 1101			
HIST 1111 OR 1112			
Area F (18 hrs)	Hrs	Term	Grade
BIOL 2030 Anatomy & Physiology I	4		
BIOL 2040 Anatomy & Physiology II	4		
BIOL 2050 Microbiology	4		
PSYC 2103 Human Growth & Development	3		
Free Elective(lower division numbered 1000-2999)	3		

Required Courses (62 hrs)	Hrs	Term	Grade
NURS 3003 Fundamentals of Nursing	5		
NURS 3005 Human Pathophysiology	3		
NURS 3100 Nursing of Adults I	6		
NURS 3120 Nursing Informatics	3		
NURS 3130 Mental Health Nursing	4		
NURS 3140 Care of Childbearing Family	4		
NURS 3145 Pediatric Nursing Care	4		
NURS 3200 Health Assessment	4		
NURS 3630 Pharmacology	3		
NURS 4010 Leadership	3		
NURS 4100 Nursing of Adults II	6		
NURS 4150 Gerontological	3		
NURS 4410 Community Health Nursing	4		
NURS 4810 Evidence Based Practice in Nursing	3		
NURS 4850 Transition to Practice	2		
NURS 4905 Practicum	5		

NURSING ADDITIONAL REQUIREMENTS:

Minimum grade of "C" required in Area F courses. The program must be completed within a maximum of 8 semesters of enrollment in the first nursing course. Credit for MATH 2204 Elementary Statistics and completion of Core Area F are required for program entry. Completion of Anatomy & Physiology I and II and Microbiology must be within five years of admission.

UNIVERSITY REQUIREMENTS

All major degree requirements in the second degree must be met including Core Area F. A minimum of thirty semester credit hours in addition to those required for the first baccalaureate degree must be earned at GSW. A minimum of twenty-one semester credit hours of the above thirty hours must be 3000-4000 level courses in the major for the second degree. Additional requirements may be established for Core Areas A and D. For more information about Second Degrees click [HERE](#).

Physical Education (1 hrs)	Hrs	Term	Grade
PEDS (Activity)	1		

Additional Requirements	
_____ GA HISTORY	_____ US HISTORY
_____ GA CONSTITUTION	_____ US CONSTITUTION
_____ UNIV 1000	_____ W2W Requirement

Prior Degree/
Major: _____

Earned at: _____

Comments: _____

Completed by: _____ Date: _____

B.S. in NURSING (LPN to RN)

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: **2015-2016**

CORE: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 61 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1101, 1111, 1113, or 1120	3		

Required Courses (61 hrs)	Hrs	Term	Grade
NURS 3005 Human Pathophysiology	3		
NURS 3007 Clinical Therapeutics	4		
NURS 3100 Nursing of Adults I	6		
NURS 3160 LPN to RN Advancement	3		
NURS 3200 Health Assessment	4		
NURS 3630 Pharmacology I	2		
NURS 3750 Nursing of the Family	9		
NURS 3850 Gerontological Nursing	3		
NURS 4010 Leadership	3		
NURS 4100 Nursing of Adults II	5		
NURS 4200 Psychiatric/Mental Health Nsg	5		
NURS 4400 Community Health Nursing	5		
NURS 4630 Pharmacology II	2		
NURS 4800 Nursing Research	3		
NURS 4900 Practicum	4		

Area B (4 hrs)	Hrs	Term	Grade
Select 4 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3), WMST 2001(3), COMM 1110(3), POLS 2401(3), ENGL 2200(3), Foreign Lang.(2000 or higher)(3)			

Area C (6 hrs)	Hrs	Term	Grade
ENGL 2110, 2120, or 2130	3		
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			

Area D (11 hrs)	Hrs	Term	Grade
MATH 2204 Elementary Statistics	3		
Select one lab sequence:	8		
BIOL 1107/1108 Essentials of Biology I/II/Lab			
BIOL 2107/2108 Principles of Biology I/II			
CHEM 1151/1152 Survey of Chemistry I/II/Lab			
CHEM 1211/1212 Principles of Chemistry I/II/Lab			
PHYS 1111/1112 Introduction to Physics I/II			
PHYS 2211/2212 Principles of Physics I/II			

Area E (12 hrs)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 World Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, SOCI 1101, PSYC 1101, HIST 1111 OR 1112			

Area F (18 hrs)	Hrs	Term	Grade
BIOL 2030 Anatomy & Physiology I	4		
BIOL 2040 Anatomy & Physiology II	4		
BIOL 2050 Microbiology	4		
PSYC 2103 Human Growth & Development	3		
Free Elective (lower division numbered 1000-2999)	3		

Physical Education (1 hr)	Hrs	Term	Grade
PEDS (Activity)			

Additional Requirements	
_____ GA HISTORY	_____ US HISTORY
_____ GA CONSTITUTION	_____ US CONSTITUTION
_____ UNIV 1000	_____ W2W Requirement

This curriculum sheet applies to LPN Mobility Track only

ADDITIONAL REQUIREMENTS
Minimum grade of "C" required in Area A, Area D, and Area F. The program must be completed within a maximum of 8 semesters of enrollment in the first nursing course.

UNIVERSITY POLICIES AND PRACTICES
Minimum grade of "C" required in Area A, Area F and all major courses. A <u>minimum</u> of 120 semester hours must be completed for graduation. 39 semester hours must be upper division work at the 3000-4000 level. If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives. Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives. Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

Prior Degree/ Major: _____
Earned at: _____
Comments: _____
Completed by: _____ Date: _____

B. S. in NURSING (LPN-RN)

PROPOSED

NAME _____
 ADVISOR _____

GSW ID# _____

Effective Catalog Year: **2016-2017**

CORE: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 62 HOURS

Area A (9 hrs) (Min. Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1101, 1111, 1113, or 1120	3		
Area B (4 hrs min)	Hrs	Term	Grade
Select 4 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101 (3), WMST 2001(3), COMM 1110(3), POLS 2401 (3), ENGL 2200(3), Foreign Lang. (2000 or higher)(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL: 2110, 2120, 2130	3		
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			
Area D (11 hrs min) Select 1 lab sequence.	Hrs	Term	Grade
MATH 2204 Elementary Statistics	3		
Select one lab sequence:	8		
BIOL 1107/1108 Essentials of Biology I/II/Lab			
BIOL 2107/2108 Prin of Biology I/II/Lab			
CHEM 1151/1152 Survey of Chemistry I/II/Lab			
CHEM 1211/1212 Prin of Chemistry I/II/Lab			
PHYS 1111/1112 Intro Physics I/II/Lab			
PHYS 2211/2212 Prin of Physics I/II/Lab			
Area E (12 hrs)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 Wrld Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, SOCI 1101, PSYC 1101			
HIST 1111 OR 1112			
Area F (18 hrs)	Hrs	Term	Grade
BIOL 2030 Anatomy & Physiology I	4		
BIOL 2040 Anatomy & Physiology II	4		
BIOL 2050 Microbiology	4		
PSYC 2103 Human Growth & Development	3		
Free Elective(lower division numbered 1000-2999)	3		
Physical Education (1 hrs)	Hrs	Term	Grade
PEDS (Activity)	1		
Additional Requirements			
_____ GA HISTORY		_____ US HISTORY	
_____ GA CONSTITUTION		_____ US CONSTITUTION	
_____ UNIV 1000		_____ W2W Requirement	

Required Courses (62 hrs)	Hrs	Term	Grade
NURS 3003 Fundamentals of Nursing	5		
NURS 3005 Human Pathophysiology	3		
NURS 3100 Nursing of Adults I	6		
NURS 3120 Nursing Informatics	3		
NURS 3130 Mental Health Nursing	4		
NURS 3140 Care of Childbearing Family	4		
NURS 3145 Pediatric Nursing Care	4		
NURS 3200 Health Assessment	4		
NURS 3630 Pharmacology	3		
NURS 4010 Leadership	3		
NURS 4100 Nursing of Adults II	6		
NURS 4150 Gerontological	3		
NURS 4410 Community Health Nursing	4		
NURS 4810 Evidence Based Practice in Nursing	3		
NURS 4850 Transition to Practice	2		
NURS 4905 Practicum	5		

This curriculum sheet applies to LPN Mobility Track only

NURSING ADDITIONAL REQUIREMENTS:

Minimum grade of "C" required in Area A, Area D, and Area F
 The program must be completed within a maximum of 8 semesters of enrollment in first nursing course.

UNIVERSITY REQUIREMENTS

Minimum grade of "C" required in Area A, Area F and all major courses.
 A minimum of 120 semester hours must be completed for graduation.
 39 semester hours must be upper division work at the 3000-4000 level.
 If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.
 Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.
 Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

Prior Degree/ Major: _____

Earned at: _____

Comments: _____

Completed by: _____ Date: _____

To: Academic Affairs Committee, Bryan Davis, Chair

From: Academic Affairs Subcommittee on Academic Policy, Tonia Hughes, Chair

RE: Proposed changes to the faculty handbook Section VI and to the re-examination policy

The subcommittee on Academic Policy is proposing two changes to the Faculty Handbook, Section VI.

1. The first change is to remove academic policies from the handbook that should be housed in the bulletin. The reason for the changes is predominately two-fold: (1) to anchor policies to the most relevant document based on the audience the policies are intended to serve; (2) to avoid inconsistent policy statements, especially when a policy is changed in one place, but the other places it exists do not get updated as it is difficult to keep track of all the places the policy has been copied and pasted. The premise of this change is that different documents serve different purposes, but overlap in certain areas. Where policy overlaps, the information in should be included based on the relevance to the audience and links can be included to other documents for cross reference, but cutting and pasting policies makes keeping documents up-to-date very difficult and can lead to conflicting policy statements. The documents that contain policy include the faculty handbook, the bulletin and the weathervane. The Faculty Handbook should govern the rights, responsibilities and obligations of faculty. The Bulletin (or Catalogue) should govern the academic policies that direct how students are accepted to the institution and how they complete degree requirements. The Weathervane policies specify the student's right, responsibilities and obligations as members of this academic community.

The following changes are intended to eliminate policies from the faculty handbook that should be in the bulletin or should be written according to the audience they serve. They have been written in track changes to make easier to identify what is being changed. There are no changes to the policies themselves, in this section, just clarification of the policies and recommendations for what should be removed as it does not belong in the faculty handbook. Where changes are indicated, it is because the changes have already been made to the bulletin but not made to the handbook.

2. Elimination of the Re-examination Policy. This is not about "cleaning-up" the Academic Affairs Policy section of the faculty handbook, but rather about eliminating the policy altogether. If accepted, it would take the policy out of the bulletin and students would no longer have this option.

Please reference the proposed changes below. And please don't hesitate to contact me if you have any questions or concerns.

Sincerely,

Tonia Hughes

Summary of Proposed Changes to Faculty Handbook Section VI

- Revision of language in section on Class Rolls/Class Size for clarity
- Removal of section on Grading System because it is not only well-known, but readily available in Undergraduate and Graduate Bulletins
- Revision of language in section on Incompletes for clarity and accuracy
- Revision of language in section on Attendance Policy for clarity and accuracy
- Removal of section on Excessive Absences
- Removal of Section on Referral of Students for Counseling
- Removal of Section on Academic Renewal
- Revision of language in section on Final Examination Schedule for clarity
- Revision of language in section on Textbooks for accuracy
- Moved section on Adoption of a New Course or Program to a place before the section on Procedures of the Committee on Academic Affairs
- Revised section on Procedures of Committee on Academic Affairs for accuracy
- Revised section on Distance Education for accuracy
- Revised one bullet in Records Retention Section that referenced ACCEL program

11. Georgia has an Open Records Act. All records kept by Georgia Southwestern State University, except those protected by the Family Educational Rights and Privacy Act of 1974, are subject to public open records requests. Requests for public open records should be submitted in writing to the Director of Human Resources, Georgia Southwestern State University.

VI. Academic Affairs Policies (Committee on Academic Affairs)

Policy on Academic Integrity

Introduction

Academic Integrity is a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

International Center for Academic Integrity¹

GSW's Policy on Academic Integrity sets forth principles of behavior intended to enable its community members to act according to these fundamental values, thereby fostering a community of excellence in teaching and learning. This policy defines academic integrity, assigns responsibility of community members for upholding these principles, defines academic dishonesty, and delineates the procedure for handling violations of the community standard.

Principles of Academic Integrity

1. Accurate Attribution of Ideas: While the free exchange of ideas does not demand that every idea a person expresses be her or his own original thought, it does demand that a person accurately represent the origin of the thoughts she or he expresses. The forms of attribution vary depending upon the formality of the setting in which ideas are exchanged. In conversation, attribution might be as simple referring to where you heard an idea while in a class presentation or a written assignment, a specific style of attribution or documentation will be required. The specific format for such is usually defined by the academic discipline.
2. Collaboration on Assignments: Collaboration is a fundamental component of community building and a valued ability in the work force, as well as one of the most important practices of a democratic society, but it depends on community members exercising the values of fairness, respect, and responsibility. Respectfully listening to the perspectives of others, and shouldering the responsibility for contributing equitably to the success of the group demonstrate academic integrity. In the academic setting, collaboration has been shown to improve students' learning, but it must be balanced with the need to assess a student's individual mastery of a topic. Thus, faculty may actively discourage collaboration for some types of assignments, such as homework or papers, while encouraging it in others circumstances, like group projects or presentations.
3. Collection of Data: The academic community is a culture of evidence in which decisions are made and opinions evaluated largely on the basis of the factual or logical support. Therefore, whenever a community member presents data he or she has collected firsthand through observing, interviewing, surveying, or experimenting, he or she must be careful to describe clearly how the data were collected to verify that the results are presented accurately and to maintain all confidentiality agreements with participants.
4. Quizzes, Tests, and Examinations: The academic community often calls upon its members to demonstrate what they know, or what they can do individually, often under the pressure of time constraints, which can put a student's honesty, trust, fairness, respect, and responsibility to the

test. Academic integrity requires that a student abide by the rules established by the faculty member for assessing individual learning.

Responsibility of Community Partners for Upholding the Values of Academic Integrity

Responsibility of the Faculty Member:

Students do not always come to the GSW community knowing the principles of academic integrity and therefore teaching students to exercise these principles is the duty of the faculty. Given that the parameters of academic integrity are defined by the goal of an assignment or activity, the type of assessment being used, and the standards of the particular discipline, faculty members should be explicit about their expectations of students. To that end, faculty members should state in their syllabi the expectations for 1) attribution of ideas, 2) collaboration on assignments, 3) collection of data, and 4) quizzes, tests and examinations.

Responsibility of the Student

As partners in their own learning, students are responsible for making themselves aware of how the principles of academic integrity apply in each academic setting they enter. While the faculty member is responsible for setting expectations, it is the student's responsibility to seek guidance from the faculty member, especially when unsure of how to apply the principles in a particular situation. When in doubt, seek guidance from the instructor.

Academic Dishonesty

Violations of academic integrity will be subject to sanction by the academic community. The examples given below are intended to clarify the standards by which academic dishonesty may be judged.

Plagiarism

Plagiarism includes, but is not limited to, asking someone to write part or all of an assignment, copying someone else's work (published or unpublished), inadequately documenting research, downloading material from electronic sources without appropriate documentation, or representing others' works or ideas as one's own.

Cheating on Examinations

Cheating on an exam includes, but is not limited to, giving or receiving unauthorized help before, during, or after an in-class or out-of-class exam. Examples of unauthorized help include using unauthorized notes in either hard copy or electronic form, viewing another student's exam, taking pictures of exams with cell phones or other electronic devices, allowing another student to view one's exam, and discussing an exam or sharing information on an exam's content with other students after the exam has occurred in one section but not in another.

Unauthorized Collaboration

Unauthorized collaboration includes giving or receiving unauthorized help for work that is required to be the effort of a single student, such as the receiving or giving of unauthorized assistance in the preparation of a laboratory or writing assignment, on-line exams, etc.

Falsification

Falsification includes, but is not limited to the fabrication of citations or sources, of experimental or survey results, and of computer or other data.

Multiple Submissions

A student may not submit substantial portions of the same work for credit more than once without the explicit consent of the faculty to whom the work is submitted for additional credit. If a work product is to be substantially revised or updated, the student must contact the faculty member in advance to discuss necessary revisions. In cases where multiple submissions are approved, faculty members will require copies of the original documents for comparison.

Process for Resolving Academic Dishonesty Issues

Instances of academic dishonesty are a serious violation of community standards for academic integrity and may result in suspension or expulsion from GSW. While faculty members have the primary responsibility for establishing the parameters of academic integrity in the academic situations they supervise, it is the responsibility of all members of the GSW academic community to report suspected instances of academic dishonesty. Therefore, any member of the GSW academic community can lodge an academic dishonesty complaint with GSW's Student Conduct Officer.

Any member of the academic community who has evidence of academic dishonesty should report his or her suspicion and evidence to the faculty member of the student(s) believed to be in violation of the policy. The faculty member is then responsible for responding, and if she or he has adequate evidence, may file an Academic Dishonesty Violation Report with the Student Conduct Officer.

Faculty Reporting

If an instructor discovers a case of academic dishonesty, he or she may impose whatever penalty is deemed appropriate by the faculty member, given the standards and expectations shared with students in that course (including but not limited to rewriting assignments, failure on the assignment, or failure in the course). The faculty member has the final word for how the incident will be handled in his or her own classroom.

All incidents of academic dishonesty will be reported to the Student Conduct Officer using the Academic Integrity Violation Report Form which asks for a description of the incident, a copy of the faculty member's written policy on academic dishonesty, the penalty imposed by the faculty member, and the student's signature indicating the faculty member met with the student about the incident and explained the consequences.

The Student Conduct Officer will keep on file all Academic Integrity Violation Report forms. When a new report is received, the Student Conduct Officer will review the record to determine if the student has any other academic integrity violations on file. A first offense will be filed, but no action will be taken by the University unless the student chooses to dispute the charge, at which time the Student Conduct Officer will call for a hearing of the Faculty-Student Conduct Board. If the student has two or more violations on file, the Student Conduct Officer will automatically call for a hearing of the Faculty-Student Conduct Board, and the faculty member may be asked to submit further documentation of the violation.

The Faculty-Student Conduct Board will hold a hearing to determine if the student should be found in violation of the academic integrity policy and recommend a course of action to the Vice President for Academic Affairs. Only in cases where a student is exonerated of accusations of academic dishonesty can a grade be appealed through the grade appeal process. If the Faculty-Student Conduct Board determines the student to be in violation of the academic integrity policy, the Student Conduct Officer will then share with the Board any additional information concerning the number and types of prior violations, which the Board may consider when making sanction recommendations. The Faculty-Student Conduct Board will provide in writing its decision on the case and sanction recommendations to the Vice President for Academic Affairs. Sanctions may range from educational, such as assignments which require the student to research the topic of academic integrity or speaking to the UNIV 1000 classes about academic integrity, to more serious including probation, suspension, or expulsion.

The Vice President for Academic Affairs will notify the student and faculty member of the outcome of the case and of any University sanctions imposed. If sanctions include suspension or expulsion, the student's Department Chair and/or Dean will also be notified. A student may not withdraw from the course in which an accusation has been made during the student conduct process. Students accused of academic dishonesty are entitled to the due process rights outlined in the Student Conduct Process of GSW.

¹International Center for Academic Integrity. *The Fundamental Values of Academic Integrity*. Des Plaines, IL: Office of College Relations at Oakton Community College, 1999. 4. *International Center for Academic Integrity*. Web. 3 October 2012.

¹Procedures for Faculty to Report Disruptive Classroom Behavior by Students

1. When a student displays disruptive, disrespectful, or troublesome behavior in a classroom, the faculty member should document that behavior in an email format to the Assistant Dean of Students, the Director of Public Safety, and the chair of his/her department. The faculty should encourage anyone who witnessed the incident to go to either the Office of the Assistant Dean of Students or the Office of Public Safety to submit a statement as soon as possible following the incident.
2. The Assistant Dean of Students will create a file on that student. In addition, the Assistant Dean of Students will collaborate with the Director of Public Safety to determine which office will collect a statement from the student (and others/witnesses, if needed) regarding the incident.
3. The Assistant Dean of Students will make a determination at that time whether or not an immediate judicial action should take place, whether or not an informal meeting with the student should occur, or whether or not a report of the incident should remain in the student's file in order to determine whether or not there is a pattern of behavior problems.
4. The Assistant Dean of Students will email the student's professors to determine whether or not there has been other inappropriate behavior.
5. The Crisis Management Team will be notified of the reported incident and will become involved in reviewing, evaluating, and making recommendations on the student's behavior to all involved parties.
6. The Vice President of Academic Affairs will be notified about all reports and actions involving behavior in the classroom. The student's professors/faculty, affected by her/his behavior, will be informed of actions taken and decisions reached.

¹ Approved by General Faculty on 04/30/2010

Class Rolls/Class Size

Class Rolls

It is the responsibility of the faculty member to report inconsistencies in class rolls. If a student whose name is on the class roll does not appear by the second day of class and if an official drop notification has not been received, it should be reported to the Registrar's Office. Students whose names do not appear on the class roll should be sent immediately to the Registrar's Office to ascertain the reason for the omission. Official absences, beginning with the first class day following the add/drop period, should be recorded for any student who has added a course during late registration but has not attended class or contacted the instructor prior to the end of the add/drop period.

All instructors are responsible for taking roll during the first week of classes. (See Section K Administrative Withdrawal from a Course for Excessive Absences.)

Verification of attendance is processed in RAIN using the mid term grade form. Students not on the mid term grade list should be immediately reported to the Registrar's Office. Information should be entered by 11:00 p.m. of the third business day after the end of the first full week of class.

Class Size

Academic deans and department chairs, in conjunction with their faculties, determine realistic class sizes, based on the nature of each course and the size of the facility.

Grading System

Academic achievement for undergraduates is reported in letter grades and quality points as follows:

<u>Grade</u>	<u>Achievement</u>	<u>Quality Points</u>
A	Superior	4
B	Above Average	3
C	Average	2
D	Poor	1
F	Failing	0
P	Pass	0
S	Satisfactory Performance	0
U	Unsatisfactory Performance	0
V	Audit	0
I	Incomplete	0
W	Withdrawn	0
WF	Withdrawn Failing	0
NR	No Grade Reported by Instructor	0

Consult the Georgia Southwestern State University Bulletin for the grading systems utilized in graduate programs.

¹GSW Credit Hour Policy

Georgia Southwestern normally grants one semester credit hour for 50 minutes of instruction per week for 15 weeks; therefore, a typical three credit hour lecture class meets for 150 minutes per week. In addition, it is expected that the typical student will need to prepare for approximately 100 minutes per week outside class for every semester credit hour; therefore, a typical three credit hour lecture class will require approximately 300 minutes preparation per week.

Exceptions to this contact time expectation are made for classes in which the faculty has judged that more contact time is required to meet the learning outcomes of the class. For example, in task-oriented classes, such as studio classes, laboratories, clinical classes, classes with required field experience, and internships the contact time may be closer to the combination of contact and preparation time expected for a lecture class.

Similarly, in distance education classes, each credit hour represents approximately 150 minutes of activity per week; therefore, a typical three credit hour distance education class will require approximately 450 minutes of activity per week.

The hour designation is X-Y-Z, found at the end of the course's description in the GSW Bulletin. X is the lecture contact time per week; Y is the lab or studio contact per week; Z is the credit hours. A typical three semester hour lecture class will appear as 3-0-3, while a typical science lab will be 0-3-1, and a typical physical education activity course will appear as 0-2-1.

¹ Approved April 4, 2012 by Deans/Directors Council
Approved April 20, 2012 by the Committee on Academic Affairs
Approved April 25, 2012 by the Faculty Senate
Approved by April 27, 2012 by General Faculty

Assignment of Grades

It is the responsibility of each faculty member to determine the requirements for each grade in each of his or her courses. It is also the responsibility of the faculty member to inform the students enrolled in a course of the expectations and requirements which must be met in order to earn each grade. The students must be informed in writing of the requirements as specified in the section of this handbook entitled, "Information Provided by Faculty Member for Students (III, D.)." **It is the responsibility of faculty to submit midterm and final grades for all courses by the published deadline.**

Changing the permanent record of a student is a serious matter; consequently, a faculty member should be especially careful in determining a grade for a student and should request a change of grade only when it is clearly justified. If a change is justified, it must be requested on a "Change of Grade" form with clear justification given; and it must be approved by the department chair and the dean of the school.

The following statement governs the matter of an administrator changing the final grade (A, B, C, D, F, S, U, WF, or P) assigned by an instructor:

1. The award of final grades to students for academic work represents an essential element of academic freedom. When an academic administrator is asked to review or change a grade which represents the substance of a genuinely academic decision, the administrator must give great deference and weight to the professional judgment of the faculty member awarding the grade.
2. A faculty member must have the widest range of discretion in making judgments regarding the academic performance of a student and in determining the student's entitlement to a final grade for academic work.
3. An academic administrator may not override or change a grade unless it is a substantial departure from accepted academic standards and practices. Any changes of grade can be made only after a reasonable attempt has been made at consultation with the faculty member who originally assigned the grade.
4. A faculty member who wishes to appeal the decision of an academic administrator to override or change a final grade may appeal that decision in writing through levels of supervision.

Re-Examinations for Seniors

1. A senior preparing for graduation within two (2) semesters who earns a final grade of F or D may have the opportunity of one re-examination in that course. After reviewing the eligibility requirements for re-examination with the instructor of the course (based on the conditions listed below), the student must request permission for the re-examination in writing from the Vice President for Academic Affairs. The instructor will be informed in writing whether permission has been granted. Conditions for re-examinations include the following:
 - a. The original course grade earned must not be the result of a violation of the Policy of Academic Integrity or the instructor's written policy on course attendance.
 - b. It must be mathematically possible to achieve the necessary passing grade in the course using the result of the re-examination.
 - c. The course must be a non-core course numbered 2000 or above which is necessary for

- graduation.
- d. There must be no opportunity to repeat the course before the scheduled graduation.
 - e. Graded assignments for which re-exam may occur include an examination, a project, a presentation, a paper, or another assignment as defined by course requirements. The assignment to be repeated will be determined by the instructor of the course.
 - f. This re-examination policy cannot be applied in more than two courses.
 - g. The request for the re-examination must be made within thirty (30) days of the end of the term in which the grade was received.
2. Graduating seniors who fail the tests given by the Department of History and Political Science to meet the geography, U.S. history/Georgia history, or U.S. Constitution/Georgia Constitution requirements are entitled to a single retest in the deficient area during the term immediately preceding their graduation date. Retests are limited to two areas. Students in this situation should contact the secretary of the Department of History and Political Science.
 3. According to the Board of Regents procedures, this policy does not apply to the Regents' Testing Program.

Incompletes

An "I" indicates that the student was doing satisfactory work but, for non-academic reasons beyond his/her control, was unable to meet the full requirements of the course during the term scheduled. The individual faculty member assigning the "I" has the responsibility for documenting the work to be completed. This documentation is to be filed with the academic dean or department chair at the time grades are submitted. A completed copy of the form "Incomplete Grade Assignment" must be submitted to the academic dean/department chair at the time a grade of Incomplete (I) is assigned, and a copy must be attached to the "Change of Grade" form when the "I" is cleared.

Students who for non-academic reasons stop attending class prior to midterm should withdraw from the course. A grade of "I" cannot be assigned in this situation.

For the undergraduate or graduate student, an incomplete must be removed before the end of the following term whether or not the student is enrolled; otherwise, the incomplete will be recorded as "F". A time extension for completing an incomplete requires a written request by the instructor to the Vice President for Academic Affairs explaining the unpreventable delay and written approval by the Vice President for Academic Affairs. The extension must be requested prior to the end of the term at the end of which the incomplete is automatically changed.

Schedule Changes

Adding or Dropping Courses

Following registration for the term, students may add or drop courses during the published add/drop period.

- Students must discuss adding or dropping courses with their advisor.
- Students who enter courses after the first day of class are responsible for making up missed assignments.
- Students may add or drop a learning support course only with the approval of the Chair of the Department of English and Foreign Languages. Students enrolled in both Learning Support classes and degree credit courses cannot drop the Learning Support courses without dropping the degree credit courses as well.
- Students may not drop a Regents' remediation course without the approval of the Registrar or the Chair of the Department of English and Foreign Languages.

After the published add/drop period, students may adjust their schedules only by “withdrawal”. (See below.)

Withdrawal from a Course

To officially withdraw from a course after the add/drop period has ended, a student must complete the "Withdrawal from Class" form available under Student Forms on RAIN and the GSW Homepage and in the Registrar's Office. This form must be returned to the Registrar's Office upon completion. The student is fully responsible for collecting the appropriate signatures and submitting the completed form to the Registrar's Office. The effective date of the withdrawal from class is entered as the received date by the Registrar's Office. Withdrawal from class without penalty requires the student to complete the *Withdrawal from Class* form and return it to the Registrar's Office by the published no-penalty date on the academic calendar. A student following this procedure will receive a grade of W (Withdrawn). Withdrawal from class without penalty will not be permitted after the published 'no penalty' date except for non-academic reasons. Documentation must be provided by the student to receive a W rather than a WF (Withdrawn Failing) after the no-penalty date. Students with Learning Support requirements who are enrolled in both Learning Support courses and degree credit courses may not withdraw from the required Learning Support courses with a "W" unless they also withdraw from the degree credit courses. Students receiving financial aid should discuss withdrawing from courses with a financial aid counselor. All withdrawals from class must be approved and completely processed before the last day of classes. A student who does not officially withdraw from a class will re

Withdrawal from the University

Students withdrawing from all classes and exiting the University after the first day of classes must complete the *Withdrawal from the University form* available under Student Forms on RAIN and the GSW Homepage and in the Registrar's Office. The completed form should be submitted to the Director of the Academic Resource Center/First Year Advocate or faxed to 229-931-2277. The effective date of the

- Withdrawal from the University is entered as the date from the Withdrawal from the University form.
- Withdrawal from the University prior to the published no-penalty date will result in grades of W (withdrawn) for all courses. Withdrawal from the University after the no-penalty date will result in grades of WF (withdrawn failing) except for documented non-academic reasons

Student Attendance Policy

Students are expected to attend all classes. If an absence is necessary, the student is responsible for reporting this fact to the instructor; in such cases, each instructor will take whatever action he or she deems necessary. In writing and within the first week of the term, faculty members will make their expectations concerning attendance clear to the students enrolled in their classes.

Penalties for excessive absences in each course are set at the beginning of each term by the faculty member teaching that course. Excessive absences may result in the student's receiving a grade of "F". Students with excessive absences may be subject to disciplinary suspension from the University. In a case involving possible suspension, the Dean for Students shall refer the case to the Faculty Student Judiciary upon the request of the student.

Student Absence Policy for University Sanctioned Events

Faculty members will set policies for absences from class and the effect absences may have on final grades. They will make their expectations concerning absences known to their students in writing during the first week of class.

However, a student who is absent from a class as a result of representing this institution at a University-sanctioned event will not be penalized for the absence. In these cases, the student will be given an

opportunity to complete any work that may have been missed as a result of the absence. It is the student's responsibility to notify the instructor in advance of an anticipated absence.

For an event to be sanctioned by the University, approval by the Office of Academic Affairs must be obtained in advance of the event.

Any exceptions to this policy must be approved by the Vice President of Academic Affairs.

Student Absence Policy for Ordered Military Duty

For the purpose of this policy, ordered military duty shall mean any military duty performed in the service of the State or the United States, including, but not limited to, service schools conducted by the armed forces of the United States.

Students who must miss class for ordered military duty will not be penalized and will be given an opportunity to complete any work missed as a result of the absence. The student should provide documentation of the ordered military duty in advance of the absence and make arrangements with the instructor to make up missed work. For service or training requiring excessive absences or the inability to complete a semester's work, the student may be eligible for Military Withdrawal from the course.

Administrative Withdrawal From a Course During the First Week of Classes

Students registered for fall, spring, or summer terms, who attend none of the class meetings during the first week of classes and who do not inform the instructor of their intentions to remain in the course or do not drop the course within the published period, will be administratively withdrawn from the course. It is the responsibility of the faculty member to document such absences.

- Students who do not login/participate in online classes by the instructor deadline will be withdrawn from the course and receive a grade of W for withdrawal.
- No refunds will be issued for nonparticipation withdrawals unless it results in a complete withdrawal from the University.
- Instructors must take roll during the first week of classes, until the drop/add period had ended.
- The faculty member will inform the Registrar of any student who has never attended or participated in the class by notation on the verification roll provided on RAIN after the add/drop period.
- Students will be contacted through their official email accounts (radar) and informed of their withdrawal from the class.
- Errors are only corrected through the instructor of the class.
- Students receiving financial aid should be aware that this could negatively impact the amount of aid they receive for the term

For Excessive Absences

It is the responsibility of each faculty member to determine for his or her class what constitutes an absence, what constitutes "excessive absences", and the relationship of absences to final course grades. It is also the responsibility of each faculty member to so inform each student in writing at the beginning of the course.

The options of a faculty member for assigning a grade to a student with excessive absences include the following:

1. Assign a grade of "F" at the end of the term. The instructor must enter the last date of attendance on the final grade form in RAIN for every student who earns the grade of

"F". The Department of Education requires this documentation for all students receiving federal financial aid funds.

2. Request administrative withdrawal of the student with the assignment of a grade of "WF".

If a faculty member intends to assign a grade of "F" for excessive absences, then no further action is required by the faculty member other than to be sure the absences are documented.

If a faculty member wishes to request administrative withdrawal from a course of a student with a grade of "WF", the faculty member should take the following actions:

1. Write a letter to the student to remind the student of the policy on absences and inform the student that he/she must contact the faculty member within one week or action will be initiated for administrative withdrawal and the assignment of a grade of "WF". Please note that this step might allow some reconciliation in the event that the student contacts the faculty member. The guidelines issued at the beginning of the term should reflect the possibility. The letter should be addressed to the student at the campus post office address and to the student's home address.
2. If the student does not contact the faculty member within one week the faculty member should address a memorandum to the Registrar requesting that the student be administratively withdrawn with a grade of WF, send a copy to the student at the campus post office address and to the student's home address.

Referral of Students for Counseling

Counseling Services provides counseling for students who are referred by faculty members. It is important that students are referred immediately upon even a suggestion of a problem in order for counseling to have any impact upon performance. The three reasons for which a faculty member will normally refer a student for counseling are as follows:

1. a student having academic difficulty of a type with which the faculty member might not be trained to address.
2. personal problems which affect academic performance.
3. absences that affect academic performance but have not reached a point of being defined as "excessive".

²Academic Renewal

The Academic Renewal policy allows degree- seeking students who have experienced academic difficulty at Georgia Southwestern State University to have one opportunity to make a fresh start after an absence of three calendar years. Students must first apply for readmission following the readmission application procedure. Once readmitted, a student will have one calendar year to apply for Academic Renewal. To apply for Academic Renewal, students should send a written request to the Registrar, who will then review the student's academic record to determine if the student could benefit from academic renewal. If the student is granted Academic Renewal, a new grade point average is established according to the following guidelines:

1. A Renewal GPA is begun when the student receives approval for Academic Renewal and includes all course work completed following the re- enrollment.
2. The Academic Renewal GPA will be used for determining academic standing and eligibility for graduation.

3. All previously attempted course work continues to be recorded on the student's official transcript.
4. Credit the student completed with a grade of C or higher prior to readmission, either at Georgia Southwestern or at another accredited institution can be counted toward degree requirements, but will not count toward the renewed GPA.
5. To earn a degree, a student must meet the Georgia Southwestern State University residency requirements after acquiring Academic Renewal status.
6. At least 50% of work toward a baccalaureate degree must be completed after the granting of Academic Renewal status for a student to be eligible for honors at graduation.
7. Academic credit for previously completed course work including previous transfer course work will be retained only for courses in which an A, B, or C grade has been earned.
8. Retained grades are not calculated in a Renewal GPA. Such credit is considered in the same context as transfer credit, credit by examination, and courses with grades of "S".
9. Applicability of retained credit to degree requirements will be determined by the degree requirements currently in effect at the time Academic Renewal status is conferred on the student. Specific Georgia Southwestern State University program regulations must also be met.
10. A student can be granted Academic Renewal status only one time.
11. Any scholastic suspensions that occurred in the past shall remain recorded on the student's permanent record.
12. The Renewal GPA begins with the semester following re-enrollment. If a student is denied Academic Renewal and subsequently does not re-enroll, he/she may resubmit an Academic Renewal application after no less than one year has passed since the initial petition.
13. The granting of Academic Renewal does not supersede financial aid policies regarding Satisfactory Academic Progress. Students should discuss how retaking courses affects financial aid with a financial aid counselor.
14. The granting of Academic Renewal does not supersede the admissions requirements of certain programs, e.g., teacher education and nursing, which require a specific minimum grade point average based upon all course work.

Students should contact the Registrar's office for more information about applying for Academic Renewal.

²Approved by the Faculty 05/01/2015

Final Examination Schedule

A final examination schedule for each term is developed and distributed by the Office of the Vice President for Academic Affairs for undergraduate and graduate courses offered on campus. **This schedule should be adhered to by all faculty members.** If a separate examination is given on the laboratory phase of a course, it may be scheduled on the laboratory period immediately prior to the regular examination schedule. Off campus course examinations will be scheduled by the faculty member with the approval of the academic dean who will insure that adequate instructional time has been completed. Area Teacher Education Service course examinations will be given at the last scheduled meeting of the class.

Exceptions to the above policy should be discussed with and approved orally by the appropriate academic dean or department chair. Then the request should be made in writing to the Office of the Vice President for Academic Affairs. The approval from the Office of the Vice President for Academic Affairs in writing must be received before departing from the regular examination schedule.

Credit by Examination

Georgia Southwestern State University has an established program for awarding credit by examination. The general conditions related to awarding credit, the applicable testing programs, and standards for awarding credit are outlined below:

1. General Conditions for Awarding Credit by Examination
 - a. A maximum of 30 semester hours will be accepted from the combined sources of correspondence work, extension work, and credit by examination.
 - b. No student will be permitted credit by examination for a course after he/she has once enrolled in the course.
 - c. For credit to be awarded and recorded, the candidate must be an accepted and enrolled student at Georgia Southwestern State University.
 - d. Credit earned by examination will be recorded on the student's record by course, course number, and semester hours earned. No grade or grade points will be assigned.

2. Testing Programs

a. Advanced Placement Program of the College Entrance Examination Board

Advanced Placement Course	Minimum Score for Awarding Credit	GSW Course Credit	Semester Hours Credit_____
American History	3	HIST 2111, 2112	6
Biology	3	BIOL 1107, 1107L	4
	5	BIOL 2107	4
Calculus AB or Calculus BC	3	MATH 1120	4
Chemistry	3	CHEM 1211, 1211L	4
Computer Science A	3	CSCI 1301	4
Computer Science AB	3	CSCI 1301, 1302	8
English	3	ENGL 1101	3
European History	3	HIST 1112	3
French Language	3	FREN 1001	3
	5	FREN 1001, 1002	6
History of Art	3	ARTF 2061	3
Studio Art: Drawing	3	ARTF 1010	3
Studio Art: Port	3	ARTF 1020	3
Macroeconomics	3	ECON 2105	3
Microeconomics	3	ECON 2106	3
Elementary Harmony I	3	MUSC 1201	3
Physics B	3	PHYS 1111	4
	5	PHYS 1111, 1112	8
Physics C (mechanics)	4	PHYS 2211	4
Physics C (E&M)	5	PHYS 2212	4

Spanish Language	3	SPAN 1001	3
	5	SPAN 1001, 1002	6
Statistics	3	MATH 2204	3
U.S. Govt and Politics	3	POLS 1101	3

b. Foreign Language Tests

Foreign Language Tests - Up to 9 hours of credit may be awarded in either French or Spanish for passing departmentally administered examinations. Consult the English and Foreign Languages Department, English Building, Room 227, or call (912) 931-2183 for further information or to arrange for testing.

c. General Examinations of the College Level Examination Program

General Examination	Minimum Score for Awarding Credit	GSW Course Credit	Hours Credit
English	470	ENGL 1101	3
Humanities	470	ENGL 2111	3
Natural Science	570	BIOL 1000, 1001	4

d. Subject Examinations of the College Level Examination Program

Subject Examination	Minimum Score for Awarding Credit	GSW Course Credit	Hours Credit
American Government	50	POLS 1101	3
American History 1: Early Colonization to 1877	50	HIST 2111	3
American History 2: 1865 to the present	50	HIST 2112	3
American Literature	50	ENGL 2130	3
Calculus with Elementary Functns	50	MATH 1120	4
College Algebra	50	MATH 1111	3
Composition, Freshmen	50	ENGL 1101	3
English Literature	50	ENGL 2120	3
French, Level I	50	FREN 1002	3
French, Level II	50	FREN 2001, 2002	6
General Biology	50	BIOL 2107	4
General Chemistry	50	CHEM 1211, 1211L	4
General Psychology	50	PSYC 1101	3
Human Growth and Development	50	PSYC 2103	3
Humanities	50	ENGL 2110	3
Information Systems and Computer Applications	50	CIS 1000	2
Intro. Management	50	MGNT 3600	3
Intro. Accounting	50	ACCT 2101	3
Intro. Business Law	50	BUSA 3090	3
Intro. Marketing	50	MKTG 3800	3
Intro Macroeconomics	50	ECON 2105	3
Intro Microeconomics	50	ECON 2106	3
Intro Sociology	50	SOCI 1101	3

Spanish, Level I	50	SPAN 1002	3
Spanish, Level II	50	SPAN 2001, 2002	6
Trigonometry	50	MATH 1112	3
Western Civ 1: Ancient Near East to 1648	50	HIST 1111	3
Western Civ 2: 1648 to Present	50	HIST 1112	3

NOTE: For further information about the College Level Examination Program, the registration procedure for the test(s), and test dates, direct your request to the Registrar's Office.

Textbooks

Textbook orders should be turned in to the Campus Bookstore by department heads and are due on the dates listed in the Academic Affairs Calendar.

Textbook adoptions may now be submitted online at the following web address: http://www.gswbookstore.com/site_faculty.asp? These forms are active and adoptions can be submitted from these pages temporarily. For security reasons the bookstore needs to be notified of intent to use the forms. The bookstore will confirm each order once it is received. A password will be required and can be obtained from the Campus Bookstore to allow entry to the adoption site, and the above security measures will no longer be necessary. Copies of department orders may be requested by the Vice President for Academic Affairs.

The bookstore website now has an online searchable database available for faculty and students. This search will return information about the textbooks being used for courses for which adoptions were received by the Campus Bookstore. The database will be as up to date as possible on the first day of each term. The link for the searchable database http://www.gswbookstore.com/site_faculty.asp? is on the bookstore website.

It shall be the duty of the department heads to notify the textbook manager in writing at the time the adoption is placed whether such books will be used for subsequent terms. At the end of each term the Campus Bookstore will provide a list of these textbooks to a wholesale buyer so that books being used the following term can be purchased from students for resale to the bookstore.

Faculty members who wish to change texts which are used by more than one faculty member should discuss the proposed change with the department chair or academic dean and the other faculty members involved.

Desk copies of a textbook should be ordered from the publisher by the department. Desk copies can be purchased from the Campus Bookstore, but the department will be charged the retail price. A signed internal requisition must be submitted to the bookstore at the time of the purchase. If the book is returned to the bookstore in saleable condition before midterm of the term in which it was purchased, a credit memo will be issued for the full amount. Requisition forms and desk copy forms may be obtained from the academic dean or department chair.

Instructional Materials

School and departmental budgets provide funds for supplies, equipment, and other instructional materials. This fund is administered by the academic dean or department chair. Instructors should list their needs and submit the list to the dean/chair. The dean/chair in turn will complete the proper Departmental Purchase Request form and route it accordingly. The dean/chair will normally have a supply of paper, pencils, etc., for distribution to his/her faculty upon request.

Policies and Procedures of the Committee on Academic Affairs

I. The Committee on Academic Affairs (henceforth CAA or the Committee), as provided for in the “Statutes,” is a standing committee in the faculty and administration shared governance system of the University. It is responsible for approving substantive change to the curriculum, reviewing academic policies, and overseeing academic advisement.

II. The President appoints the members of the CAA annually. The Committee is composed of about 15 active faculty including the Academic Vice President, the Associate Vice President for Academic Affairs, and the University Registrar and two student government members. Ex-officio members and student members are full voting members. The Committee elects the Committee Chair and Secretary annually. As defined by the Statutes, Chairs are to be elected from faculty members with previous service on the Committee.

III. The Committee’s policies and procedures:

1. An electronic copy of requests to add a course or program, to revise a course or program, or to deactivate a course or program must be sent to the CAA Chair at least 10 days prior to a scheduled meeting; request forms may be found at <https://gsw.edu/Academics/Academic-Affairs/Academic-Affairs-Committee>. One hard copy of any proposal, containing all necessary signatures, should also be sent to the CAA chair; this is the official copy of the proposal. Only the head of an academic or administrative unit may submit proposals; individual faculty may not submit course or program proposals except through their unit head. Proposals for the addition of new programs must be submitted to the Deans’ and Directors’ Council prior to submission to the CAA.
2. The CAA Chair distributes electronic copies of the proposals, along with an agenda and minutes of the previous meeting, to the Committee members.
 - a. Proposals are sent to committee members at least one full work-week before the meeting in order for the members to consider them carefully. This procedure may be suspended item by item by majority vote at the meeting.
 - b. Copies of the proposals, agenda, and minutes are sent to each school Dean prior to each meeting.
3. The same forms are to be used for submissions to this Committee, the Teacher Education Council, and to the Committee on Graduate Affairs.
 - a. The Committee on Graduate Affairs has responsibility for the graduate courses, programs, and policies.
 - b. All courses, programs, and policies pertaining to undergraduate teacher certification programs should be approved by the Teacher Education Council before submission to the Committee.
 - c. Course changes may be submitted for file purposes only. Examples of “Submissions for File” include changes to course name or number where the course remains substantially the same. New course outlines with the changes need to be submitted along with the course change proposal. Revisions “Submitted for File” are not put to a vote but recorded in the minutes and forwarded along with approved proposals, although the Committee may decide that a proposal is a substantive change and return it for resubmission before putting it to a vote.
4. Proposers or their designees are required to attend the meeting when the Committee considers their proposals. Proposers or their designees attend in order to respond to any questions the Committee might have about the proposal. If the proposer or his or her designee is not in attendance, the Committee will table the proposal. The proposer or designee does not have the right to make a presentation but may be invited to do so by the Chair.
5. Meetings are conducted according to Robert’s Rules, current edition.
6. A quorum is a majority of the members working on campus that term.
7. The minutes from the previous meeting are considered first and approved. Next, a date for the next meeting is agreed upon. Although not according to Robert’s Rules, the Chair with the informal agreement of the Committee may change the order of the agenda.

8. As provided in the Statutes, there are two standing subcommittees of the CAA: Academic Advisement and Academic Standards. The CAA Chair appoints sub-committee members and the sub-committees themselves elect subcommittee chairs.
 - a. The Academic Advisement Sub-committee oversees academic advisement.
 - b. The Academic Policies Sub-committee reviews academic policies.
9. Instructions for filling out forms may be found at <https://gsw.edu/Academics/Academic-Affairs/Academic-Affairs-Committee>.
10. Some proposals must be submitted to the Faculty Senate and a General Faculty meeting for approval.
 - a. Proposals that must go to the Faculty Senate and the Faculty include new programs, substantive program changes, establishment of or substantive revision in policies, and all changes in the Core Curriculum, Physical Education requirements, and UNIV 1000.
 - b. Proposals that do not need to go to the Faculty Senate include new courses, course revisions, minor program revisions (as a change in major elective choices), and minor policy changes. For example, the establishment of a policy to allow CLEP credit and the establishment of passing scores for all accepted tests would need approval of the Senate and Faculty, while a proposal to change some passing scores would not.
 - c. The Committee may decide to submit other items to the Faculty Senate based on such factors as the nature of the change, or number of students affected.
11. If a proposal is approved, the Chair will sign and date on the appropriate line of the proposal form.
12. Following the meeting, the Chair will assemble packets of the agenda, approved minutes of the previous meeting, and copies of all proposals. The packets are forwarded to the Office of Academic Affairs, the Registrar, and to the James Earl Carter Library for file.

Distance Education Policy

Georgia Southwestern State University is committed to providing personalized and challenging educational experiences that stimulate intellectual inquiry by means of learner-centered approaches. To achieve these ends, the University offers distance education opportunities that comply with the principles of good practice formulated by the Western Interstate Commission for Higher Education (WICHE) and accepted by the Southern Association of Colleges and Schools (SACS). This statement details the areas of good practice to which the University is committed.

DEFINITION:

This University defines distance education as a formal educational process in which the majority of the instructional interaction occurs when student and instructor are separated geographically. Instruction may be synchronous or asynchronous. Distance education may include electronic correspondence, audio, video, computer technologies and the Georgia Statewide Academic and Medical System (GSAMS). This policy shall apply to all credit-bearing courses and programs offered through distance education at Georgia Southwestern State University.

CURRICULUM AND INSTRUCTION:

The University's faculty assumes responsibility for and exercises control over distance education, ensuring both the rigor of programs and the quality of instruction. Furthermore, the faculty recognizes that Distance Education implies course design that utilizes the advantages of the delivery medium to achieve course objectives. The University ensures that the technology available to course designers is appropriate to the nature and objectives of its programs and ensures that materials, programs and courses are current.

Georgia Southwestern State University's policy regarding intellectual property is consistent with the University System of Georgia's recommendations.

FACULTY SUPPORT:

The University is committed to providing appropriate faculty support services specifically related to distance education. Institutional support includes, but is not limited to, providing adequate and up-to-date technology, providing appropriate technical assistance, such as help and training, and compensating faculty for the development of courses designed to be delivered entirely by remote means, such as the Internet or GSAMS. Faculty teaching distance education courses (including online courses) must provide students with an email address or a phone number. Each syllabus should contain an indication of how quickly students may expect a response. (4.8.2.4.2)

The University assesses the impact of distance education on faculty workload to ensure that distance education and traditional instruction can be usefully compared. The University recognizes distance education course development as valid scholarship for the purpose of tenure and promotion.

STUDENT SUPPORT:

The University is committed to providing distance education students with the same range of student services it provides to traditional classroom students, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling. The University also provides adequate means for resolving any complaints that distance education students may have (See *GSWeatherwane* at <https://gsw.edu/campus-life/resourcesinformation/studenthandbook/student-complaint-procedures-for-academic-issues>). The University provides students with advertising, recruiting, and admissions information that adequately and accurately represent the programs, requirements, and services available.

In addition, the University ensures that students admitted to distance education programs possess the knowledge and have access to equipment necessary to use the technology employed in the programs. The University provides aid to students who are experiencing difficulty using the required technology, including but not limited to help desk facilities to augment faculty assistance (See website for distance education at <http://www.gsw.edu/admissions/ugorientation.html>).

LIBRARY AND LEARNING RESOURCES:

The University ensures that students have access to and can effectively use appropriate library resources. In addition, the University monitors whether students make appropriate use of learning resources.

COMMITMENT TO SUPPORT:

Georgia Southwestern State University is committed to securing the funding necessary to provide the support to Faculty and Students enumerated above.

EVALUATION AND ASSESSMENT:

The University assesses student capability to succeed in distance education programs and applies this information to admission and recruitment policies and decisions.

The University evaluates the educational effectiveness of its distance education courses and programs by focusing on student learning outcomes, student retention, and student satisfaction to ensure comparability to campus-based courses and programs.

The University ensures the integrity of student work and the credibility of the degrees and credit awarded by being aware of and prepared for the opportunities for academic dishonesty afforded by distance

education.

COMPUTER-ENHANCED INSTRUCTION:

Georgia Southwestern State University acknowledges that synchronous and asynchronous computer technologies are also used in education where the majority of the instruction takes place in a traditional classroom setting. Such computer-enhanced instruction should be considered when applying areas of this policy, such as Curriculum and Instruction, Faculty and Student Support, Library and Learning Resources, and Evaluation and Assessment.

GeorgiaVIEW LMS Technical Support Policy

(in the part VI. Academic Affairs Policies (Committee on Academic Affairs) of the Faculty Handbook)

Instructional Technology will provide technical support to Faculty and Staff members who wish to use the GaVIEW Desire2Learn (D2L) learning management system.

Each semester courses are automatically created in GaVIEW via the Banner process for every instructor who is teaching a course. This is true for in-class and on-line courses. This will make it possible for instructors who are not teaching on-line courses to use GaVIEW as a supplement to their traditional classes.

Instructional Technology offers online tutorials and workshops on GaVIEW D2L. These tutorials and workshops cover the various tools available to help organize and manage a course, including file transfer, quiz management, posting course notes, managing students and use of the grade book. Instructors are welcome to bring any items they need incorporated into their courses.

It is the faculty member's responsibility to set up and maintain their course. This includes but is not limited to: putting up course content, creating quiz modules and posting other instructional material. Instructional Technology will work with faculty members to ensure that they have the ability to perform these duties. Instructional Technology will also provide one-on-one training as needed.

Support for GaVIEW D2L is available on a 24x7 basis via the D2L Help Center (here is the link to insert: <https://d2lhelp.view.usg.edu/>) (DHC). The DHC link is available on the GaVIEW Home page. The Center is designed to answer all questions regarding GaVIEW D2L from a Designer, Instructor, or Student perspective. This service can be accessed anytime, from anywhere. The on-line support center has technicians standing by to answer questions online via online chat or phone. They also have an extensive knowledge base that offers information and solutions for commonly asked questions or frequent problems encountered by GaVIEW users.

The GSW GaVIEW log-in page has a number of resources available for faculty and students including:

- Information and instructions on how to log in to GaVIEW D2L
- Browser checker on the GaVIEW login page
- GaVIEW Student Orientation
- Faculty Resources page with tutorials, useful links, and faculty development materials
- D2L Help Center and GSW GaVIEW help links
- Downloads page with the downloadable software
- GaVIEW Maintenance schedule
- Link to the Respondus (third party software) website
- Announcements - This section will inform faculty/staff and students of any updates concerning GaVIEW

There are also Desire2Learn tutorials available after logging in to GaVIEW including the following on-line courses:

- D2L Self Paced Tutorial for faculty
- D2L Student Tutorial for students

Information for help from GSW is also available via e-mail at gaview@gsw.edu. This email address is active during normal business hours.

Instructional Technology offers technical support by phone and email and will work with faculty members to resolve any problems they encounter with GaVIEW D2L. The contact information is as follows:

Contact: Alla Yemelyanov
Phone: 229-931-2969 or 229-931-2074
Email: gaview@gsw.edu

Adoption of a New Course or a New Program

A new undergraduate program proposed by a school or department must be approved by the Committee on Academic Affairs. A new graduate program proposed by a school or department must be approved by the Graduate Council. The new program will then be presented through the Faculty Senate for consideration by the entire faculty. Programs approved by the faculty must be submitted to the Chancellor for action by the Board of Regents. New undergraduate and graduate courses proposed by any school or department must be presented to the Committee on Academic Affairs and Committee on Graduate Affairs respectively, and when it pertains to teacher education programs, to the Committee on Teacher Education.

¹Substantive Change Policy

Definition (taken verbatim from SACSCOC Policy Statement): Substantive change is a significant modification or expansion of the nature and scope of an accredited institution. Under federal regulations, substantive change includes.

- Any change in the established mission or objectives of the institution
- Any change in legal status, form of control, or ownership of the institution
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation.
- A change from clock hours to credit hours
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program
- The establishment of an additional location geographically apart* from the main campus at which the institution offers at least 50 percent of an educational program.
- The establishment of a branch campus
- Closing a program, off-campus site, branch campus or institution
- Entering into a collaborative academic arrangement such as a dual degree program or a joint degree program with another institution
- Acquiring another institution or a program or location of another institution
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution
- Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution's programs

***Note that in this context "geographically apart" also refers to distance education programs.**

Any academic or administrative unit at GSW that plans to implement a change to an academic program that will be substantive as defined above must insure that the proposed change or changes have received approval from the GSW's SACSCOC Liaison, the appropriate faculty committee(s), the Faculty Senate, the Faculty, and the Board of Regents, if applicable, in sufficient time to allow prompt notification of SACSCOC. Since SACSCOC notification for changes such as degree level change and initiation of a new

location are required one year in advance of program implementation, programs need to plan accordingly. Most other forms of substantive change require notification six months prior to implementation, and therefore, changes proposed for implementation fall term of a given academic year, must have been approved at the Fall General Faculty meeting in the year prior to implementation. Similarly, changes proposed for implementation in the spring term of a given academic year must be approved at the Spring General Faculty Meeting in the year prior to implementation. Any proposed substantive change must be approved by GSW's SACSCOC Liaison before submission to the appropriate faculty committee(s).

¹ Approved by GSW Faculty 04/27/12

Records Retention Policy for Faculty

1. Key principles of confidentiality for student records.
 - a) The Family Educational Rights and Privacy Act (FERPA) states that student information must be kept confidential. In short, faculty can discuss a student's grades privately with each individual student, but are not allowed to share grades with the student's friends, family members, or other students. Students must sign a waiver form before grade information can be shared with parents or guardians.
 - b) Minor students: The grades and records of students who are minors must be kept confidential according to FERPA guidelines. Like adult students, waiver forms must be signed before grades and other student information can be shared with parents or guardians.
 - c) High school students in the ACCEL program have signed waiver forms that permit the sending of final grades to the high school's Registrar and/or Guidance Counselor. Midterm grades are not covered by this waiver. Midterm grades should only be sent to the high school if the student has a waiver form on file with the Registrar that allows midterm grades to be sent to the high school.
 - d) Information that must be kept confidential includes (but is not limited to):
 - Grades and coursework: Exams, term papers, and projects.
 - Records of daily attendance.
 - Personal information: Addresses, telephone numbers, email, and student ID numbers.
2. Storage of student records: The need for confidentiality requires that records must be retained, stored, and destroyed in a secure manner. The goal is to prevent possible breaches of confidentiality.
 - a) Electronic records
 - All electronic forms of student records (e.g., spreadsheets) must be stored on systems that are password-protected. The following systems are approved and recommended for storing student grades:
 - Password-protected faculty computers
 - Networked storage from GSW
 - Course management systems (examples: GeorgiaView, online systems from textbook publishers)
 - Turnitin.com, LiveText, and similar online educational services that have password protection.
 - Encryption: Encryption makes it more difficult for unauthorized people to view confidential documents. The use of encryption for student records and information is highly recommended and should be used whenever possible. The following examples are encrypted systems:
 - Networked storage from GSW
 - The GeorgiaView online system
 - Electronic documents should not be stored on systems that can be easily accessed by other people. The following storage formats are unsuitable for the storage of student records:
 - Removable storage media (examples: USB memory drives, CD-ROMS, floppy disks, and

zip drives) are inherently insecure because they are portable. They can be easily lost or stolen. Data storage on removable media should be avoided or minimized whenever possible. If data must be stored on removable media, encryption of the data is recommended.

- File sharing and Internet-based file storage systems that are unencrypted.
- Data segregation: Work files (e.g., Powerpoint presentations, student grades) and personal files (e.g., family photos) must have segregated data storage. USG policy does not specifically forbid the storage of personal files on work computers. However, personal files should be stored in a different location than work files in order to prevent possible mix-ups of work and personal information.
 - Data segregation example: Store all work-related files in the "my documents" folder of the computer's hard drive. Store all personal files in a "personal" folder that is not inside the "my documents" folder.

b) Paper records: Paper records (examples: grades, exams) should be stored in filing cabinets that are in locked rooms. The filing cabinets should be locked preferably. Paper records should not be kept in areas where students or student workers might be able to access them.

3. Communication of student records.

- a) An individual student's grades can be communicated to him/her through:
- Paper records handed directly to the student.
 - The grade book features of password-protected course management systems (example: GeorgiaView).
 - The email feature of course management systems (example: GeorgiaView).
 - Online educational systems that are password-protected (examples: Turnitin.com, LiveText).
- b) The following means of communication are insecure, therefore, unacceptable:
- Posting grade lists on an office door is insecure. Even when names are not used, students may be able to determine the grades of other students. Do not post lists of student grades on paper in public places.
 - Sharing grades over the telephone is insecure because there is no way to verify the identity of the person to whom one is speaking.
 - Unofficial email addresses (example: hotmail.com or yahoo.com email addresses) are insecure because there is no way to verify the identity of the people who own these email addresses.

4. Retention of student records.

a) GSW policy on student coursework records (e.g., exams, home work, term papers, quizzes, etc.) is that these materials should be retained for at least one term after completion of the course except for grades that are contested.

- Reference: Page 110, #38 of the USG Records Retention Series A.

b) For program assessment, grade and other coursework information can be retained for the period of assessment without identifying information.

c) If grades are contested, the coursework records must be retained until the grade dispute is resolved.

- Reference: Page 110, #38 of the USG Records Retention Series A.

d) Final grades will be stored by the Registrar's Office. There is no need for faculty to keep long-term records of final grades. These records should not be retained by faculty members.

Reference: Page 107, #26 of the USG Records Retention Series A.

5. Destroying student records.

a) When the retention policy has expired (see #4 above), all student records in the faculty member's possession should be destroyed.

- Electronic records: These should be deleted from the computer hard drive or the network drive.
- Paper records: These should be destroyed through shredding.

b) Grades and other student records that are stored on the GeorgiaView system should be destroyed in accordance with the GeorgiaView and online learning policy.

c) Records in other proprietary systems (e.g., turnitin.com) are governed by user agreements. For example, students who submit papers to turnitin.com agree to turnitin.com's privacy agreement.

- turnitin.com's privacy pledge
- turnitin.com's statement on legality, ethics, and FERPA compliance

6. Access to records and computer networks.

a) Records and other sensitive data must be preserved in locations that cannot be accessed by students, student workers, and the general public.

b) Classroom computers: Steps should be taken to prevent students and other unauthorized users from accessing computers and the network.

- Faculty should log off or shut down classroom PCs when the class is finished. Leaving classroom PCs on and logged into the network makes network resources available to students and other unauthorized users.
- Empty classrooms should be locked whenever possible to prevent unauthorized access.

c) Faculty offices: Faculty should lock their offices when they are not present in order to prevent possible access to confidential material.

7. Miscellaneous records that need to be secured.

a) Advisement records that contain student grades

- Any electronic files (example: spreadsheets) and paper records (example: midterm grade reports) used for advisement should be maintained similarly to course materials described above.
- Midterm grade reports should be used to identify advisees who are struggling. Reports should be destroyed through shredding.
- Advisee information on forms such as graduation checklists should be periodically reviewed for old or outdated files. Old electronic files and paper records should be destroyed.

b) Other records that should be treated in the same manner as course data (secure storage of electronic and paper documents) include:

- Scholarship and award applications
- Job candidate records (e.g., letters of reference, grade transcripts)

VII. Comprehensive Program Review Policies and Procedures (Committee of Academic Affairs)

Comprehensive Program Review of Academic Programs

Overview

Comprehensive Program Review (CPR) of Academic Programs provides a common base for internal review and evaluation of all Georgia Southwestern State University (GSW) academic programs. The

VI. Academic Affairs Policies (Committee on Academic Affairs)

Policy on Academic Integrity

Introduction

Academic Integrity is a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

International Center for Academic Integrity¹

GSW's Policy on Academic Integrity sets forth principles of behavior intended to enable its community members to act according to these fundamental values, thereby fostering a community of excellence in teaching and learning. This policy defines academic integrity, assigns responsibility of community members for upholding these principles, defines academic dishonesty, and delineates the procedure for handling violations of the community standard.

Principles of Academic Integrity

1. Accurate Attribution of Ideas: While the free exchange of ideas does not demand that every idea a person expresses be her or his own original thought, it does demand that a person accurately represent the origin of the thoughts she or he expresses. The forms of attribution vary depending upon the formality of the setting in which ideas are exchanged. In conversation, attribution might be as simple referring to where you heard an idea while in a class presentation or a written assignment, a specific style of attribution or documentation will be required. The specific format for such is usually defined by the academic discipline.
2. Collaboration on Assignments: Collaboration is a fundamental component of community building and a valued ability in the work force, as well as one of the most important practices of a democratic society, but it depends on community members exercising the values of fairness, respect, and responsibility. Respectfully listening to the perspectives of others, and shouldering the responsibility for contributing equitably to the success of the group demonstrate academic integrity. In the academic setting, collaboration has been shown to improve students' learning, but it must be balanced with the need to assess a student's individual mastery of a topic. Thus, faculty may actively discourage collaboration for some types of assignments, such as homework or papers, while encouraging it in others circumstances, like group projects or presentations.
3. Collection of Data: The academic community is a culture of evidence in which decisions are made and opinions evaluated largely on the basis of the factual or logical support. Therefore, whenever a community member presents data he or she has collected firsthand through observing, interviewing, surveying, or experimenting, he or she must be careful to describe clearly how the data were collected to verify that the results are presented accurately and to maintain all confidentiality agreements with participants.
4. Quizzes, Tests, and Examinations: The academic community often calls upon its members to demonstrate what they know, or what they can do individually, often under the pressure of time constraints, which can put a student's honesty, trust, fairness, respect, and responsibility to the

test. Academic integrity requires that a student abide by the rules established by the faculty member for assessing individual learning.

Responsibility of Community Partners for Upholding the Values of Academic Integrity

Responsibility of the Faculty Member:

Students do not always come to the GSW community knowing the principles of academic integrity and therefore teaching students to exercise these principles is the duty of the faculty. Given that the parameters of academic integrity are defined by the goal of an assignment or activity, the type of assessment being used, and the standards of the particular discipline, faculty members should be explicit about their expectations of students. To that end, faculty members should state in their syllabi the expectations for 1) attribution of ideas, 2) collaboration on assignments, 3) collection of data, and 4) quizzes, tests and examinations.

Responsibility of the Student

As partners in their own learning, students are responsible for making themselves aware of how the principles of academic integrity apply in each academic setting they enter. While the faculty member is responsible for setting expectations, it is the student's responsibility to seek guidance from the faculty member, especially when unsure of how to apply the principles in a particular situation. When in doubt, seek guidance from the instructor.

Academic Dishonesty

Violations of academic integrity will be subject to sanction by the academic community. The examples given below are intended to clarify the standards by which academic dishonesty may be judged.

Plagiarism

Plagiarism includes, but is not limited to, asking someone to write part or all of an assignment, copying someone else's work (published or unpublished), inadequately documenting research, downloading material from electronic sources without appropriate documentation, or representing others' works or ideas as one's own.

Cheating on Examinations

Cheating on an exam includes, but is not limited to, giving or receiving unauthorized help before, during, or after an in-class or out-of-class exam. Examples of unauthorized help include using unauthorized notes in either hard copy or electronic form, viewing another student's exam, taking pictures of exams with cell phones or other electronic devices, allowing another student to view one's exam, and discussing an exam or sharing information on an exam's content with other students after the exam has occurred in one section but not in another.

Unauthorized Collaboration

Unauthorized collaboration includes giving or receiving unauthorized help for work that is required to be the effort of a single student, such as the receiving or giving of unauthorized assistance in the preparation of a laboratory or writing assignment, on-line exams, etc.

Falsification

Falsification includes, but is not limited to the fabrication of citations or sources, of experimental or survey results, and of computer or other data.

Multiple Submissions

A student may not submit substantial portions of the same work for credit more than once without the explicit consent of the faculty to whom the work is submitted for additional credit. If a work product is to be substantially revised or updated, the student must contact the faculty member in advance to discuss necessary revisions. In cases where multiple submissions are approved, faculty members will require copies of the original documents for comparison.

Process for Resolving Academic Dishonesty Issues

Instances of academic dishonesty are a serious violation of community standards for academic integrity and may result in suspension or expulsion from GSW. While faculty members have the primary responsibility for establishing the parameters of academic integrity in the academic situations they supervise, it is the responsibility of all members of the GSW academic community to report suspected instances of academic dishonesty. Therefore, any member of the GSW academic community can lodge an academic dishonesty complaint with GSW's Student Conduct Officer.

Any member of the academic community who has evidence of academic dishonesty should report his or her suspicion and evidence to the faculty member of the student(s) believed to be in violation of the policy. The faculty member is then responsible for responding, and if she or he has adequate evidence, may file an Academic Dishonesty Violation Report with the Student Conduct Officer.

Faculty Reporting

If an instructor discovers a case of academic dishonesty, he or she may impose whatever penalty is deemed appropriate by the faculty member, given the standards and expectations shared with students in that course (including but not limited to rewriting assignments, failure on the assignment, or failure in the course). The faculty member has the final word for how the incident will be handled in his or her own classroom.

All incidents of academic dishonesty will be reported to the Student Conduct Officer using the Academic Integrity Violation Report Form which asks for a description of the incident, a copy of the faculty member's written policy on academic dishonesty, the penalty imposed by the faculty member, and the student's signature indicating the faculty member met with the student about the incident and explained the consequences.

The Student Conduct Officer will keep on file all Academic Integrity Violation Report forms. When a new report is received, the Student Conduct Officer will review the record to determine if the student has any other academic integrity violations on file. A first offense will be filed, but no action will be taken by the University unless the student chooses to dispute the charge, at which time the Student Conduct Officer will call for a hearing of the Faculty-Student Conduct Board. If the student has two or more violations on file, the Student Conduct Officer will automatically call for a hearing of the Faculty-Student Conduct Board, and the faculty member may be asked to submit further documentation of the violation.

The Faculty-Student Conduct Board will hold a hearing to determine if the student should be found in violation of the academic integrity policy and recommend a course of action to the Vice President for Academic Affairs. Only in cases where a student is exonerated of accusations of academic dishonesty can a grade be appealed through the grade appeal process. If the Faculty-Student Conduct Board determines the student to be in violation of the academic integrity policy, the Student Conduct Officer will then share with the Board any additional information concerning the number and types of prior violations, which the Board may consider when making sanction recommendations. The Faculty-Student Conduct Board will provide in writing its decision on the case and sanction recommendations to the Vice President for Academic Affairs. Sanctions may range from educational, such as assignments which require the student to research the topic of academic integrity or speaking to the UNIV 1000 classes about academic integrity, to more serious including probation, suspension, or expulsion.

The Vice President for Academic Affairs will notify the student and faculty member of the outcome of the case and of any University sanctions imposed. If sanctions include suspension or expulsion, the student's Department Chair and/or Dean will also be notified. A student may not withdraw from the course in which an accusation has been made during the student conduct process. Students accused of academic dishonesty are entitled to the due process rights outlined in the Student Conduct Process of GSW.

¹International Center for Academic Integrity. *The Fundamental Values of Academic Integrity*. Des Plaines, IL: Office of College Relations at Oakton Community College, 1999. 4. *International Center for Academic Integrity*. Web. 3 October 2012.

¹Procedures for Faculty to Report Disruptive Classroom Behavior by Students

1. When a student displays disruptive, disrespectful, or troublesome behavior in a classroom, the faculty member should document that behavior in an email format to the Assistant Dean of Students, the Director of Public Safety, and the chair of his/her department. The faculty should encourage anyone who witnessed the incident to go to either the Office of the Assistant Dean of Students or the Office of Public Safety to submit a statement as soon as possible following the incident.
2. The Assistant Dean of Students will create a file on that student. In addition, the Assistant Dean of Students will collaborate with the Director of Public Safety to determine which office will collect a statement from the student (and others/witnesses, if needed) regarding the incident.
3. The Assistant Dean of Students will make a determination at that time whether or not an immediate judicial action should take place, whether or not an informal meeting with the student should occur, or whether or not a report of the incident should remain in the student's file in order to determine whether or not there is a pattern of behavior problems.
4. The Assistant Dean of Students will email the student's professors to determine whether or not there has been other inappropriate behavior.
5. The Crisis Management Team will be notified of the reported incident and will become involved in reviewing, evaluating, and making recommendations on the student's behavior to all involved parties.
6. The Vice President of Academic Affairs will be notified about all reports and actions involving behavior in the classroom. The student's professors/faculty, affected by her/his behavior, will be informed of actions taken and decisions reached.

¹ Approved by General Faculty on 04/30/2010

Class Rolls/Class Size

Class Rolls

Federal Financial Aid policy requires institutions to verify student attendance and to return aid for students who do not attend during the verification period. Failure to accurately report student attendance can cost the institution tuition dollars, and it can negatively impact the student's financial aid. Faculty members are responsible for accurately verifying and reporting attendance/participation by the verification deadline determined and announced by the Registrar's Office. Verification of attendance/participation is reported in RAIN using the midterm grade form. Instructors must also report to the Registrar's Office the names of any students not on the midterm grade list who are attending/participating in class.

Students who are not verified as attending will be administratively withdrawn from the course and will not receive financial aid to pay for the course, but will still be obligated to pay for the course. Students who are attending but not verified will also not receive financial aid for the course but still be obligated to pay for it. Therefore, instructors have a responsibility to carefully take and report attendance following the instructions and timeline provided by the Registrar's Office each term. Instructors must also respond to requests for clarification of attendance from the Registrar's to resolve any inconsistencies identified in a

timely manner.

Class Size

Academic deans and department chairs, in conjunction with their faculties, determine realistic class sizes, based on the nature of each course and the size of the facility.

¹GSW Credit Hour Policy

Georgia Southwestern normally grants one semester credit hour for 50 minutes of instruction per week for 15 weeks; therefore, a typical three credit hour lecture class meets for 150 minutes per week. In addition, it is expected that the typical student will need to prepare for approximately 100 minutes per week outside class for every semester credit hour; therefore, a typical three credit hour lecture class will require approximately 300 minutes preparation per week.

Exceptions to this contact time expectation are made for classes in which the faculty has judged that more contact time is required to meet the learning outcomes of the class. For example, in task-oriented classes, such as studio classes, laboratories, clinical classes, classes with required field experience, and internships the contact time may be closer to the combination of contact and preparation time expected for a lecture class.

Similarly, in distance education classes, each credit hour represents approximately 150 minutes of activity per week; therefore, a typical three credit hour distance education class will require approximately 450 minutes of activity per week.

The hour designation is X-Y-Z, found at the end of the course's description in the GSW Bulletin. X is the lecture contact time per week; Y is the lab or studio contact per week; Z is the credit hours. A typical three semester hour lecture class will appear as 3-0-3, while a typical science lab will be 0-3-1, and a typical physical education activity course will appear as 0-2-1.

¹ Approved April 4, 2012 by Deans/Directors Council
Approved April 20, 2012 by the Committee on Academic Affairs
Approved April 25, 2012 by the Faculty Senate
Approved by April 27, 2012 by General Faculty

Assignment of Grades

It is the responsibility of each faculty member to determine the requirements for each grade in each of his or her courses. It is also the responsibility of the faculty member to inform the students enrolled in a course of the expectations and requirements which must be met in order to earn each grade. The students must be informed in writing of the requirements as specified in the section of this handbook entitled, "Information Provided by Faculty Member for Students (III, D.)." **It is the responsibility of faculty to submit midterm and final grades for all courses by the published deadline.**

Changing the permanent record of a student is a serious matter; consequently, a faculty member should be especially careful in determining a grade for a student and should request a change of grade only when it is clearly justified. If a change is justified, it must be requested on a "Change of Grade" form with clear justification given; and it must be approved by the department chair and the dean of the school.

The following statement governs the matter of an administrator changing the final grade (A, B, C, D, F, S, U, WF, or P) assigned by an instructor:

1. The award of final grades to students for academic work represents an essential element of academic freedom. When an academic administrator is asked to review or change a grade which represents the substance of a genuinely academic decision, the administrator must give great deference and weight to the professional judgment of the faculty member awarding the grade.
2. A faculty member must have the widest range of discretion in making judgments regarding the academic performance of a student and in determining the student's entitlement to a final grade for academic work.
3. An academic administrator may not override or change a grade unless it is a substantial departure from accepted academic standards and practices. Any changes of grade can be made only after a reasonable attempt has been made at consultation with the faculty member who originally assigned the grade.
4. A faculty member who wishes to appeal the decision of an academic administrator to override or change a final grade may appeal that decision in writing through levels of supervision.
5. Assign a grade of "F" at the end of the term. The instructor must enter the last date of attendance on the final grade form in RAIN for every student who earns the grade of

"F". The Department of Education requires this documentation for all students receiving federal financial aid funds.

Incompletes

An "I" indicates that the student was doing satisfactory work and had completed most of the course requirements, but was unable to complete the course before the end of the term due to unforeseen non-academic reasons, such as a serious accident or illness during the last week of the term. If the deadline to withdraw without penalty has passed and a substantial amount of the course requirements are outstanding, the student may appeal for withdrawal for non-academic reasons, but should not be given an incomplete. The individual faculty member assigning the "I" must document the work to be completed. A completed copy of the form "Incomplete Grade Assignment," along with an explanation of what work must be completed before a grade can be assigned must be submitted to the academic dean/department chair at the time a grade of Incomplete (I) is assigned, and a copy must be attached to the "Change of Grade" form when the "I" is cleared.

, A faculty member who assigns a grade of "I" must submit a "Change of Grade" form before the end of the following term whether or not the student is enrolled; otherwise, the incomplete will be recorded as "F". An extension for completing an incomplete beyond one term may be granted by the Vice President for Academic Affairs at the written request of the instructor. The extension must be requested prior to the end of the term of original extension.

Attendance Policy

Students are expected to attend all classes. If an absence is necessary, the student is responsible for notifying his/her instructors. All attendance policies and penalties must be included in the syllabus distributed to students no later than the first week of classes. Excessive absences may result in the student receiving a grade of "F". Students with excessive absences may be subject to disciplinary suspension from the University. In a case involving possible suspension, the Dean for Students shall refer the case to the Faculty Student Judiciary upon the request of the student.

Policy for University Sanctioned Events

A student who is absent from a class as a result of representing the institution at a University-sanctioned event will not be penalized for the absence. In these cases, the student will be given an opportunity to complete any work that may have been missed as a result of the absence. It is the student's responsibility to notify the instructor in advance of an anticipated absence.

For an event to be sanctioned by the University, approval by the Office of Academic Affairs must be obtained in advance of the event.

Student Absence Policy for Ordered Military Duty

For the purpose of this policy, ordered military duty shall mean any military duty performed in the service of the State or the United States, including, but not limited to, service schools conducted by the armed

forces of the United States.

Instructors may not penalize students who must miss class for ordered military duty. Such students will be given an opportunity to complete any work missed as a result of the absence. The student should provide documentation of the ordered military duty in advance of the absence and make arrangements with the instructor to make up missed work. For service or training requiring excessive absences or the inability to complete a semester's work, the student may be eligible for Military Withdrawal from the course and the student should be referred to the Registrar.

Roll Verification

It is the responsibility of the faculty member to document student absences/non-participation during the roll verification period published by the Registrar's Office. Each instructor will carefully note attendance/participation on the roll verification form in RAIN by the published deadline and will notify the Registrar's Office on any changes in attendance/participation after the verification period. When teaching online, it is the responsibility of instructors to require a level of participation by students that would allow the instructor to confidently determine if a student should be counted as having "attended" or "participated" in the course. The syllabus should clearly indicate what it is a student must do to be verified.

Instructors are also expected to correct any errors in the roll verification and respond quickly to inquiries made by the Registrar's Office concerning student attendance. Failure to do so can result in serious consequences for students and for the institution.

Please note the following:

- Students who attend/participate in none of the classes for which they are registered during the verification period and who do not inform their instructors of their intentions to remain in their courses will be administratively withdrawn from the University and accrue no charges. .

Students who attend/participate in some of their courses during the verification period, but not all, will be withdrawn from courses for which they have been verified by the instructor as not attending/participating will lose any financial aid for the course they might have otherwise been eligible for and be financially responsible for paying for some portion of the courses they have not attended. for those classes and may lose financial aid for •

No refunds will be issued for nonparticipation withdrawals unless it results in a complete withdrawal from the University.

1.

Final Examination Schedule

A final examination schedule for each term is developed and distributed by the Office of the Academic Affairs for undergraduate and graduate courses offered on campus. This schedule should be adhered to by all faculty members. If a separate examination is given on the laboratory phase of a course, it may be scheduled on the laboratory period immediately prior to the regular examination schedule. Off campus course examinations will be scheduled by the faculty member with the approval of the academic dean who will insure that adequate instructional time has been completed. Area Teacher Education Service course examinations will be given at the last scheduled meeting of the class.

Exceptions to the above policy should be discussed with and approved by the appropriate academic dean or department chair. Then the request should be made in writing to the Office of Academic Affairs. The written approval from the Office of Academic Affairs must be received before departing from the regular examination schedule.

Textbooks

Textbook orders should be turned in to the Campus Bookstore by department heads and are due on the date published by the University Bookstore

Textbook adoptions may be submitted online at the following web address:

http://www.gswbookstore.com/site_faculty.asp?. The bookstore will confirm each order once it is received. y. Copies of department orders may be requested by the Vice President for Academic Affairs.

The bookstore website has an online searchable database available for faculty and students. This search will return information about the textbooks being used for courses for which adoptions were received by the Campus Bookstore. The link for the searchable database is http://www.gswbookstore.com/site_faculty.asp?.

It shall be the duty of the department heads to notify the textbook manager in writing at the time the adoption is placed whether such books will be used for subsequent terms. At the end of each term the Campus Bookstore will provide a list of these textbooks to a wholesale buyer so that books being used the following term can be purchased from students for resale to the bookstore.

Faculty members who wish to change texts which are used by more than one faculty member should discuss the proposed change with the department chair or academic dean and the other faculty members involved.

Desk copies of a textbook should be ordered from the publisher by the department. Desk copies can be purchased from the Campus Bookstore, but the department will be charged the retail price. A signed internal requisition must be submitted to the bookstore at the time of the purchase. If the book is returned to the bookstore in saleable condition before midterm of the term in which it was purchased, a credit memo will be issued for the full amount. Requisition forms and desk copy forms may be obtained from the academic dean or department chair.

Instructional Materials

School and departmental budgets provide funds for supplies, equipment, and other instructional materials. This fund is administered by the academic dean or department chair. Instructors should list their needs and submit the list to the dean/chair. The dean/chair in turn will complete the proper Departmental Purchase Request form and route it accordingly. The dean/chair will normally have a supply of paper, pencils, etc., for distribution to his/her faculty upon request.

Adoption of a New Course or a New Program

A new undergraduate program proposed by a school or department must be approved by the Committee on Academic Affairs. A new graduate program proposed by a school or department must be approved by the Graduate Council. The new program will then be presented through the Faculty Senate for consideration by the entire faculty. Programs approved by the faculty must be submitted to the Chancellor for action by the Board of Regents. New undergraduate and graduate courses proposed by any school or department must be presented to the Committee on Academic Affairs and Committee on Graduate Affairs respectively, and when it pertains to teacher education programs, to the Committee on Teacher Education.

Policies and Procedures of the Committee on Academic Affairs

I. The Committee on Academic Affairs (henceforth CAA or the Committee), as provided for in the “Statutes,” is a standing committee in the faculty and administration shared governance system of the University. It is responsible for approving substantive change to the curriculum, reviewing academic policies, and overseeing academic advisement.

II. The President appoints the members of the CAA annually. The Committee is composed of about 15 active faculty including the Academic Vice President, the Associate Vice President for Academic Affairs, the University Registrar and two student government members. Ex-officio members and student members are full voting members. The Associate Athletic Director and Compliance Coordinator is a non-voting ex-officio member of the committee. The Committee elects the Committee Chair and Secretary annually. As defined by the Statutes, Chairs are to be elected from faculty members with previous service on the Committee.

III. The Committee’s policies and procedures:

1. An electronic copy of requests to add a course or program, to revise a course or program, or to deactivate a course or program must be sent to the CAA Chair at least 10 days prior to a scheduled meeting; request forms may be found at <https://gsw.edu/Academics/Academic-Affairs/Academic-Affairs-Committee>. One hard copy of any proposal, containing all necessary signatures, should also be sent to the CAA chair; this is the official copy of the proposal. Only the head of an academic or administrative unit may submit proposals; individual faculty may not submit course or program proposals except through their unit head. Proposals for the addition of new programs must be submitted to the Deans’ and Directors’ Council prior to submission to the CAA.
2. The CAA Chair distributes electronic copies of the proposals, along with an agenda and minutes of the previous meeting, to the Committee members.
 - a. Proposals are sent to committee members at least one full work-week before the meeting in order for the members to consider them carefully. This procedure may be suspended item by item by majority vote at the meeting.
 - b. Copies of the proposals, agenda, and minutes are sent to each school Dean prior to each meeting.
3. The same forms are to be used for submissions to this Committee, the Teacher Education Council, and to the Committee on Graduate Affairs.
 - a. The Committee on Graduate Affairs has responsibility for the graduate courses, programs, and policies.
 - b. All courses, programs, and policies pertaining to undergraduate teacher certification programs should be approved by the Teacher Education Council before submission to the Committee.
 - c. Course changes may be submitted for file purposes only. Examples of “Submissions for File” include changes to course name or number where the course remains substantially the same. New course outlines with the changes need to be submitted along with the course change proposal. Revisions “Submitted for File” are not put to a vote but

recorded in the minutes and forwarded along with approved proposals, although the Committee may decide that a proposal is a substantive change and return it for resubmission before putting it to a vote.

4. Proposers or their designees are required to attend the meeting when the Committee considers their proposals. Proposers or their designees attend in order to respond to any questions the Committee might have about the proposal. If the proposer or his or her designee is not in attendance, the Committee will table the proposal. The proposer or designee does not have the right to make a presentation but may be invited to do so by the Chair.
5. Meetings are conducted according to Robert's Rules, current edition.
6. A quorum is a majority of the members working on campus that term.
7. The minutes from the previous meeting are considered first and approved. Next, a date for the next meeting is agreed upon. Although not according to Robert's Rules, the Chair with the informal agreement of the Committee may change the order of the agenda.

8. As provided in the Statutes, there are three standing subcommittees of the CAA: Academic Advisement, Academic Policies, and General Education Review. The CAA Chair appoints sub-committee members and the sub-committees themselves elect subcommittee chairs.
 - a. The Academic Advisement Sub-committee oversees academic advisement.
 - b. The Academic Policies Sub-committee reviews academic policies.
 - c. The General Education review Committee reviews annual assessment reports on general education outcomes attainment.
9. Instructions for filling out forms may be found at <https://gsw.edu/Academics/Academic-Affairs/Academic-Affairs-Committee>.
10. Some proposals must be submitted to the Faculty Senate and a General Faculty meeting for approval.
 - a. Proposals that must go to the Faculty Senate and the Faculty include new programs, substantive program changes, establishment of or substantive revision in policies, and all changes in the Core Curriculum, Physical Education requirements, and UNIV 1000.
 - b. Proposals that do not need to go to the Faculty Senate include new courses, course revisions, minor program revisions (as a change in major elective choices), and minor policy changes. For example, the establishment of a policy to allow CLEP credit and the establishment of passing scores for all accepted tests would need approval of the Senate and Faculty, while a proposal to change some passing scores would not.
 - c. The Committee may decide to submit other items to the Faculty Senate based on such factors as the nature of the change, or number of students affected.
11. If a proposal is approved, the Chair will sign and date on the appropriate line of the proposal form.
12. Following the meeting, the Chair will assemble packets of the agenda, approved minutes of the previous meeting, and copies of all proposals. The packets are forwarded to the Office of Academic Affairs, the Registrar, and to the James Earl Carter Library for file.

Distance Education Policy

Georgia Southwestern State University is committed to providing personalized and challenging educational experiences that stimulate intellectual inquiry by means of learner-centered approaches. To achieve these ends, the University offers distance education opportunities that comply with the principles of good practice formulated by the Western Interstate Commission for Higher Education (WICHE) and accepted by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). This statement details the areas of good practice to which the University is committed.

DEFINITION:

This University defines distance education as a formal educational process in which the majority of the instructional interaction occurs when student and instructor are separated geographically. Instruction may be synchronous or asynchronous. Distance education includes various means of delivering courses via computer technologies. This policy shall apply to all credit-bearing courses and programs offered through distance education at Georgia Southwestern State University.

CURRICULUM AND INSTRUCTION:

The University's faculty assumes responsibility for and exercises control over distance education, ensuring both the rigor of programs and the quality of instruction. Furthermore, the faculty recognizes that Distance Education implies course design that utilizes the advantages of the delivery medium to achieve course objectives. The University ensures that the technology available to course designers is appropriate to the nature and objectives of its programs and ensures that materials, programs and courses are current.

Georgia Southwestern State University's policy regarding intellectual property is consistent with the University System of Georgia's recommendations.

FACULTY SUPPORT:

The University is committed to providing appropriate faculty support services specifically related to distance education. Institutional support includes, but is not limited to, providing adequate and up-to-date technology, providing appropriate technical assistance, such as help and training, and compensating faculty for the development of courses designed to be delivered at a distance. Faculty teaching distance education courses (including online courses) must provide students with an email address or a phone number. Each syllabus should contain an indication of how quickly students may expect a response. (4.8.2.4.2)

The University assesses the impact of distance education on faculty workload to ensure that distance education and traditional instruction can be usefully compared. The University recognizes distance education course development as valid scholarship for the purpose of tenure and promotion.

STUDENT SUPPORT:

The University is committed to providing distance education students with the same range of student services it provides to traditional classroom students, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling. The University also provides adequate means for resolving any complaints that distance education students may have (See *GSWeathervane* at <https://gsw.edu/campus-life/resourcesinformation/studenthandbook/student-complaint-procedures-for-academic-issues>). The University provides students with advertising, recruiting, and admissions information that adequately and accurately represent the programs, requirements, and services available.

In addition, the University ensures that students admitted to distance education programs possess the knowledge and have access to equipment necessary to use the technology employed in the programs. The University provides aid to students who are experiencing difficulty using the required technology, including but not limited to help desk facilities to augment faculty assistance (See website for distance education at <http://www.gsw.edu/admissions/ugorientation.html>).

LIBRARY AND LEARNING RESOURCES:

The University ensures that students have access to and can effectively use appropriate library resources. In addition, the University monitors whether students make appropriate use of learning resources.

COMMITMENT TO SUPPORT:

Georgia Southwestern State University is committed to securing the funding necessary to provide the support to Faculty and Students enumerated above.

EVALUATION AND ASSESSMENT:

The University assesses student capability to succeed in distance education programs and applies this information to admission and recruitment policies and decisions.

The University evaluates the educational effectiveness of its distance education courses and programs by focusing on student learning outcomes, student retention, and student satisfaction to ensure comparability to campus-based courses and programs.

The University ensures the integrity of student work and the credibility of the degrees and credit awarded by being aware of and prepared for the opportunities for academic dishonesty afforded by distance

education.

COMPUTER-ENHANCED INSTRUCTION:

Georgia Southwestern State University acknowledges that synchronous and asynchronous computer technologies are also used in education where the majority of the instruction takes place in a traditional classroom setting. Such computer-enhanced instruction should be considered when applying areas of this policy, such as Curriculum and Instruction, Faculty and Student Support, Library and Learning Resources, and Evaluation and Assessment.

GeorgiaVIEW LMS Technical Support Policy

(in the part VI. Academic Affairs Policies (Committee on Academic Affairs) of the Faculty Handbook)

Instructional Technology will provide technical support to Faculty and Staff members who wish to use the GaVIEW Desire2Learn (D2L) learning management system.

Each semester courses are automatically created in GaVIEW via the Banner process for every instructor who is teaching a course. This is true for in-class and on-line courses. This will make it possible for instructors who are not teaching on-line courses to use GaVIEW as a supplement to their traditional classes.

Instructional Technology offers online tutorials and workshops on GaVIEW D2L. These tutorials and workshops cover the various tools available to help organize and manage a course, including file transfer, quiz management, posting course notes, managing students and use of the grade book. Instructors are welcome to bring any items they need incorporated into their courses.

It is the faculty member's responsibility to set up and maintain their course. This includes but is not limited to: putting up course content, creating quiz modules and posting other instructional material. Instructional Technology will work with faculty members to ensure that they have the ability to perform these duties. Instructional Technology will also provide one-on-one training as needed.

Support for GaVIEW D2L is available on a 24x7 basis via the [D2L Help Center](https://d2lhelp.view.usg.edu/) (<https://d2lhelp.view.usg.edu/>) (DHC). The DHC link is available on the GaVIEW Home page. The Center is designed to answer all questions regarding GaVIEW D2L from a Designer, Instructor, or Student perspective. This service can be accessed anytime, from anywhere. The on-line support center has technicians standing by to answer questions online via online chat or phone. They also have an extensive knowledge base that offers information and solutions for commonly asked questions or frequent problems encountered by GaVIEW users.

The GSW GaVIEW log-in page has a number of resources available for faculty and students including:

- Information and instructions on how to log in to GaVIEW D2L
- Browser checker on the GaVIEW login page
- GaVIEW Student Orientation
- Faculty Resources page with tutorials, useful links, and faculty development materials
- D2L Help Center and GSW GaVIEW help links
- Downloads page with the downloadable software
- GaVIEW Maintenance schedule
- Link to the Respondus (third party software) website
- Announcements - This section will inform faculty/staff and students of any updates concerning GaVIEW

There are also Desire2Learn tutorials available after logging in to GaVIEW including the following on-line courses:

- D2L Self Paced Tutorial for faculty
- D2L Student Tutorial for students

Information for help from GSW is also available via e-mail at gaview@gsw.edu. This email address is

active during normal business hours.

Instructional Technology offers technical support by phone and email and will work with faculty members to resolve any problems they encounter with GaVIEW D2L. The contact information is as follows:

Contact: Alla Yemelyanov
Phone: 229-931-2969 or 229-931-2074
Email: gaview@gsw.edu

¹Substantive Change Policy

Definition (taken verbatim from SACSCOC Policy Statement): Substantive change is a significant modification or expansion of the nature and scope of an accredited institution. Under federal regulations, substantive change includes.

- Any change in the established mission or objectives of the institution
- Any change in legal status, form of control, or ownership of the institution
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation.
- A change from clock hours to credit hours
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program
- The establishment of an additional location geographically apart* from the main campus at which the institution offers at least 50 percent of an educational program.
- The establishment of a branch campus
- Closing a program, off-campus site, branch campus or institution
- Entering into a collaborative academic arrangement such as a dual degree program or a joint degree program with another institution
- Acquiring another institution or a program or location of another institution
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution
- Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution's programs

***Note that in this context "geographically apart" also refers to distance education programs.**

Any academic or administrative unit at GSW that plans to implement a change to an academic program that will be substantive as defined above must insure that the proposed change or changes have received approval from the GSW's SACSCOC Liaison, the appropriate faculty committee(s), the Faculty Senate, the Faculty, and the Board of Regents, if applicable, in sufficient time to allow prompt notification of SACSCOC. Since SACSCOC notification for changes such as degree level change and initiation of a new

location are required one year in advance of program implementation, programs need to plan accordingly. Most other forms of substantive change require notification six months prior to implementation, and therefore, changes proposed for implementation fall term of a given academic year, must have been approved at the Fall General Faculty meeting in the year prior to implementation. Similarly, changes proposed for implementation in the spring term of a given academic year must be approved at the Spring General Faculty Meeting in the year prior to implementation. Any proposed substantive change must be approved by GSW's SACSCOC Liaison before submission to the appropriate faculty committee(s).

¹ Approved by GSW Faculty 04/27/12

Records Retention Policy for Faculty

1. Key principles of confidentiality for student records.
 - a) The Family Educational Rights and Privacy Act (FERPA) states that student information must be kept confidential. In short, faculty can discuss a student's grades privately with each individual student, but are not allowed to share grades with the student's friends, family members, or other students. Students must sign a waiver form before grade information can be shared with parents or guardians.
 - b) Minor students: The grades and records of students who are minors must be kept confidential according to FERPA guidelines. Like adult students, waiver forms must be signed before grades and other student information can be shared with parents or guardians.
 - c) High school students in dual-enrollment classes have signed waiver forms that permit the sending of final grades to the high school's Registrar and/or Guidance Counselor. Midterm grades are not covered by this waiver. Midterm grades should only be sent to the high school if the student has a waiver form on file with the Registrar that allows midterm grades to be sent to the high school.
 - d) Information that must be kept confidential includes (but is not limited to):
 - Grades and coursework: Exams, term papers, and projects.
 - Records of daily attendance.
 - Personal information: Addresses, telephone numbers, email, and student ID numbers.
2. Storage of student records: The need for confidentiality requires that records must be retained, stored, and destroyed in a secure manner. The goal is to prevent possible breaches of confidentiality.
 - a) Electronic records
 - All electronic forms of student records (e.g., spreadsheets) must be stored on systems that are password-protected. The following systems are approved and recommended for storing student grades:
 - Password-protected faculty computers
 - Networked storage from GSW
 - Course management systems (examples: GeorgiaView, online systems from textbook publishers)
 - Turnitin.com, LiveText, and similar online educational services that have password protection.
 - Encryption: Encryption makes it more difficult for unauthorized people to view confidential documents. The use of encryption for student records and information is highly recommended and should be used whenever possible. The following examples are encrypted systems:
 - Networked storage from GSW
 - The GeorgiaView online system
 - Electronic documents should not be stored on systems that can be easily accessed by other people. The following storage formats are unsuitable for the storage of student records:
 - Removable storage media (examples: USB memory drives, CD-ROMS, floppy disks, and

zip drives) are inherently insecure because they are portable. They can be easily lost or stolen. Data storage on removable media should be avoided or minimized whenever possible. If data must be stored on removable media, encryption of the data is recommended.

- File sharing and Internet-based file storage systems that are unencrypted.
- Data segregation: Work files (e.g., Powerpoint presentations, student grades) and personal files (e.g., family photos) must have segregated data storage. USG policy does not specifically forbid the storage of personal files on work computers. However, personal files should be stored in a different location than work files in order to prevent possible mix-ups of work and personal information.
 - Data segregation example: Store all work-related files in the "my documents" folder of the computer's hard drive. Store all personal files in a "personal" folder that is not inside the "my documents" folder.

b) Paper records: Paper records (examples: grades, exams) should be stored in filing cabinets that are in locked rooms. The filing cabinets should be locked preferably. Paper records should not be kept in areas where students or student workers might be able to access them.

3. Communication of student records.

- a) An individual student's grades can be communicated to him/her through:
- Paper records handed directly to the student.
 - The grade book features of password-protected course management systems (example: GeorgiaView).
 - The email feature of course management systems (example: GeorgiaView).
 - Online educational systems that are password-protected (examples: Turnitin.com, LiveText).
- b) The following means of communication are insecure, therefore, unacceptable:
- Posting grade lists on an office door is insecure. Even when names are not used, students may be able to determine the grades of other students. Do not post lists of student grades on paper in public places.
 - Sharing grades over the telephone is insecure because there is no way to verify the identity of the person to whom one is speaking.
 - Unofficial email addresses (example: hotmail.com or yahoo.com email addresses) are insecure because there is no way to verify the identity of the people who own these email addresses.

4. Retention of student records.

a) GSW policy on student coursework records (e.g., exams, home work, term papers, quizzes, etc.) is that these materials should be retained for at least one term after completion of the course except for grades that are contested.

- Reference: Page 110, #38 of the USG Records Retention Series A.

b) For program assessment, grade and other coursework information can be retained for the period of assessment without identifying information.

c) If grades are contested, the coursework records must be retained until the grade dispute is resolved.

- Reference: Page 110, #38 of the USG Records Retention Series A.

d) Final grades will be stored by the Registrar's Office. There is no need for faculty to keep long-term records of final grades. These records should not be retained by faculty members.

Reference: Page 107, #26 of the USG Records Retention Series A.

5. Destroying student records.

- a) When the retention policy has expired (see #4 above), all student records in the faculty member's possession should be destroyed.
 - Electronic records: These should be deleted from the computer hard drive or the network drive.
 - Paper records: These should be destroyed through shredding.
- b) Grades and other student records that are stored on the GeorgiaView system should be destroyed in accordance with the GeorgiaView and online learning policy.
- c) Records in other proprietary systems (e.g., turnitin.com) are governed by user agreements. For example, students who submit papers to turnitin.com agree to turnitin.com's privacy agreement.
 - turnitin.com's privacy pledge
 - turnitin.com's statement on legality, ethics, and FERPA compliance

6. Access to records and computer networks.

- a) Records and other sensitive data must be preserved in locations that cannot be accessed by students, student workers, and the general public.
- b) Classroom computers: Steps should be taken to prevent students and other unauthorized users from accessing computers and the network.
 - Faculty should log off or shut down classroom PCs when the class is finished. Leaving classroom PCs on and logged into the network makes network resources available to students and other unauthorized users.
 - Empty classrooms should be locked whenever possible to prevent unauthorized access.
- c) Faculty offices: Faculty should lock their offices when they are not present in order to prevent possible access to confidential material.

7. Miscellaneous records that need to be

secured. a) Advisement records that contain

student grades

- Any electronic files (example: spreadsheets) and paper records (example: midterm grade reports) used for advisement should be maintained similarly to course materials described above.
 - Midterm grade reports should be used to identify advisees who are struggling. Reports should be destroyed through shredding.
 - Advisee information on forms such as graduation checklists should be periodically reviewed for old or outdated files. Old electronic files and paper records should be destroyed.
- b) Other records that should be treated in the same manner as course data (secure storage of electronic and paper documents) include:
- Scholarship and award applications
 - Job candidate records (e.g., letters of reference, grade transcripts)

Concerns about the Current Process for Resolving Academic Dishonesty Issues

- Lack of guidance about what constitutes evidence of a violation (i.e., the faculty member's policy is not evidence of a violation)
- Distinction between first time offenses and serial offenses (especially since second offenses and beyond could result in expulsion)
- Charge for the Conduct Board (i.e., what is the board to do?)
- Requirements for keeping parties informed on recommendations of hearing board
- New BoR Standards for Disciplinary Proceedings, especially disciplinary proceedings that might result in expulsion
 - Due process concerns
 - Training of hearing boards required
- Lack of oversight of faculty policies

Proposed Remedies

- Revision of the Process for Resolving Academic Dishonesty Issues
- Creation of Academic Integrity Board to hear only academic dishonesty cases

Process for Resolving Academic Dishonesty Issues (Current)

Instances of academic dishonesty are a serious violation of community standards for academic integrity and may result in suspension or expulsion from GSW. While faculty members have the primary responsibility for establishing the parameters of academic integrity in the academic situations they supervise, it is the responsibility of all members of the GSW academic community to report suspected instances of academic dishonesty. Therefore, any member of the GSW academic community can lodge an academic dishonesty complaint with GSW's Student Conduct Officer.

Any member of the academic community who has evidence of academic dishonesty should report his or her suspicion and evidence to the faculty member of the student(s) believed to be in violation of the policy. The faculty member is then responsible for responding, and if she or he has adequate evidence, may file an Academic Dishonesty Violation Report with the Student Conduct Officer.

Faculty Reporting

If an instructor discovers a case of academic dishonesty, he or she may impose whatever penalty is deemed appropriate by the faculty member, given the standards and expectations shared with students in that course (including but not limited to rewriting assignments, failure on the assignment, or failure in the course). The faculty member has the final word for how the incident will be handled in his or her own classroom.

All incidents of academic dishonesty will be reported to the Student Conduct Officer using the Academic Integrity Violation Report Form which asks for a description of the incident, a copy of the faculty member's written policy on academic dishonesty, the penalty imposed by the faculty member, and the student's signature indicating the faculty member met with the student about the incident and explained the consequences.

The Student Conduct Officer will keep on file all Academic Integrity Violation Report forms. When a new report is received, the Student Conduct Officer will review the record to determine if the student has any other academic integrity violations on file. A first offense will be filed, but no action will be taken by the University unless the student chooses to dispute the charge, at which time the Student Conduct Officer will call for a hearing of the Faculty-Student Conduct Board. If the student has two or more violations on file, the Student Conduct Officer will automatically call for a hearing of the Faculty-Student Conduct Board, and the faculty member may be asked to submit further documentation of the violation.

The Faculty-Student Conduct Board will hold a hearing to determine if the student should be found in violation of the academic integrity policy and recommend a course of action to the Vice President for Academic Affairs. Only in cases where a student is exonerated of accusations of academic dishonesty can a grade be appealed through the grade appeal process. If the Faculty-Student Conduct Board determines the student to be in violation of the academic integrity policy, the Student Conduct Officer will then share with the Board any additional information concerning the number and types of prior violations, which the Board may consider when making sanction recommendations. The Faculty-Student Conduct Board will provide in writing its decision on the case and sanction recommendations to the Vice President for Academic Affairs. Sanctions may range from educational, such as assignments which require the student to research the topic of academic integrity or speaking to the UNIV 1000 classes about academic integrity, to more serious including probation, suspension, or expulsion.

The Vice President for Academic Affairs will notify the student and faculty member of the outcome of the case and of any University sanctions imposed. If sanctions include suspension or expulsion, the student's Department Chair and/or Dean will also be notified. A student may not withdraw from the course in which an accusation has been made during the student conduct process. Students accused of academic dishonesty are entitled to the due process rights outlined in the Student Conduct Process of GSW.

Process for Resolving Academic Dishonesty Issues (Proposed)

Instances of academic dishonesty are a serious violation of community standards for academic integrity and may result in suspension or expulsion from GSW. While faculty members have the primary responsibility for establishing the parameters of academic integrity in the academic situations they supervise, it is the responsibility of all members of the GSW academic community to report suspected instances of academic dishonesty. Therefore, any member of the GSW academic community can lodge an academic dishonesty complaint with GSW's Student Conduct Officer.

Any member of the academic community who has evidence of academic dishonesty should report his or her suspicion and evidence to the faculty member of the student(s) believed to be in violation of the policy. The faculty member is then responsible for responding, and if she or he has adequate evidence, may file an Academic Dishonesty Violation Report with the Student Conduct Officer.

Faculty Reporting

If an instructor discovers a case of academic dishonesty, he or she may impose whatever penalty is deemed appropriate by the faculty member, given the standards and expectations shared with students in that course (including but not limited to rewriting assignments, failure on the assignment, or failure in the course). The faculty member's syllabus policies will establish how the violation will be handled in his

or her own classroom, if the student does not contest that a violation occurred or if the Academic Integrity Board confirms that a violation has occurred.

All incidents of academic dishonesty will be reported to the Student Conduct Officer using the Academic Integrity Violation Report Form which asks for a description of the incident, a copy of the faculty member's written policy on academic dishonesty, evidence that a violation has occurred, the penalty imposed by the faculty member, and the student's signature indicating the faculty member met with the student about the incident and explained the consequences.

The Student Conduct Officer will keep on file all Academic Integrity Violation Report forms. When a new report is received, the Student Conduct Officer will review the record to determine if the student has any other academic integrity violations on file. A first violation will be filed, but no action will be taken by the University unless the student chooses to dispute that a violation has occurred. If a student disputes that a first violation of this policy has occurred or the student has more than one violation on file, the Student Conduct Officer will call for a hearing of the Academic Integrity Board, and the faculty member may be asked to submit further documentation of the violation. All hearings of the Academic Integrity Board will be held in accordance with the due process procedures as specified in GSW's Conduct Code.

The Academic Integrity Board's first responsibility in a hearing is to determine if a violation of the academic integrity policy has occurred. In cases where a student is exonerated of accusations of academic dishonesty by the Academic Integrity Board, the student may appeal the faculty member's penalty through the regular grade appeal process. If the Academic Integrity Board determines the student to be in violation of the academic integrity policy and it is the student's first violation, no further action will be taken by the Student Conduct Officer. If the Academic Integrity Board determines the student to be in violation of the academic integrity policy and the Student Conduct Officer informs the Board that the student has previously violated the academic integrity policy, then the Board may consider recommending further sanctions. Recommended sanctions may be educational, such as assignments which require the student to research the topic of academic integrity or speaking to the UNIV 1000 classes about academic integrity, or may include probation, suspension, or expulsion. The Academic Integrity Board will provide in writing its recommendations on the case and sanction recommendations to the Vice President for Academic Affairs within five business days of the hearing.

The Vice President for Academic Affairs will notify the faculty member, who referred the case, of the Academic Integrity Board's recommendations, including any University sanctions imposed, within five business days, excepting any days when the Vice President of Academic Affairs is travelling on university business. After this communication with the faculty, the Vice President for Academic Affairs will issue the final outcome letter to the student, with a copy to the faculty, as well as any other appropriate academic records file, within five (5) days following the communication with the faculty. If sanctions include suspension or expulsion, the student's Department Chair or Dean will also be notified. A student may not withdraw from the course in which an accusation has been made during the student conduct process. Students accused of academic dishonesty are entitled to the due process rights outlined in the Conduct Policy. A student has the right to appeal the Vice President of Academic Affairs' decision to the President of the University.

Academic Integrity Board (AIB)

This language will appear in the Conduct Policy Document where hearing boards are described, not in the Faculty Handbook or Bulletin.

Responsibilities:

This board hears all matters relating to academic integrity violations and oversees the procedures and appeals associated with referred Academic Dishonesty cases.

The responsibilities of the Academic Integrity Board (AIB) would be: a) to determine whether violations of the Academic Integrity Policy have occurred; b) to investigate violations when the student disputes that a violation occurred; c) to make recommendations to the Vice President of Academic Affairs for further sanctions when a student has been found to have committed two or more violations of the Academic Integrity Policy; d) to review periodically the functioning of the Committee, including Standards of Academic Integrity and Procedures and Appeals to determine if changes are needed.

Membership

The AIB will consist of five faculty appointees, one appointed by the dean of each College or School, and three students, appointed by the Student Government Association. The Vice President of Academic Affairs will appoint one academic administrator to act as committee chair. Serving on the AIB is a serious commitment that may require significant time and training. Faculty members will serve a term of 3 years, and will agree to complete training in judging academic integrity violations and recommending additional sanctions annually. Student members will serve a term of two years, as long as they're in good academic standing and not on any sanction (higher than Warning) resulting from any type of conduct code violation, and will agree to complete training in judging academic integrity violations and recommending additional sanctions annually. The Chair of the AIB will serve in that capacity for a one year period with the possibility of yearly renewal.

Hearings

Hearings may be conducted by a quorum comprised of the AIB Chair, three faculty members, and two student members. A member of the AIB may be excused from a particular hearing when a conflict of interest is disclosed to the chair. In the event that an academic integrity violation is filed against a senior just prior to graduation and the student disputes that a violation has occurred, the chair of the AIB is empowered to convene an emergency hearing with all due speed.

Recommendation & Outcome Notification Process

The Academic Integrity Board will provide in writing its recommendations on the case and sanction recommendations to the Vice President for Academic Affairs within five business days of the hearing.

Appeal Process

A student has the right to appeal the Vice President of Academic Affairs' decision to the President of the University.



APPLICATION FOR GRADUATE FACULTY MEMBERSHIP

Academic Affairs

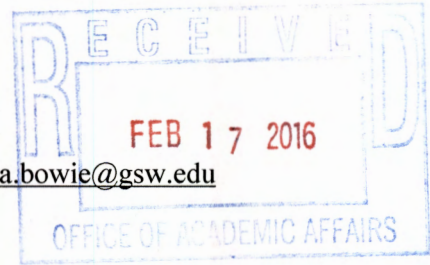
Name: Alanna L. Bowie

Department: Middle/Secondary Mathematics Education

Campus phone: 229-931-2487

Campus Email: alanna.bowie@gsw.edu

Highest degree held: Ed.D.



Is this a terminal degree in your teaching discipline? Yes

If not, please indicate other justification for graduate faculty membership. See faculty handbook, Section II, B, 1.

N/A

How have you demonstrated exemplary competence in teaching and mentoring of students?

I continuously research the current literature on education and seek additional resources to provide my students with a valuable and applicable learning experience. I commit myself in providing excellent customer service inside and outside of the classroom. I believe in building lasting professional relationships, which is one of reasons why I enjoy mentoring a young lady on the basketball team.

How have you demonstrated exemplary competence in scholarship and professional activities? See faculty handbook, Section II, B, 3.

My manuscript titled "The Relationship between Middle School Students' Mathematical Vocabulary and their Achievement in Mathematics" has been approved for the winter 2016 publication in the National Teacher Education Journal.

I am currently co-authoring an article for submission with Dr. Sheryl Venable titled "The Role of Customer Service in Teacher Education Programs."

I am honored to be participating in two upcoming presentations with fellow colleagues.

Dr. Queen Brown and I are conducting a presentation titled "Free, Quick, and Useful Ways to Integrate Technology into the Classroom" at the 38th Annual Conference and Exhibit for the Georgia Middle School Association in Columbus, Georgia.

Dr. Sheryl Venable, Dr. Margaret Lehman and I will be conducting a presentation titled "Incorporating Critical Thinking at the Elementary and Middle Grade Levels" for the 2016 Teaching Matters Conference at Gordon State College in Barnesville, Georgia.

On February 11, 2016, I conducted a presentation with a student at GSW for the Future Educators Association conference titled "Building Community Learners in the Higher Grades."

Additionally, I was privileged with an opportunity to judge high school students on their business proposals at the annual Future Business Leaders Association in February 2016.

Attach a current CV.

Based upon the evidence presented, we recommend this candidate for Graduate Faculty Membership.

Rachel Abblott

2/15/16

Dean

Date

Brian N. Allen

Feb. 22, 2016

Vice President for Academic Affairs

Date

Nominated by Graduate Affairs on 4-14-16

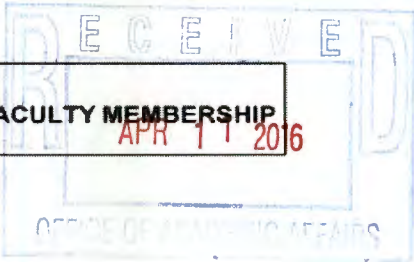
Margaret Lehman
Chair, Graduate Affairs

Elected by General Faculty on _____.



Academic Affairs

APPLICATION FOR GRADUATE FACULTY MEMBERSHIP



Name: Kailash Ghimire

Department: Mathematics

Campus phone: (229) 931-7350 Campus email: kailash.ghimire@gsw.edu

Highest degree held: Ph.D.

Is this a terminal degree in your teaching discipline? [checked] Yes [] No

If not, please indicate other justification for graduate faculty membership. See faculty handbook, Section II, B, 1.

N/A

How have you demonstrated exemplary competence in teaching and mentoring of students?

I am fortunate to have the opportunity to teach most of the undergraduate courses and a graduate course (Geometry for Middle Grade Teachers). I am also advising math majors with teacher certification.

How have you demonstrated exemplary competence in scholarship and professional activities? See faculty handbook, Section II, B, 3.

My research lies in the field of Infinite Dimensional Topology and Math Education. In addition to the paper and presentation mentioned in my cv, here are my recent research and professional activities:

I will be giving a presentation "Cellular Decomposition of Hilbert Cube Manifolds and Finding Codimension" in the international conference on Application of Mathematics to Nonlinear Sciences on May 2016.

I, Dr. Manoj Thapa and two faculties from other universities (One from Mercer University and One from University of North Georgia) are planning to conduct a research based on Test Wrappers. We are applying for IRB approval. IRB from Mercer University has been already approved. (Please see the attached Resume)

Based upon the evidence presented, we recommend this candidate for Graduate Faculty Membership.

Baris Peltzerger 4/12/16
Date
Brian U. Adler 4/12/16
Date
Vice President for Academic Affairs

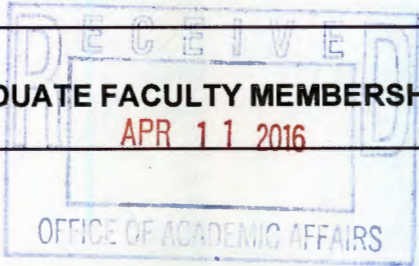
Nominated by Graduate Affairs on 4-14-16 Margaret A. Lehman
Chair, Graduate Affairs

Elected by General Faculty on _____



Academic Affairs

APPLICATION FOR GRADUATE FACULTY MEMBERSHIP



Name: Chadwick Gugg

Department: Mathematics

Campus phone: (229) 931-2358 Campus email: Chadwick.Gugg@gsw.edu

Highest degree held: Ph.D.

Is this a terminal degree in your teaching discipline? [checked] Yes [] No

If not, please indicate other justification for graduate faculty membership. See faculty handbook, Section II, B, 1.

N/A

How have you demonstrated exemplary competence in teaching and mentoring of students?

I have had strong course evaluations. For example, in my promotion and tenure file I noted that quantitative student opinionnaire surveys from Fall 2010 to Spring 2014 showed my overall average slightly exceeding departmental and university average for the same time period.

How have you demonstrated exemplary competence in scholarship and professional activities? See faculty handbook, Section II, B, 3.

In my career I have published five peer-reviewed papers in quality journals in my field and have another work in progress. Furthermore, I have completed three reviews of research papers for Zentralblatt Math and refereed five research papers.

Attach a current CV.

Based upon the evidence presented, we recommend this candidate for Graduate Faculty Membership.

Paris Peltzberger 4/11/16

Dean BU Allen 4/11/16

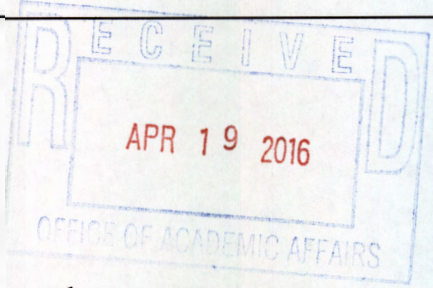
Vice President for Academic Affairs Date

Nominated by Graduate Affairs on 4-14-16 Margaret A. Lehman Chair, Graduate Affairs

Elected by General Faculty on _____



APPLICATION FOR GRADUATE FACULTY MEMBERSHIP



Academic Affairs

Name: Dongwen Qi

Department: Mathematics

Campus phone: 229-931-7351 Campus email: dongwen.qi@gsw.edu

Highest degree held: Ph.D. in Mathematics

Is this a terminal degree in your teaching discipline? Yes

If not, please indicate other justification for graduate faculty membership. See faculty handbook, Section II, B, 1.

N/A

How have you demonstrated exemplary competence in teaching and mentoring of students?

Served as an advisor of all math major students at GSW since 2009. Taught the graduate course "Statistics for Middle Grades" in Springs 2015 and 2016. Taught advanced math courses, including Modern Algebra I and II, Modern Geometry, Mathematical Statistics, Scientific Computations, Number Theory, for a number years to senior math students.

How have you demonstrated exemplary competence in scholarship and professional activities? See faculty handbook, Section II, B, 3.

My manuscript "Some remarks on the covering groups of a topological group" has been accepted to appear in Topological Methods in Group Theory in London Mathematical Society Lecture Notes Series, 2016. Gave presentations in the AMS Spring Southeastern Sectional Meetings in 2011 and 2015, Made a presentation at the Mathematics Department Colloquium, Central Connecticut State University, 2012.

Attach a current CV.



Based upon the evidence presented, we recommend this candidate for Graduate Faculty Membership.

Dean Boris Peltzverger 4/19/16
Date BU Allen 4/19/16
Vice President for Academic Affairs Date

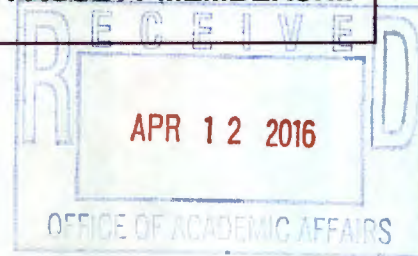
Nominated by Graduate Affairs on 4-21-16 Margaret A. Lehman
Chair, Graduate Affairs

Elected by General Faculty on _____



Academic Affairs

APPLICATION FOR GRADUATE FACULTY MEMBERSHIP



Name: Sheryl Venable

Department: Early Childhood, Reading, and Special Education

Campus phone: (229) 931-2169 Campus email: sheryl.venable@gsw.edu

Highest degree held: Ed.D.

Is this a terminal degree in your teaching discipline? Yes No

If not, please indicate other justification for graduate faculty membership. See faculty handbook, Section II, B, 1.

How have you demonstrated exemplary competence in teaching and mentoring of students?

I incorporate a variety of teaching methods in my courses including lecture, group work, discussion posts, projects and presentations. Students' group work, discussion posts, projects, and presentations are assessed. Other assessments include tests and end of class tickets.

How have you demonstrated exemplary competence in scholarship and professional activities? See faculty handbook, Section II, B, 3.

From 2012 until the present time, I have published articles, made presentations, and served as a reviewer.

Attach a current CV.

Based upon the evidence presented, we recommend this candidate for Graduate Faculty Membership.

Richel Allott 4/12/16

Dean Brian U. Allen 4/12/16

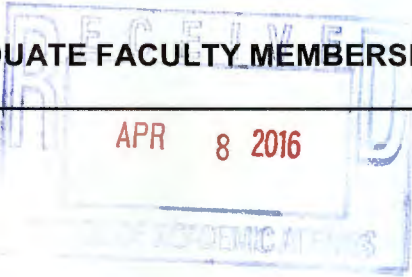
Vice President for Academic Affairs Date

Nominated by Graduate Affairs on 4-14-16 Margaret A. Lehman
Chair, Graduate Affairs

Elected by General Faculty on _____



APPLICATION FOR GRADUATE FACULTY MEMBERSHIP



Academic Affairs

Name: Milton Jeffrey Waldrop

Department: English and Modern Languages

Campus phone: 931-2182 Campus email: Jeffrey.Waldrop@gsw.edu

Highest degree held: Ph.D.

Is this a terminal degree in your teaching discipline? Yes No

If not, please indicate other justification for graduate faculty membership. See faculty handbook, Section II, B, 1.

How have you demonstrated exemplary competence in teaching and mentoring of students?

I have attained the rank of Full Professor at GSW. I consistently good high evaluations, both from students and supervisors. I have taught graduate courses at GSW. And I have received the Excellence and Commitment to Teaching Award (2014) given by the GSW Alumni Association.

How have you demonstrated exemplary competence in scholarship and professional activities? See faculty handbook, Section II, B, 3.

Served on a graduate thesis committee; taught Directed Studies Courses; mentored students in many ways, such as as Director of the Honors Program for 9 years. Given numerous papers to meetings of professional associations.

Attach a current CV.

Based upon the evidence presented, we recommend this candidate for Graduate Faculty Membership.

Dean [Signature]
Vice President for Academic Affairs [Signature]

Date 7 April 2016
Date 4/12/16

Nominated by Graduate Affairs on 4-14-16. Margaret A. Lehman
Chair, Graduate Affairs

Elected by General Faculty on _____