University of West Georgia
Faculty Senate Meeting
Minutes

February 17, 2012
Approved March 9, 2012

1) The meeting was convened in room 1-303 of the Technology-enhanced Learning Center and called to order by Chair Chris Huff at 3:00 pm.

2) Roll Call
   Present
   Bar (substitute for Ashford), Barnhart, Reigner (substitute for Bucholz), Chesnut, Deng, de Nie, Doyle, Gant, Halonen-Rollins, Hansen, Hasbun, Hatfield, Hodges, Jenks, Johnson, J., Johnson, M., Kassis, Kilpatrick, Kramer, Leach, Lloyd, Mitchell, Moffeit, Kawulich (substitute for Packard), Parrish, Pencoe, Ponder, Pope, Popov, Rumann (substitute for Ringlaben), Rutledge, Sanders, Schmidt, Pashia (substitute for Smith), Thomas, Thompson, Williard, Yeong,

   Absent
   Banford, Blair, Gezon, Hannaford, Mayer, Morris, Noori, Pitzulo, Samples, Snaith

3) Approval of the minutes of the January 20th meeting

Correction: Popov substituted for Senator de Nie and Popov was not attending as the newly elected senate seat vacated by Cox

Minutes were approved as corrected by voice vote.

4) Request for the following action items to be added to the agenda
   i) Undergraduate Programs Committee
      (1) Proposal to accept a revised Critical Thinking Overlay Approved Courses

Addition to agenda approved by voice vote

   ii) Graduate Programs Committee
      (1) Course: PTED 7242 Language-Minority & Culture
         Request: Delete
         Action: Approved

Addition to agenda approved by voice vote

5) Committee Reports

Committee I: Undergraduate Programs Committee (Chair, Dr. Camilla Gant)

Action Items:

A) College of Social Sciences
    1) Department of Political Science and Planning
        a) Program: B.A. Political Science
            Request: Modify; add Pre-Law Track (review attachment)
            Action: Approved

        b) Program: B.S. Political Science
            Request: Modify; add Pre-Law Track (review attachment)
            Action: Approved

With no objection voiced, items were approved by unanimous consent.

B) Critical Thinking Overlay (See Addendum I)

    Proposal to accept a revised Critical Thinking Overlay Approved Courses

    Jon Anderson provided historical background. He reported that if the Senate passes this version it would be the third document that has been approved and sent to the BOR.

Item approved by voice vote.

Information Items:

A) College of Arts and Humanities
    1) Department of Art
        a) ART 3601 - Painting I: Watercolor
            Request: Modify Title
            Action: Approved

    2) Department of Theater
        b) THEA 2291 - Acting I
            Request: Modify Prerequisites
            Action: Approved

Committee II: Graduate Programs Committee (Alan Pope for Chair, Susan Ashford)

Action Items:

A) College of Education
    1) Collaborative Support and Intervention
        a) Program: Endorsement - English to Speakers of Other Languages (ESOL)
            Request: Modify
            Action: Approved

        b) Course: PTED 7239 Language and Culture in the Classroom
            Request: Add

Action: Approved

    c) Course: PTED 7242 Language-Minority & Culture
       Request: Delete
       Action: Approved

With no objections, items A.1a-c were approved by unanimous consent

    d) Program: Master of Education with a Major in Professional Counseling (college student affairs track)
       Request: Modify
       Action: Approved

With no objections, item A.1d was approved by unanimous consent.

2) Educational Innovation
    a) Program: Post-baccalaureate Initial Certification in Media (School Library Media)
       Request: Modify
       Action: Approved

    b) Program: Master of Education with a Major in Media (IT)
       Request: Modify
       Action: Approved

    c) Program: Specialist in Education with a Major in Media (IT)
       Request: Modify
       Action: Approved

    d) Course: MEDT-7490 Visual and Media Literacy for Teaching and Learning
       Request: Add
       Action: Approved

    e) Course: MEDT 8462 Leading and Managing Instructional Technology Programs
       Request: Add
       Action: Approved

With no objections, items A.2a-e were approved by unanimous consent.

3) Leadership and Applied Instruction
    a) Program: Master of Art in Teaching (MATC)
       Request: Terminate
       Action: Approved

    b) Program: Specialist in Education with a Major in Middle Grades Education (EDS)
       Request: Terminate
       Action: Approved

No one was present to report on whether or not there are students currently in the program. Pres. Sethna said that if it was approved this concern would be researched prior to his accepting item.

With no objections, items A.3a and b were approved by unanimous consent.

B) College of Social Sciences
   1) Criminology Department
      a) Course: CRIM-6003 Applied Statistics in Criminology
         Request: Add
         Action: Approved

With no objections, item B.1 was approved by unanimous consent.

Information Items:

A) College of Education
   1) Collaborative Support and Intervention
      a) Course: PTED 7240 Literacy, Linguistics, and Second Language Acquisition
         Request: Modification
         Action: Approved

      b) Course: PTED 7241 Teaching English as a Second Language
         Request: Modification
         Action: Approved

   2) Educational Innovation
      a) Course: MEDT-7468 Instructional Multimedia Design and
         Request: Modify
         Action: Approved

      b) Course: MEDT 7465 Digital Resources for Teaching and Learning
         Request: Modify
         Action: Approved

      c) Course: MEDT 7470 Digital Media Production and Utilization
         Request: Modify
         Action: Approved

      d) Course: MEDT 8484 Research on Media and Instructional Technology
         Request: Modify
         Action: Approved

      e) Course: MEDT 7476 Assessing Learning in Technology-Enhanced Instruction
         Request: Modify
         Action: Approved

B) College of Social Sciences
   1) Criminology Department

a) Course: CRIM-6982 Directed Study
   Request: Modify
   Action: Approved

Committee IV: Academic Policies Committee (Chair, Robert Kilpatrick)

Action Items:

A) The Academic Policies Committee requests that the Faculty Senate approve modifications to the UWG Undergraduate Graduation Policy.

Graduation Policy

The University of West Georgia awards degrees three times a year corresponding with the end of each semester and only to the students who have applied and who are meeting all graduation requirements at the time final grades are posted.

How to Apply

Students should submit the [Undergraduate Application for Graduation](#) along with the $40 (per degree) application fee to the Enrollment Services Center, first floor Parker Hall by the appropriate deadline listed below.

   Spring Graduation - October 1
   Summer Graduation - March 1
   Fall Graduation - August 1

The graduation application and $40 (per degree) application fee can be deferred up to one year from the initial term of scheduled graduation. For example, a student who applies for spring 2012 graduation would have until spring 2013 to graduate without having to complete another application for graduation or pay the $40 (per degree) graduation fee. If the student does not graduate within one year from the original scheduled graduation date, the student must reapply for graduation and pay the $40 (per degree) application fee again.

Graduation Policies:

1. Candidates may choose to meet the degree requirements of the current catalog or any catalog within six years prior to graduation, provided that the candidate was enrolled in the degree program during the year of the catalog chosen.

2. A student's graduation will be delayed one semester if:
   a. all incomplete (I) grades are not removed and a grade recorded in the Registrar's Office by the grade deadline of the term in which the student is graduating;
   b. transient, study abroad, credit by exam or any other type of credit is not recorded in the Registrar's Office by the grade deadline of the term in which the student is scheduled to graduate;

c. the student is not meeting graduation requirements after grades are posted for the term in which the student is scheduled to graduate.

3. Students are encouraged to attend graduation. If attendance is not possible, the student should notify the Registrar's Office. A student may participate in only one graduation ceremony per degree earned.

With no objections, item was approved by unanimous consent.

Committee IX: Facilities and Services Committee (Jeff Johnson for Chair, Shelley Smith)

Information Items:

A) Committee addressed the crosswalk situation with UWG police Chief Tom Mackel at the Feb. 3 meeting. Mr. Mackel reported that Mr. Sutherland, the VP of Business and Finance, is planning to hire a consultant to conduct a traffic study, a good initiative towards alleviating our traffic and crosswalk woes.

6) Old Business

Action Item:

A) Promotion and Tenure sections of the Faculty Handbook: Consider amendments to section 103.0201 of the changes that were approved by the senate in December 2011 Chris Huff, Senate Chair.

Rationale:
The section 103.0201 on department/college committee membership appears unclear on what restrictions and options are available to the School of Nursing and Library in regard to the forming of promotion and tenure committees. The addendum offers two amendments for consideration.

Huff withdrew the proposal for amendments and opened the floor for discussion on the following topics:

a) How to form committees if there are not enough eligible faculty members:
   (1) Include tenured Faculty from other Departments within your College/School
   (2) Include tenured Faculty from other departments from other colleges or schools
   (3) Include non-tenured faculty
       (a) University wide
       (b) School of Nursing (SON) exceptions
   (4) Tenure-track faculty
       (a) University wide
       (b) SON exceptions
   (5) Include non-tenure track
       (a) Clinical faculty with terminal Degrees (SON)
       (b) Clinical faculty with graduate degree (no terminal degree)

(c) Non-clinical faculty (e.g., lecturers and non-tenure-track instructors)
            (6) Faculty from another campus (if so, procedures for selection should insure
                fairness)
            (7) Emeriti Faculty
    b) If there are no departments in a unit (e.g., SON & Library)
            (1) Allow them to develop their own procedures which would eliminate the
                requirement of a departmental review)
            (2) Question—Does this promote members voting twice because of the creation of
                two committees to address P/T process

Discussions ensued and straw votes were cast in order to inform the work of the Faculty
Development Committee.

7) New Business

Action Item:

A) Based on SACS requirements and the risks associated with unclear and unorganized
   institutional policy, the UWG SACS Liaison (Dr. Jon Anderson) the University General
   Counsel (Ms. Jane Simpson), and the University Risk Manager (Mr. Matt Jordan) propose
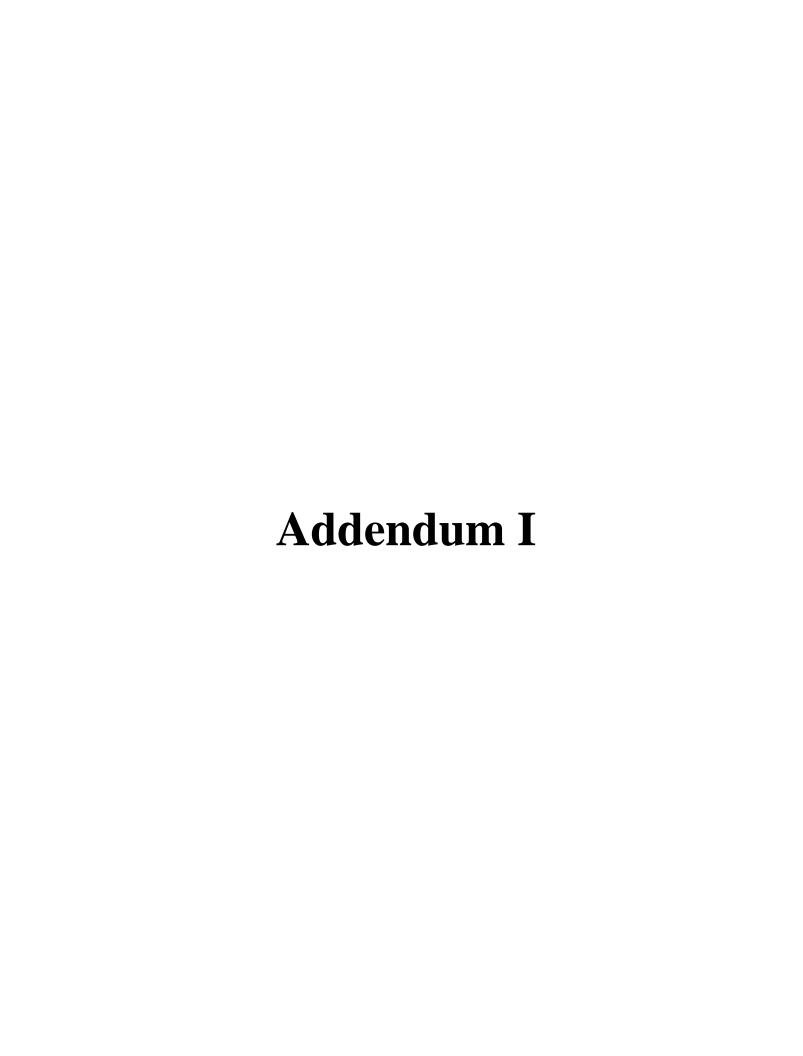   the adoption of the UWG Policy on Institutional Policies. (See Addendum II).

Motion approved by voice vote

Information Item:

A) The President's Special Commission to Improve Graduation Rates analyzed campus-wide
   feedback to identify five projects for implementation in 2012-2013. These projects received
   widespread support from faculty and staff and are likely to provide visible results in a
   relatively short period of time. The projects include:
   - Summer College Transition Program
   - Early Alert/Intervention
   - Withdraw/Retake Policies
   - Seats in Foreign Language
   - Courses that Students Cannot Get on Our Campus

Addendum III includes a description of each project and a list of people who have begun to
work on the projects. Others who would like to participate in any of the five subcommittees
are encouraged to contact Scott Lingrell or Myrna Gantner for more information.

8) Announcements

    a) Sethna reported on the current procedures and expectations for the FY13 Budget.

    b) Horvath announced that he would like the university to establish an ad hoc committee to
       explore the possibility of "themed" years.

9) Adjournment at 5:15

Addendum I

University of West Georgia Critical Thinking Overlay Proposal
Dec. 2011

While all courses in the UWG core engage students in the critical process, courses that fit this overlay foreground critical thinking in their learning outcomes and syllabus structure. The specific learning outcome approved for the CT overlay is as follows:

"Students will demonstrate the ability to interpret, analyze, evaluate and explain various kinds of evidence, statements and arguments."

Below is the list of courses which students may use to satisfy the Critical Thinking Overlay Requirement in the UWG Core Curriculum. Students must take one course from this list as part of their completion of the core.

Anthropology 1100: Faces of Culture
Rationale: This course examines cross-cultural diversity and focuses on issues surrounding cultural comparison and analysis. Critical thinking is a primary component of the class structure and pedagogical design. Specifically the course is focused on contemporary patterns of cross-cultural diversity and the significance of concepts such as cultural relativism and ethnocentrism.

Relevant Learning Outcomes:
- To develop students who are better prepared for career demands in the 21st century
- To develop increased awareness of the diverse sources of information and tradition
- To develop enhanced problem solving and critical thinking skills

Anthropology 1102: Introduction to Anthropology
Rationale: This course examines both biological and cultural diversity, expanding critical thought to include case studies of both other non-human primates, as well as cultures across time and space. This course is 4-field and utilizes data from Cultural, Biological, Archaeological, and Linguistic Anthropology.

Relevant Learning Outcomes:
- students will describe how historical, economic, political, social, and spatial relationships develop, persist, and change
- students will gain the ability to appreciate and respect diversity and recognize the roles of various peoples in their culture
- students will gain the ability to critically analyze their own culture

Economics 2106: Introduction to Microeconomics
Rationale: Upon completion of the course, students will be able to demonstrate an ability to think critically about market activities, such as production decisions by firms, taxes and quotas from governments, observed purchases by consumers, and specialization and trade. This course teaches students the foundations for consumer and producer behavior, and after completing the class, students are well-prepared to analyze a variety of different business and consumer interactions within markets and to analyze pricing decisions, competitive issues, and external

benefits and costs associated with markets in nearly any real-world setting. As part of the course students are asked to graph and understand firm costs and production decisions, to solve for observed purchases and purchase prices in markets using supply and demand analysis, and to analyze the effects of different (and often conflicting) government interventions in the functions of markets.

Relevant Learning Outcomes:
- summarize in writing the key microeconomic concepts contained in an article from a business periodical, e.g., the *Wall Street Journal*
- recognize ethical and economic dimensions of government involvement in markets including regulation and the provision of public goods
- analyze current events using economic models such as supply and demand

English 1102: Composition II
Rationale: The course serves as a continuation of English 1101 and as an introduction to more sophisticated study of argument and textual analysis, focusing on the composition of increasingly complex analytical essays about written and visual texts. Students must demonstrate advanced competency in critical analysis and interpretation of texts. As part of the course, students learn to develop critical strategies that aid in understanding how texts can be variously interpreted. Students learn to ask questions of a text beyond, "Is the author right?" and will learn to ask questions about form, internal and social context, and rhetorical strategies in order to develop ways of taking texts apart. A basic familiarity with diverse strategies helps students in their own comprehension as well as facilitates understanding of secondary material.

Relevant Learning Outcomes:
- To develop reading, understanding, and interpreting of a broad range of written and visual texts from a variety of genres, including but not limited to nonfiction, fiction, poetry, drama, and film.
- To extend the skills of analytical writing, critical thinking, and argumentative interpretation of meaning established in English 1101.
- To enhance the understanding of literary principles and the use of basic terms important to critical writing and reading.
- To construct essays using textual evidence from both primary and secondary sources.

Philosophy 2010: Introduction to Philosophy
Rationale: While the specific thinkers and philosophical issues treated can vary from section to section, students in every section are required to interpret and evaluate the evidence that those thinkers have provided for their respective philosophical views. For example, students studying Plato's *Apology* will not be required simply to analyze and explain the arguments Socrates gives therein but will also be required to evaluate those arguments, i.e., to say whether they are good or bad, and to say *why* they are good or bad. In addition, students are required to comparatively assess arguments (concerning how to attain happiness, for example) to determine why and how one argument is stronger than or weaker than another. Across various sections of PHIL 2010, students identify, analyze and evaluate philosophical arguments in a variety of contexts, including class discussions, response papers, formal essays, and in-class examinations.

Relevant Learning Outcomes:
- Clearly explain and critically address a philosophical position in both written and oral form
- Analyze and compare philosophical positions

Philosophy 2020: Critical Thinking
Rationale: The primary purpose of this course is to enable students to identify and evaluate arguments as they occur in ordinary, real-world contexts. As such, nearly everything that students do in every section of this class is directed toward the identification, analysis, and evaluation of evidence and arguments.

Relevant Learning Outcomes:
- Identify deductive and inductive argumentation;
- Distinguish fact and informed opinion from mere opinion in a variety of argumentative contexts;
- Organize evidence and compose persuasive arguments, both orally and in writing;
- Identify and distinguish formal and informal fallacies of reasoning;
- Identify, develop, and analyze reasons in support of a conclusion.

Philosophy 2030: Introduction to Ethics
Rationale: This course requires that students not only demonstrate that they understand the various moral arguments covered but also that they evaluate those arguments. For example, in coverage of the abortion debate, students are required not only to state selected arguments in support of pro-life and pro-choice positions, but to provide a reasoned assessment of those arguments; it requires not only that they state the respective justifications that utilitarians and Kantian deontologists have provided for punishing criminals but also to say which tradition has, in their view, provided the stronger defense of criminal punishment. Across various sections of PHIL 2030, students identify, analyze and evaluate ethical arguments in a variety of contexts, including class discussions, response papers, formal essays, and in-class examinations.

Relevant Learning Outcomes:
- recognize and apply basic patterns of logical reasoning within ethical contexts;
- describe selected theories within meta-ethics and normative ethics, as well as selected arguments for and against those theories;
- describe positions and facts relevant to selected issues within applied ethics (such as abortion, physician-assisted suicide, capital punishment, animal rights, torture, and homosexuality);
- discuss in both oral and written discourse the ethical theories and issues explored in the course.

Theater 2050: Self-Staging
Rationale: Students in THEA 2050 must continually practice active listening to critically evaluate what they hear. Additionally, assignments charge students to research and develop a series of speeches, effectively evaluate methods of persuasion and recognize and evaluate performance and persuasion in presentations. The aim of this class is to develop the critical and analytical skills needed to construct a logical argument, speak clearly and concisely on a variety

of topics and ultimately gain a basic understanding of the art of both informal and formal presentations.

Relevant Learning Outcomes:
- To become active listeners who critically evaluate what they hear
- To be able to effectively evaluate methods of persuasion
- To be able to recognize and evaluate performance and persuasion in presentations
- To develop the critical and analytical skills needed to construct a logical argument

XIDS 2100: Interdisciplinary Studies in Arts and Ideas
Rationale: Each iteration of XIDS 2100 course is approved through a template which requires that it include both content material and theoretical or pedagogical approaches from a range of different disciplines within Core Area C (art, literature, music, philosophy, film, theater). In this way, each iteration of the course requires students to interpret, analyze, evaluate and explain evidence, statements and arguments from different artistic and humanistic perspectives. Since the XIDS learning outcomes require that students be able to explain and account for content material from and theoretical approaches to, a given topic from at least two different disciplines, all these courses would meet the overlay. XIDS 2100 courses are topic or theme-driven rather than discipline specific. This approach requires that students compare, interpret and evaluate the contributions of different disciplines when they analyze the topic under consideration.

Relevant Template Learning Requirements:
The Arts and Ideas template requires the integration of art, music, theatre, film, or photography with philosophy, English, foreign languages and literatures, or another approved discipline. Proposals must:
- Describe the contribution of each of the disciplines.
- Discuss how students are required to integrate various disciplines' concepts and perspectives in their analysis of the course topic.

XIDS 2300: Interdisciplinary Studies in the Social Sciences
Rationale: Each iteration of XIDS 2300 is approved through a template which requires that it include both content material and theoretical or pedagogical approaches from a range of different disciplines in history and the social sciences (anthropology, economics, political science, sociology, criminology, psychology). In this way, each iteration of the course requires students to interpret, analyze, evaluate and explain evidence, statements and arguments from different social science perspectives. Since the XIDS learning outcomes require that students be able to explain and account for content material from and theoretical approaches to, a given topic from at least two different disciplines, all these courses would meet the overlay. XIDS 2300 courses are topic or theme-driven rather than discipline specific. This approach requires that students compare, interpret and evaluate the contributions of different disciplines when they analyze the topic under consideration.

Relevant Template Learning Requirements:
The Social Sciences template requires the synthesis of at least two disciplines with the social sciences (anthropology, geography, economics, history, sociology, political science, psychology). Proposals must:

- Describe the contribution of each of the disciplines.
- Discuss how students are required to integrate various disciplines' concepts and perspectives in their analysis of the course topic.

Appendix:

Online materials:
Description and Learning Outcomes for English 1102
    http://www.westga.edu/~engdept/FirstYearWriting/ENGL1101and1102/English1102CourseDescription.htm
Approval template for sections of XIDS 2100
    http://www.westga.edu/xids/index_6624.php
Approval template for XIDS 2300
    http://www.westga.edu/xids/index_6635.php

Attachments:
Sample syllabus for ANTH 1100, 1102
Sample syllabus for ECON 2106
Sample syllabus for ENGL 1102
Sample syllabus for PHIL 2010, 2020, 2030
Sample syllabus for THEA 2050
Sample syllabus for an XIDS 2100 offering (Introduction to Gender Studies)
Sample syllabus for an XIDS 2300 offering (Introduction to Canadian Studies)

Addendum II

Proposed Senate Action Item

In preparation for the SACS Maintenance Review, it is imperative that UWG have clear and organized institutional policies. Please review the SACS requirements for institutional policies below

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Excerpts from the Southern Association and Colleges of Schools Commission on Colleges (SACSCOC) Principles of Accreditation: Foundations for Quality Enhancement, 2012 Edition.

Introduction to the Core Requirements

"Implicit in every Core Requirement mandating a policy or procedure is the expectation that the policy or procedure is in writing and has been approved through appropriate institutional processes, published in appropriate institutional documents accessible to those affected by the policy or procedure, and implemented and enforced by the institution."

Introduction to the Comprehensive Standards

"Implicit in every Comprehensive Standard mandating a policy or procedure is the expectation that the policy or procedure is in writing and has been approved through appropriate institutional processes, published in appropriate institutional documents accessible to those affected by the policy or procedure, and implemented and enforced by the institution."

Introduction to the Federal Requirements

"Implicit in every Federal Requirement mandating a policy or procedure is the expectation that the policy or procedure is in writing and has been approved through appropriate institutional processes, published in appropriate institutional documents accessible to those affected by the policy or procedure, and implemented and enforced by the institution."

Excerpt from the SACS Best Practices on Developing Policy and Procedures Documents
(June, 2010)

"A functional policy is one that is broad enough to encompass all aspects of the issue addressed, not just one or several facets of it. It is approved through the appropriate institutional processes and published in appropriate institutional publications and on the institutional website in order to ensure accessibility to those affected by the

policy and its related procedures."

Proposed Senate Action Item:

Based on these SACS requirements and the risks associated with unclear and unorganized institutional policy, the UWG SACS Liaison (Dr. Jon Anderson) the University General Counsel (Ms. Jane Simpson), and the University Risk Manager (Mr. Matt Jordan) propose the adoption of the the UWG Policy on Institutional Policies.

UWG POLICY NUMBER: 001
UWG POLICY NAME: **Policy on Institutional Policies**

FULL POLICY TEXT

- **Policies shall be subordinate to federal and state laws, and the Board of Regents Policy Manual.**
- **Policies shall be approved and signed by the President of the University.**
- **Policies** shall be in writing, be approved through an institutional process, be published in appropriate institutional documents accessible to those affected by the policy, and be implemented and enforced by the institution.
- **Policies** shall adhere to a standard, prescribed format.

SIGNATURE OF THE PRESIDENT

_____   _____
                University President   *Date*

POLICY ADMINISTRATION

Short Title: "Institutional Policies"
Effective Date: Upon Signature of the President
Cancels/Supersedes: N/A
Revision Dates: N/A
Oversight: University President

Authority and Purpose

The Georgia Constitution grants the Board of Regents the exclusive right to govern, control, and manage the University System of Georgia. The Board of Regents Policy Manual gives executive and discretional authority to each university president to promote the efficient operation of the institution.

Policies align the university's operations and practices with its mission and goals; and provide structure to keep the university in compliance with all regulatory requirements. They define parameters to manage risk effectively, and serve as a framework in the decision-making process.

This document mandates the basic requirements for establishing, communicating, and maintaining policies.

Definitions

Policy – a principle, or set of principles, that apply to the affairs of the university as a whole. The term "policy" in university communication only applies to those that have been approved by the President.

POLICY NUMBER: (Assigned by the University General Counsel)
POLICY NAME:
SIGNATURE OF THE PRESIDENT
FULL POLICY TEXT
POLICY ADMINISTRATION
       Short Title:
       Effective Date:
       Cancels/Supersedes:
       Revision Dates:
       Oversight:
       Authority and Purpose:
       Definitions:

Working List of Required Institutional Policies and Data for SACS visit (as of January 2012)

Principle	Policy Needed	Data / Information Needed
2.8	Policy on the definition of full-time faculty Policy on the adequacy of full-time faculty by program and location	List of Academic programs by location and the percent of full time faculty teaching courses and percent of credit hours taught at each location in each program.
2.11.2	Policy on adequacy of physical resources	Data on space allocation for programs and services
3.2.7	Policy on the administration of the implementation of institutional policies	Current Organizational chart that delineates the responsibility for the administration of policy
3.2.9	Policy the appointment and evaluation of all personnel	
3.2.10	Policy on the evaluation of administrators	
3.2.11	Policies and regulations related to intercollegiate athletics and the president's oversight and relationship to outside foundations	Documentation of the reporting arrangements of the athletics director
3.2.14	Policy on the ownership of materials, compensation, copyright, and revenue i.e. intellectual property	
3.4.3	Policy on Admissions	
3.4.4	Policy on the acceptance of transfer and "other" credit	
3.4.5	Publication of academic policies	
3.4.6	Policy on awarding credit by delivery mode	
3.4.11	Policy on Academic Qualifications for Program Directors	
3.5.4		At least 25% of the course hours in each major at the baccalaureate level are taught by faculty member holding an appropriate terminal degree
3.7.1	Policies on the qualifications and competence of the faculty	
3.7.5	Policy on the responsibility and authority of faculty in academic and governance matters	
3.9.1	Policies governing student rights and responsibilities	
3.9.2	Policies governing student records	
3.9.3	Policies of sufficiency of qualified staff	
4.1		Documentation of student success (completion by discipline, pass rates on state licensing, job places rates, state licensing examinations, student portfolios)
4.3	Policies on grading and refunds	
4.5	Policy and Procedures on written student complaints	
4.8.1	Policy that verifies that the student completing is the student who enrolled	

4.8.2	Written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs	
4.8.3	Written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity	
4.9	Policies for determining the credit hours awarded for courses and programs that conform to commonly accepted practice in higher education	

Addendum III

The President's Special Commission to Improve Graduation Rates
Top Five Projects for 2012-2013

Summer College Transition Program

Analysis revealed that a significant part of our admit pool is underprepared for college-level work. Therefore, we will develop a Summer College Transition Program where these students will come in early and participate in a very intensive program designed to help them prepare for the rigors of academic life. Students will take credit-bearing courses, and participate in structured academic support activities during the July session prior to the start of their first fall term.

Early Alert/Intervention

Although we already have a lot of intervention and academic support programs that help students, there is not a required, systematic process by which we identify and intervene with at-risk students early in their first term. We will implement an early alert system to identify students who are at-risk, or showing signs of behaviors that lead to failure. We will then mobilize our considerable resources to intervene early, so as to provide the best opportunity to succeed.

Withdraw/Retake Policies

Currently students have unlimited opportunity to Withdraw from a course and Retake a course (with grade replacement). The policies make it much too easy to "give up" and not put the effort into succeeding in a course that a student has attempted. We will be reviewing these policies, possibly changing them to encourage students to invest the effort to succeed. This may be done by limiting the number of withdraws or retakes, and/or changing how grades are given or GPAs calculated based on the number of times a particular course is repeated.

Seats in Foreign Language

Our analysis shows that an insufficient number of seats in foreign languages classes creates a barrier to timely graduation at UWG. The issue is that we do not have enough seats in foreign language courses to satisfy the demand. Over time, this has manifested in a situation whereas only upperclassmen can get into the course because of registration times excluding freshmen and sophomores due to courses already being filled. An additional issue is that once Juniors and Seniors are finally able to register for the course, they have four semesters—which doesn't leave much room for breaks or retakes (in case they do poorly). Therefore, their graduation is delayed. We will be reallocating funds to offer more seats in introductory sections of foreign languages so that we can relieve the backlog of upperclassmen that need the courses while simultaneously providing seats for entering freshman so they can complete the requirement early.

Courses that students cannot get on our campus

We have identified several courses that, because of scheduling problems, our students are advised to take at another institution. This slows them down and creates a barrier to their progress towards timely graduation. We will identify the specific courses where this is happening, and reallocate funds to offer the courses in question.

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Academic Programming Subcommittee

Ann Barnhart, Library
David Newton, English
Helen Steele, First Year Experience
Marjorie Snipes, Anthropology
Stacey Rowland, Distance Ed
Kimberly Jordan, Financial Aid
Jon Anderson, VPAA

Support Programming Subcommittee

Cheryl Rice, Excel
Katie Jordan Mosley, Excel
Christie Lock, Excel
Sam Oduselu, Career Development
First Year Writing Center Rep.

Logistics Subcommittee

Steve Whitlock, Housing and Residence Life
Deb Smith, Housing and Residence Life
Elizabeth Smith, Auxiliary
Justin Barlow, Admissions
Scot Lingrell, VPSAEM
Casey Shostack, VPSAEM

Social Programming Subcommittee

Chris Geiger, Center for Student Involvement
Deb Smith, Housing and Residence Life
Emily Tietlebaum, Center for Student Involvement
Janice Balte, Financial Aid
Ashley Lewis, Excel

Assessment Subcommittee

Stacey Rowland, Distance Learning
Cheryl Rice, Excel
Jon Anderson, VPAA
Scot Lingrell, VPSAEM

Early Alert/Intervention

Although we already have a lot of intervention and academic support programs that help students, there is not a required, systematic process by which we identify and intervene with at-risk students early in their first term. We will implement an early alert system to identify students who are at-risk, or showing signs of behaviors that lead to failure. We will then mobilize our considerable resources to intervene early, so as to provide the best opportunity to succeed.

Team

Denise Overfield, Arts and Humanities

Diane Williamson, RCOB

Laura Lamb, Academy

Helen Steele, First Year Experience

Cheryl Rice, Excel

Bonnie Bar, Faculty/Special Commission member

Camilla Gant, Undergraduate Programs Committee of Faculty Senate

Myrna Gantner, VPAA

Withdraw/Retake Policies
Currently students have unlimited opportunity to Withdraw from a course and Retake a course (with grade replacement). The policies make it much too easy to "give up" and not put the effort into succeeding in a course that a student has attempted. We will be reviewing these policies, possibly changing them to encourage students to invest the effort to succeed. This may be done by limiting the number of withdraws or retakes, and/or changing how grades are given or GPAs calculated based on the number of times a particular course is repeated.

Team
Dianne Hoff, COE
Cindy Epps, School of Nursing
Laura Edmonds, School of Nursing
Diane Williamson, RCOB
Scott Gordon, COSM
Kathy Jones, COE
Christie Rabern, RCOB
Melanie Hildebrandt, Honors College
Paul Rutledge, Faculty/Special Commission member
David Boldt, Faculty/Special Commission member
Kimberly Jordan, Financial Aid
Donna Haley, Registrar
Ebenezer Kolajo, Institutional Research
Rob Kilpatrick, Academic Policies Committee of Faculty Senate
Scot Lingrell, VPSAEM
Myrna Gantner, VPAA

Seats in Foreign Language

Our analysis shows that an insufficient number of seats in foreign languages classes creates a barrier to timely graduation at UWG. The issue is that we do not have enough seats in foreign language courses to satisfy the demand. Over time, this has manifested in a situation whereas only upperclassmen can get into the course because of registration times excluding freshmen and sophomores due to courses already being filled. An additional issue is that once Juniors and Seniors are finally able to register for the course, they have four semesters—which doesn't leave much room for breaks or retakes (in case they do poorly). Therefore, their graduation is delayed. We will be reallocating funds to offer more seats in introductory sections of foreign languages so that we can relieve the backlog of upperclassmen that need the courses while simultaneously providing seats for entering freshman so they can complete the requirement early.

Team

Felix Tweraser, Chair, Foreign Languages
Camilla Gant, Undergraduate Programs Committee of Faculty Senate
Scott Gordon, COSM
Emily Hall, Excel
Diane Williamson, RCOB
Jon Anderson, VPAA
Myrna Gantner, VPAA
Jim Dillon, Faculty/Special Commission Member
Danny Gourley, Excel

Courses that students cannot get on our campus

We have identified several courses that, because of scheduling problems, our students are advised to take at another institution. This slows them down and creates a barrier to their progress towards timely graduation. We will identify the specific courses where this is happening, and reallocate funds to offer the courses in question.

Team

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Diane Williamson, RCOB
Scott Gordon, College of Science and Math
Kathy Jones, College of Education
Christie Rabern, RCOB
Melanie Hildebrandt, Honors College
Laura Edmonds, School of Nursing
Joy Arnold, Excel
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