Memorandum

To: General Faculty

Date: February 17, 2021

Regarding: Faculty Senate Agenda for February 19, 2021 via Zoom

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1. Call to Order

2. Roll Call

3. Minutes

   A) The January 22, 2021 Meeting Minutes were approved electronically on January 28, 2021.

4. Administrator Reports

   A) Report from the Provost

5. Committee Reports

Committee I: Undergraduate Programs Committee (Rosemary Kellison, Chair)

Action Items: (**Addendum I**)

   A) College of Arts, Culture, and Scientific Inquiry

      1) Department of English, Film, Language and Performing Arts

         a) MUSC 2311 – Introduction to Jazz Skills

         Request: Add

         b) MUSC 4300 – Jazz History and Styles

         Request: Modify

         c) MUSC 4311 – Applied Jazz Composition and Arranging

         Request: Modify

         d) MUSC 4321 – Applied Jazz Improvisation

         Request: Modify

         e) Stand Alone Certificate in Jazz Studies

         Request: Add

      2) Department of Mathematics, Sciences, and Technology

         a) BIOL 4425 – Fire Ecology

         Request: Modify

         b) BIOL 4427 – Conservation Biology

Request: Modify

    c) CHEM 1151 – Survey of Chemistry I

    Request: Modify

    d) CHEM 1151L – Survey of Chemistry I Lab

    Request: Modify

    e) CHEM 1152 – Survey of Chemistry II

    Request: Modify

    f) CHEM 1152L – Survey of Chemistry II Lab

    Request: Modify

    g) MATH 1111 – College Algebra

    Request: Modify

    h) MATH 1401 – Elementary Statistics

    Request: Modify

    i) Geography, B.S.

    Request: Modify

    j) Physics, Astronomy Concentration, B.S.

    Request: Modify

B) Richards College of Business

  1) Department of Management

    a) MGNT 3611 – Leadership

    Request: Add

    b) MGNT 4684 – Management Study Abroad

    Request: Add

    c) Human Resource Management Minor

    Request: Add

C) University College

  1) Film Production, Nexus (USG Website: USG Nexus Degree)

  Request: Add

  2) XIDS 2100 – Game of Thrones: Tudor-Stuart Britain

  Request: Add New Topic

  3) XIDS 2300 – Introduction to Public Service

Request: Add New Topic

Information Items:

A) College of Arts, Culture, and Scientific Inquiry

    1) Department of English, Film, Language and Performing Arts

        a) Bachelor of Music in Performance: Emphasis in Jazz Studies

        Request: Deactivate

B) Richards College of Business

    1) Department of Management

        a) Embedded Certificate in Entrepreneurship

        Request: Terminate

        b) Embedded Certificate in Human Resource Management

        Request: Terminate

        c) Embedded Certificate in Operations Management

        Request: Terminate

    2) Department of Marketing and Real Estate

        a) The Department of Marketing and Real Estate will change its name to the "Department of Marketing" effective May 13, 2021.

Committee II: Graduate Programs Committee (Connie Barbour, Chair)

Action Items: (**Addendum II**)

A) College of Arts, Culture, and Scientific Inquiry

    1) Department of Art, History, and Philosophy

        a) HIST 6101 – Introduction to Digital History

        Request: Add

        b) HIST 6200 – Public History Seminar

        Request: Add

        c) History, MA

        Request: Modify

B) College of Education

    1) Department of Literacy and Special Education

        a) Dyslexia Endorsement

        Request: Add

b) SPED 6500 – Dyslexia: Methods and Instructional Strategies

Request: Add

2) Department of Early Childhood through Secondary Education

a) Pedagogy-Only Teaching Certification for Secondary Education

Request: Add

Information Items:

A) Richards College of Business

1) Department of Marketing and Real Estate

a) The Department of Marketing and Real Estate will change its name to the "Department of Marketing" effective May 13, 2021.

Committee III: Academic Policies Committee (Emily McKendry-Smith, Chair)

Information Items:

A) New USG One-step proposal form and UWG New Program Concept Form

B) History Program Advanced Placement Policy Update (**Addendum III**)

Committee X: Rules Committee (Angela Branyon, Chair)

Action Items:

A) UWG *Faculty Handbook*

1) 104.028 Appeal for Reconsideration (**Addendum IV**)

Request: Modify

B) UWG Academic Policies Index

1) UWG Procedure Number 2.4.3, Post-Tenure Review

a) Section F, Appeal for Reconsideration (**Addendum V**)

Request: Modify

Committee XII: Teaching, Learning, and Assessment (Chair, Rebecca Gault)

Action Item:

A) Spring Course Evaluations

6. Old Business

7. New Business

A) Policy Draft: COVID-Related P&T Extensions, Provost Jon Preston (**Addendum VI**)

B) Faculty Senate Response to the President's Veto of the Modifications to UWG *Policies and Procedures* Article IV, Section 2.F, Previously Passed at the October 17, 2020 Faculty Senate Meeting (**Addendum VII**)

C) UWG Procedure 1002 and Shared Governance (**Addendum VIII**)

8. Announcements

A) General Education Assessment Committee Update, Angela Insenga

B) General Education Redesign Update, Angela Pashia and Tim Schroer

1) UWG General Education Redesign Website

C) Faculty Senate Bylaws Website, Harry Nelson (**Addendum IX**)

9. Adjournment

Addendum I

MUSC - 2311 - Introduction to Jazz Skills

2021-2022 Undergraduate New Course Request

Introduction

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

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

Desired Effective Semester*	Fall

Desired Effective Year*	2021

Routing Information

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College - School/ Department*	Department of English, Film, Language, and Performing Arts

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

Is this a College of ○ Y ◉ N

Is this a Department of Mass Communications course?* ○ Yes ● No

Is this an Honors College course?* ☐ Yes ☑ No

Is the addition/change related to core, honors, or XIDS courses?* ☐ Yes ☑ No

Course Information

Course Prefix* MUSC

Course Number* 2311

Course Title* Introduction to Jazz Skills

Long Course Title

Course Type* Music

Catalog Course Description* This course offers an introductory study of a group of skills fundamental to jazz improvisation and arranging. It focuses on spelling harmonies, understanding how they function in standard song forms, learning to elaborate them into melodies, and learning how to express those melodies in idiomatic rhythms. Prerequisite: Music Theory 2 (MUSC 1302), Aural Skills 2 (MUSC 1402), and Keyboard Skills 2 (MUSC 1502); or permission of instructor.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 0

Lab Hrs* 2

Credit Hrs* 2

Can a student take this course multiple times, each attempt counting separately ○ Yes ● No

If yes, indicate maximum number of credit hours N/A

counting separately
toward graduation?*

of credit hours
counted toward
graduation.*

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide.](#)

Prerequisites MUSC 1302, MUSC 1402, and MUSC 1502; or permission of instructor

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* ○ Yes ⦿ No

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

Status* ⦿ Active-Visible ○ Inactive-Hidden

Type of Delivery (Select all that apply)*
☑ Carrollton or Newnan Campus: Face-to-Face
☐ Entirely Online
☐ Hybrid
☐ Fully Online

Frequency - How many semesters per year will this course be offered? `1`

Grading* `Undergraduate Standard Letter`

Justification and Assessment

Rationale* This course would serve two functions: as a first exposure to jazz skills for music majors whose primary experience is in classical music, and as a gateway into more advanced work in jazz studies via the Certificate in Jazz Studies (being proposed concurrently). This course would increase access to an area of instruction that is currently unavailable to the vast majority of Music Majors, and it would open a pathway for students outside of the Music Major to earn a formal credential from the Music Program.

"Introduction to Jazz Skills" would be a two-credit, 2000-level course and would meet for one hundred minutes per week each fall semester. Its prerequisites would be Music Theory 2, Aural Skills 2, and Keyboard Skills 2, or permission of instructor. This "permission of instructor" caveat is to permit talented and capable non-majors to pursue jazz instruction without the barrier of ten credits' worth of classes intended for Music Majors; for example, many students who are trained in Black churches are very capable of this work, and their inclusion would substantially benefit the jazz program and its students.

There are at least five reasons to add this course:

i. The course would expand access to jazz instruction beyond the marginal subset of music majors with a declared Jazz Emphasis (in the current curricular design). The skills taught in the course are beneficial to musicians regardless of specialization.
ii. Greater availability of jazz coursework would increase representation of minority cultures within the Music Department's course offerings, supporting UWG's institutional value of diversity and inclusion.
iii. This course would streamline instruction into a single section, where it is currently taught in multiple sections of one-on-one lessons. This would somewhat relieve a consistent teaching overload for the jazz faculty.
iv. The course's group setting would allow for musical interaction between students, a core value of jazz and a benefit to the learning environment. Jazz improvisation courses are most commonly taught in a class format.
v. The course would allow students to gain experience in a breadth of topics before pursuing more advanced instruction. By taking this course in their third semester, students could add the Concentration in their fourth semester and remain on track for graduation after a total of four years.

Student Learning Outcomes - Please provide these in a numbered list format. *

1. Spell and perform voicings including guide tones, shell, four-way close, and drop two.
2. Create an arrangement for a four-voice instrumental section with rhythm section.
3. Improvise a melody with clear basic notes and elaborative techniques such as arpeggiation, passing tones, and neighbor tones
4. Perform common rhythmic idioms of jazz

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus * ◉ I have attached the REQUIRED syllabus.

Resources and Funding

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

Present or Projected Annual Enrollment * 10-15

Will this course have special fees or tuition required? * ☐ Yes ☑ No

If yes, what will the fee be? * none

Fee Justification

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

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

/

Introduction to Jazz Skills
MUSC 2311
Syllabus

Course Description: This course offers an introductory study of a group of skills fundamental to jazz improvisation and arranging. It focuses on spelling harmonies, understanding how they function in standard song forms, learning to elaborate them into melodies, and learning how to express those melodies in idiomatic rhythms. Prerequisite: Music Theory 2 (MUSC 1302), Aural Skills 2 (MUSC 1402), and Keyboard Skills 2 (MUSC 1502); or permission of instructor.

Learning Outcomes:
1. Spell and perform voicings including guide tones, shell, four-way close, and drop two.
2. Create an arrangement for a four-voice instrumental section with rhythm section.
3. Improvise a melody with clear basic notes and elaborative techniques such as arpeggiation, passing tones, and neighbor tones
4. Perform common rhythmic idioms of jazz

Required Materials:
- Course Pack, for purchase from the Bookstore, and a small three-ring binder
- Manuscript paper and lined paper
- Mechanical pencils and a pen

Work and Assessment

The course meets for 50 minutes, twice per week. This course will be divided into four units. In the first portion of each unit students will complete formative assessments in the form of written assignments or performed exercises. Each of these formative assessments will be worth one semester point, as will each day of attendance. A summative assessment, worth thirty semester points each, will culminate each unit. The semester grade will be calculated out of approximately 171 total points (depending on the number of formative assessments), as shown in the table below.

Assessment	Value Per Assessment	Value Per Unit	Value Per Semester
Attendance	1		15
Formative Assessments	1	~4	~16
Summative Assessments	30	30	120
Total			**~151**

Unit Makeup

1. Seventh chords and sixth chords; guide-tone and shell voicings
2. Section voicings: four-way close, drop two
3. Melodic improvisation: arpeggiation and guide tone lines
4. Melodic improvisation: forward motion

Grading Rubric. All assessments will be graded either as a percentage of correct answers or on the following rubric, which measures your command over the assignment and your demonstrated commitment to the work:

- 100%: Complete command and commitment
- 90%: "Almost there" except for a minor problem
- 80%: Satisfactory
- 67%: Struggling
- 0%: Incomplete or unsatisfactory

Semester Grades. Your total points earned for the semester will be calculated as a percentage out of 171 total possible points. You will be assigned a grade according to the following scale:

90–100%: A   80–89%: B   70–79%: C   60–69%: D   59% and under: F

Common Language for UWG Syllabi: https://www.westga.edu/UWGSyllabusPolicies/
Information on Wellness: https://www.westga.edu/music/wellness/

MUSC - 4300 - Jazz History and Styles

2021-2022 Undergraduate Revise Course Request

General Information

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Modifications (Check all that apply) *

- ☐ Course Title
- ☐ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☐ Catalog Description
- ☑ Credit Hours
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester * `Fall`

Desired Effective Year * `2021`

Routing Information

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Department/School * | Department of English, Film, Language, and Performing Arts

Is this a School of Nursing or XIDS course?* ○ Yes ● No

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

Is this a Department of Mass Communications course?* ○ Yes ● No

Is the addition/change related to core, honors, or XIDS courses?* ☐ Yes ☑ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below* ● Yes ○ No

List of Faculty Senate Action and Information Items

Course Information

IMPORT curriculum data from the Catalog by clicking ⬇ icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

> **Course Prefix (cannot be modified. Must add/delete course)**
> **Course Number (cannot be modified. Must add/delete course)**
> **Course Title**
> **Course Type (do not modify)**
> **Catalog Course Description**
> **Prerequisites/Corequisites**
> **Frequency**
> **Grading**
> **Credit Hours**
> **Status (Active means that it will be visible in the catalog and Inactive will be hidden)**

Course Prefix* MUSC

Course Number* 4300

Course Title* Jazz History and Styles

Long Course Title

Course Type - DO NOT EDIT* Music

Catalog Course Description* The history and styles of jazz from its origins to fusion.

Prequisites

Corequisites

Frequency - How many semesters per year will this course be offered? 1

Grading* Undergraduate Standard Letter

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program prposal may need to be submitted.

Lec Hrs*	1

Lab Hrs*	0

Credit Hrs*	1

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing

Restrictions

Can a student take this course multiple times, each attempt counting separately toward graduation*	☐ Yes ☑ No	**If yes, indicate maximum number of credit hours counted toward graduation.***	N/A

Justification and Assessment

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.	

Rationale*	This course is being modified to fit the concurrently proposed Jazz Studies Certificate. The credit hours are being change from 3.0 credits to 1.0 credit hours.

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as <u>one</u> document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <u>http://www.westga.edu/UWGSyllabusPolicies/</u>

Syllabus*	☑ I have attached the syllabus

☐ I have attached the syllabus.

☐ N/A

Resources and Funding

Planning Info* ◉ Library Resources are Adequate

○ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 8

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes

☑ No

If yes, what will the fee be? If no, please list N/A.* N/A

Fee Justification* N/A

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Administrative Use Only - DO NOT EDIT

Course ID* MUSC 4300

Jazz History and Styles   **Spring Semester**
MUSC 4300   Time: Tuesdays, 9:30–10:20
1 Credit   Humanities 331

Course Description: The history and styles of jazz from its origins to fusion.

Learning Outcomes:

1. knowledge of the origins of jazz elements and instruments
2. knowledge of the contributions of various cultures to the origin of jazz
3. an understanding of the creation of jazz in America
4. an understanding of improvisation and the basic principles involved in creating improvisations
5. knowledge of the various jazz styles and their historical development
6. knowledge of the musical and theoretical principles of the various jazz styles
7. the ability to recognize played examples of the various styles and literature

Course Details. The course will include weekly readings, with participation worth 30% of the grade. A midterm essay will be worth 30%, and a final essay will be worth 40%.

Semester Grades: 90–100%: A   80–89%: B   70–79%: C   60–69%: D   0–59%: F

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MUSC - 4311 - Applied Jazz Composition and Arranging

2021-2022 Undergraduate Revise Course Request

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Modifications (Check all that apply) *

- ☐ Course Title
- ☑ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☑ Catalog Description
- ☑ Credit Hours
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester *   Fall

Desired Effective Year *   2021

Routing Information

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Department/School * | Department of English, Film, Language, and Performing Arts

Is this a School of Nursing or XIDS course?*
○ Yes
◉ No

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

Is this a Department of Mass Communications course?*
○ Yes
◉ No

Is the addition/change related to core, honors, or XIDS courses?*
☐ Yes
☑ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below*
◉ Yes ○ No

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Course Information

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Course Number (cannot be modified. Must add/delete course)
Course Title
Course Type (do not modify)
Catalog Course Description
Prerequisites/Corequisites
Frequency
Grading
Credit Hours
Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix* MUSC

Course Number* 4311

Course Title* Applied Jazz Composition and Arranging

Long Course Title

Course Type - DO NOT EDIT* Music

Catalog Course Description* Current: Lessons in composition and scoring techniques for jazz combos and big bands. Students complete assignments by using traditional methods and by using the tools of music technology. All courses are repeatable for one or two hours of credit--one 25-minute lesson per week per credit hour.

Proposed: Composition and scoring techniques for jazz combos and big bands. Students complete assignments by using traditional methods and by using the tools of music technology. The class meets for fifty minutes, once per week.

(Language changed to indicate class instruction rather than one-on-one lesson format.)

Prequisites MUSC 2311

Corequisites

Frequency - How many semesters per year will this course be offered? 1

Grading* Undergraduate Standard Letter

Status* ○ Active-Visible ○ Inactive-Hidden

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

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Lec Hrs* 0

Lab Hrs* 1

Credit Hrs* 1

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing

Restrictions

Can a student take this course multiple times, each attempt counting separately toward graduation*	☐ Yes ☑ No		**If yes, indicate maximum number of credit hours counted toward graduation.***	N/A

Justification and Assessment

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.

Rationale*

This course is being modified to fit the concurrently proposed Jazz Studies Certificate.
-The credit hours are being change from flexible offering of 1.0-2.0 credits, to fixed offering of 1.0 credit hours.
-A prerequisite of a concurrently proposed course, MUSC 2311, is being added.
-The course description is being modified to reflect the course's class (as opposed to one-on-one lesson) format.

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as <u>one</u> document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: **http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus* ☑ I have attached the syllabus.

☐ N/A

Resources and Funding

Planning Info* ◉ Library Resources are Adequate

○ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 8

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes

☑ No

If yes, what will the fee be? If no, please list N/A.* N/A

Fee Justification* N/A

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Administrative Use Only - DO NOT EDIT

Course ID* MUSC 4311

Applied Jazz Composition & Arranging   **Spring Semester**
MUSC 4311   Time: Tuesdays, 9:30–10:20
1 Credit   Humanities 331

Course Description: Composition and scoring techniques for jazz combos and big bands. Students complete assignments by using traditional methods and by using the tools of music technology. The class meets for fifty minutes, once per week. Prerequisite: Introduction to Jazz Skills (MUSC 2311).

Learning Outcomes: The student will demonstrate at the upper-division level:
1. the ability to write jazz compositions from three horn parts, up to the large jazz ensemble (5 saxes, 4 or 5 trumpets, 4 or 5 trombones and rhythm section) in a variety of jazz styles.
2. the ability to compose and develop jazz melodic material in a variety of jazz styles.
3. the ability to manipulate jazz harmonic concepts in a variety of jazz styles.
4. the ability to compose background material to jazz melodic material in a variety of jazz styles.
5. an understanding of the various kinds of jazz articulation, phrasing, and special effects.
6. the ability to develop jazz formal patterns in a variety of jazz styles.
7. knowledge of the various technological resources available to the jazz composer/arranger.
8. an understanding of the role improvisation performs in jazz composition in a variety of jazz styles.

Course Details. Weekly assignments will include nuts and bolts assignments as well as signposts and deadlines for the development, revision, and completion of compositions and arrangements. The preparation for each lesson, including the state of the arrangements and compositions, will make up the weekly grade.

There will be a midterm project and a final project, weighted at 25% each. The remaining 50% will be the average of weekly grades.

Semester Grades: 90–100%: A   80–89%: B   70–79%: C   60–69%: D   0–59%: F

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MUSC - 4321 - Applied Jazz Improvisation

2021-2022 Undergraduate Revise Course Request

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Modifications (Check all that apply)*
- ☐ Course Title
- ☑ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☑ Catalog Description
- ☑ Credit Hours
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester * Fall

Desired Effective Year * 2021

Routing Information

Routes cannot be changed after a proposal is launched.

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Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

| Department/School * | Department of English, Film, Language, and Performing Arts |

| Is this a School of Nursing or XIDS course?* | ○ Yes ⦿ No |

| Is this a College of Education course?* | ○ Yes ⦿ No |

| Is this a Department of Mass Communications course?* | ○ Yes ⦿ No |

| Is the addition/change related to core, honors, or XIDS courses?* | ☐ Yes ☑ No |

| Is this a Senate ACTION or INFORMATION item? Please refer to the link below* | ⦿ Yes ○ No |

List of Faculty Senate Action and Information Items

Course Information

IMPORT curriculum data from the Catalog by clicking ⬇ icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Course Prefix (cannot be modified. Must add/delete course)
Course Number (cannot be modified. Must add/delete course)
Course Title
Course Type (do not modify)
Catalog Course Description
Prerequisites/Corequisites
Frequency
Grading
Credit Hours
Status (Active means that it will be visible in the catalog and Inactive will be hidden)

| Course Prefix* | MUSC | | Course Number* | 4321 |

| Course Title* | Applied Jazz Improvisation |

| Long Course Title | |

| Course Type - DO NOT EDIT* | Music |

Catalog Course Description*

Current: Lessons in jazz improvisation on an instrument or voice including an introduction to basic principles of jazz improvisation through lecture, demonstration, listening, writing, and performing. Students complete assignments by using traditional methods and by using the tools of music technology. All courses are repeatable for one or two hours of credit--one 25-minute lesson per week per credit hour

Proposed: Development of jazz improvisation skills on an instrument or voice through lecture, demonstration, listening, writing, and performing. Students complete assignments by using traditional methods and by using the tools of music technology. The class meets for fifty minutes, once per week.

(Language changed to indicate class instruction rather than one-on-one lesson format.)

| Prequisites | MUSC 2311 |

| Corequisites | |

| Frequency - How many semesters per year will this course be offered? | 1 | | Grading* | Undergraduate Standard Letter |

Status* ● Active-Visible ○ Inactive-Hidden

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program prposal may need to be submitted.

Lec Hrs* 0

Lab Hrs* 1

Credit Hrs* 1

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing

Restrictions

Can a student take this course multiple times, each attempt counting separately toward graduation*

☐ Yes
☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* N/A

Justification and Assessment

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.

Rationale* This course is being modified to fit the concurrently proposed Jazz Studies Certificate.
-The credit hours are being change from flexible offering of 1.0-2.0 credits, to fixed offering of 1.0 credit hours.
-A prerequisite of a concurrently proposed course, MUSC 2311, is being added.
-The course description is being modified to reflect the course's class (as opposed to one-on-one lesson) format.

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as <u>one</u> document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <u>http://www.westga.edu/UWGSyllabusPolicies/</u>

Syllabus* ☑ I have attached the syllabus.

☐ N/A

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate

○ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 8

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes

☑ No

If yes, what will the fee be? If no, please list N/A.* N/A

Fee Justification* N/A

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

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

Administrative Use Only - DO NOT EDIT

Course ID* MUSC 4321

Jazz Improvisation   **Spring**
MUSC 4321   Tuesdays, 9:30–10:20
1 Credit   Humanities 331

Course Description: Development of jazz improvisation skills on an instrument or voice through lecture, demonstration, listening, writing, and performing. Students complete assignments by using traditional methods and by using the tools of music technology. The class meets for fifty minutes, once per week. Prerequisite: Introduction to Jazz Skills (MUSC 2311).

Learning Outcomes: The student will demonstrate at the upper-division level:
     1. the ability to perform a variety of scales which are used in jazz improvisation.
     2. knowledge of the various styles of jazz and how improvisations relate to those styles.
     3. knowledge of the various chord formations used in jazz improvisation.
     4. the ability to perform a jazz composition and improvise over the "changes" of that composition in a variety of jazz styles.
     5. knowledge of the various terms and practices of a variety of jazz styles.

Course Details

Weekly assignments will be graded and averaged for 70% of the grade. A final jury will account for the remaining 30%.

Semester Grades: 90–100%: A   80–89%: B   70–79%: C   60–69%: D   0–59%: F

Common Language for UWG Syllabi: https://www.westga.edu/UWGSyllabusPolicies/

Stand Alone Certificate in Jazz Studies

2021-2022 Undergraduate New Program Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester* | Fall

Desired Effective Year* | 2021

Program Type*
- ◯ Degree Program
- ◯ Embedded Certificate
- ⦿ Stand-Alone Certificate
- ◯ Endorsement
- ◯ Minor

If embedded, please list the parent program.

Routing Information

Routes cannot be changed after a proposal is launched.

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*	Department of English, Film, Language, and Performing Arts

Is this a School of Nursing Program?*	○ Yes ⦿ No

Is this a College of Education Program? *	○ Yes ⦿ No

Is the addition/change related to core, honors, or XIDS courses?*	☐ Yes ☑ No

Program Information

Program Type*	Certificate

Program Name*	Stand Alone Certificate in Jazz Studies

Degree Type*	Certificate

Program Description*	The certificate provides specialized instruction in the field of Jazz Studies through the study of improvisation, arranging & composition, history & styles, and ensembles.

Program Location*	Carrollton

Status*	⦿ Active-Visible ○ Inactive-Hidden

How will the proposed program be delivered?*	☑ Face-to-Face ☐ Online Only

☐ Hybrid

Curriculum Information

Select *Program* below, unless creating an *Shared Core*.

A *Shared Core* is a group of courses shared by multiple entitites. For example, Music has a variety of tracks but all tracks share the same core.

Type of Program* ⊙ Program
　　　　　　　　　　　　　○ Shared Core

PROGRAM CURRICULUM

This section allows departments to create the curriculum schema for the program which will feed directly to the catalog. Please click here for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the new program curriculum.

Step 1

In order to build or edit a program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

> **If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia General Education Requirements."**
> **For courses already in the catalog, click on "Import Course" and find the courses needed.**
> **For new coursesgoing through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.**

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 2

Next, to add cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) click on ☰ "View Curriculum Schema." Click add core and title it appropriately. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the ✗ and proceed.

Prospective Curriculum *

Stand Alone Certificate in Jazz Studies

The certificate provides specialized instruction in the field of Jazz Studies through the study of improvisation, arranging & composition, history & styles, and ensembles.

MUSC 2311 Introduction to Jazz Skills

MUSC 2730 Jazz Ensemble

MUSC 4800O Small Ensemble: Jazz Combo

MUSC 4300 Jazz History and Styles

MUSC 4321 Applied Jazz Improvisation

MUSC 4311 Applied Jazz Composition and Arranging

MUSC 4730 Jazz Ensemble

[After] Note: Students must take two semesters each of MUSC 4730 and MUSC 4800O.

Justification and Assessment

Rationale * We propose the addition of a Certificate in Jazz Studies to replace the Emphasis in Jazz Studies, deleted in a concurrent proposal. The Jazz Emphasis is currently tied exclusively to the Bachelor of Music in Performance, as an added emphasis. That Emphasis consists of 18 credits, largely delivered in private, one-on-one lessons. As a result, the jazz faculty's course load is disproportionately dedicated to very few students, leaving no room for more broadly accessible classroom instruction (beyond a single course, Jazz Ensemble). Students only have access to these one-on-one lessons if they have declared an Emphasis in Jazz Studies, which means that only a few students have access to improvisation or arranging & composition instruction—central areas in the field of jazz studies.

In place of the emphasis, we propose the addition of a 10-credit Certificate in Jazz Studies. The Certificate would be available to all concentrations within the Bachelor of Music (Performance, Composition, and Education) as well as to non-majors. For music majors, whose program requirements are already extensive, the Certificate's total of ten credits (eight fewer than the current Emphasis) would attenuate a barrier to entry. Further, the delivery of materials in a classroom (as opposed to a one-on-one lesson) would make it possible for students to take essential coursework in jazz without committing to any curricular trajectory—an Emphasis or a Certificate.

This proposed Certificate would also have a series of other benefits over the current Emphasis. Its greater accessibility would provide more students with training in more culturally diverse musical approaches than what is currently accessible within the Music Program. It would allow committed students outside of Performance—several of whom currently take Jazz Ensemble each semester—to earn a formal credential even without declaring a second major. It would allow graduates of our Music Education program to run jazz programs in primary and secondary schools, improving the diversity of content currently offered in our region's school systems. It would allow students to try jazz courses before committing to an entire program of study, and to take courses as their schedules allow. This, in turn, would permit development of the jazz program through a more skilled body of students. It would allow the jazz faculty to avoid consistent teaching overloads by cementing a reliable rotation of courses rather than having the number of currently enrolled Emphases dictate teaching load. And, finally, it could improve the Music Program's recruitment efforts by offering coursework in jazz to any qualified student that enters UWG, regardless of their willingness to commit to an entire curricular pathway.

The certificate consists of ten credits: Introduction to Jazz Skills (MUSC 2311, 2 credits); Jazz Combo (MUSC 4800O, 2 semesters, 1 credit each); Applied Jazz Improvisation (MUSC 4321, 2 semesters, 1 credit each); Jazz Arranging and Composition (MUSC 4311, 1 credit); Jazz Ensemble (1 credit of MUSC 2730, two credits of MUSC 4730).

An audition must be passed prior to admission to this certificate program.

Program Learning Outcomes - Please provide PLOs in a numbered list format. *

1. Student demonstrates competence in improvising with clarity of pitch and rhythm over common jazz chord progressions.
2. Student demonstrates competence in writing arrangements that include rhythmic, harmonic, and melodic language common in jazz.
3. Student demonstrates knowledge of the cultural context around the development of jazz.

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

Check all that apply to this program*	☑ Significant departure from previously approved programs
	☐ New instructional site at which more than 50% of program is offered
	☐ None of these apply

| SACSCOC Comments |

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking ⊞ in the top right corner.

1.) USGBOR One Step Proposal

The one-step new academic program proposal combines elements of the previous two-stage process into "one-step" for a more accelerated review of final, new program proposals submitted by university system institutions. The one-step proposal requires institutions to provide prioritized academic programs that demonstrate a clear need (and separately demand) for the areas served by the college or university. Programs may be directly tied to state economic development efforts, other initiatives, and may follow disciplinary changes and norms. The one-step new academic program proposal requires that institutions provide evidence that the proposed degree and/or major meets various needs and does not warrant unnecessary program duplication.

2.) Program Map and/or Program Sheet

For advising purposes, all new programs must include program map. Please download the program map template from [here](#), and upload.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the [Academic Assessment Plan/Reporting](#) template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map](#) template and attach to this proposal.

| USGBOR One Step Proposal* | ☑ I have attached the USGBOR One Step Proposal. |
| | ☐ N/A (minor, embedded certificate) |

| Program Map* | ☑ I have attached the Program Map. |

| Assessment Plan* | ☑ I have attached the Assessment Plan. |
| | ☐ Assessment Plan is not required (embedded certificate, minor is a part of an existing major) |

existing major)

Curriculum and Assessment Map* ☑ I have attached the Curriculum and Assessment Map.

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

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

Jazz Studies Certificate
One-Step Proposal

The proposed Jazz Studies Certificate replaces a current Emphasis in Jazz Studies, which is an important part of the Music Program at UWG. The Certificate makes instruction in jazz more accessible to new students without a net gain in teaching load by reducing the number of required credits from eighteen (in the current Emphasis) to ten, and by delivering instruction in group classes rather than one-on-one lessons. This Certificate is unique in USG. It permits music majors to supplement their classical studies with jazz without burdening already-demanding degree programs. As a standalone certificate, non-music-majors with an interest specifically in jazz would be eligible to complete the program. We predict that, through these combined sources for recruitment, this program will increase the jazz area's total credit hour generation without requiring additional teaching load.

Stand-Alone Certificate in Jazz Studies

Program Sheet

10 Hours Total

1. Take Introduction to Jazz Skills (MUSC 2311, 2 credits). Pass audition into the Certificate in Jazz Studies.
2. Ensembles (5 credits). Take three semesters of Jazz Ensemble—one at the lower division level (MUSC 2700, 1 credit) and two at the upper division level (MUSC 4700, 1 credit each). Take two semesters of Jazz Combo (MUSC 4800O, 1 credit each).
3. Courses (3 credits). Take three courses, on rotation in Spring Semester: Jazz History and Styles (MUSC 4300, 1 credit); Applied Jazz Arranging and Composition (MUSC 4311, 1 credit), Applied Jazz Improvisation (MUSC 4321, 1 credit).

<Undergraduate> (<UGR>)

<Certificate in Jazz Studies>

Student Learning Outcome	Plan Connection	Measure/Method	Success Criterion	AY22	AY23	AY24	Interpretation & Use of Results	Improvement Plan
Student demonstrates competence in improvising with clarity of pitch and rhythm over common jazz chord	2A, 2B, 2C	Performance jury including rubric-based ratings at the end of MUSC 4321	100% of students scoring a 3 ("satisfactory") or 4 ("proficient") on prepared exercises.					
Student demonstrates competence in writing arrangements that include rhythmic, harmonic, and melodic language common in jazz.	2A, 2B, 2C	Final arranging project, graded at the end of MUSC 4311	100% of students scoring a 3 ("satisfactory") or 4 ("proficient") on their final arranging project.					
Student demonstrates knowledge of the cultural context around the development of jazz.	2A, 2B, 2C	Short-answer questions on a quiz during MUSC 4300.	100% of students scoring 3 ("satisfactory") or 4 ("proficient") on short					

CURRICULUM MAPPING TEMPLATE

			COURSES	PL-SLO 1 competence in improvising with clarity of pitch and rhythm over common	PL-SLO 2 competence in writing arrangements that include rhythmic, harmonic, and melodic language common	PL-SLO 3 Student demonstrates knowledge of the cultural context around the development of jazz.
DEPARTMENT:	English, Film, Languages, and Performing Arts					
PROGRAM:	Stand-Alone Certificate in Jazz Studies					
		1	MUSC 2311	I	I	I
		2	MUSC 2730	I		I
		3	MUSC 4800O	R	R	R
INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		4	MUSC 4321	M, A		R
		5	MUSC 4311		M, A	R
		6	MUSC 4730	R	R	R
		7	MUSC 4300			M, A
REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.		8				
		9				
		10				
		11				
		12				
MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.		13				
		14				
		15				
		16				
		17				
		18				
		19				
**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.		20				
		21				
		22				

Academic Year 2021-2022
Program Map
Certificate in Jazz Studies

YEAR 1

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
SEMESTER TOTAL		SEMESTER TOTAL	

Milestones	**Milestones**
• Complete ENGL 1101; Required to earn C or higher.	• Complete ENGL 1102; Required to earn C or higher.

YEAR 2

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
Introduction to Jazz Skills, MUSC 2311	2	Jazz Ensemble, MUSC 2730	1
		Applied Jazz Improvisation, MUSC 4321	1
SEMESTER TOTAL		SEMESTER TOTAL	

Milestones	**Milestones**

YEAR 3			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
Jazz Combo, MUSC 4800O	1	Jazz Ensemble, MUSC 4730	1
		Jazz History and Styles, MUSC 4300	1
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		**Milestones**	

YEAR 4			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
Jazz Combo, MUSC 4800O	1	Jazz Ensemble, MUSC 4730	1
		Applied Jazz Composition and Arranging, MUSC 4311	1
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		**Milestones**	

BIOL - 4425 - Fire Ecology

2021-2022 Undergraduate Revise Course Request

General Information

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

Modifications (Check all that apply) *
- ☐ Course Title
- ☐ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☐ Catalog Description
- ☑ Credit Hours
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester * Fall

Desired Effective Year * 2021

Routing Information

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Department/School *
Department of Mathematics, Sciences, and Technology

Is this a School of Nursing or XIDS course?*
○ Yes
● No

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

Is this a Department of Mass Communications course?*
○ Yes
● No

Is the addition/change related to core, honors, or XIDS courses?*
☐ Yes
☑ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below*
● Yes ○ No

List of Faculty Senate Action and Information Items

Course Information

IMPORT curriculum data from the Catalog by clicking ⬇ icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

- Course Prefix (cannot be modified. Must add/delete course)
- Course Number (cannot be modified. Must add/delete course)
- Course Title
- Course Type (do not modify)
- Catalog Course Description
- Prerequisites/Corequisites
- Frequency
- Grading
- Credit Hours
- Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix* `BIOL`

Course Number* 4425

Course Title* Fire Ecology

Long Course Title

Course Type - DO NOT EDIT* `Biology`

Catalog Course Description* This is a field-based course in fire ecology concepts and techniques of the Southeast. Hands-on lessons address the use of prescribed fire to benefit ecosystems and cover safety, weather, fuel, firing techniques, and smoke management. Students will write a prescribed burn plan and participate in several burn events outside of regular class time

Prequisites Prerequisites: (BIOL 2107 with a minimum grade of C and BIOL 2107L with a minimum grade of C and BIOL 2108 with a minimum grade of C and BIOL 2108L with a minimum grade of C) or (BIOL 1107 and BIOL 1107L with a minimum grade of C and BIOL 1108 and BIOL 1108L with a minimum grade of a C) and CHEM 1211K or (CHEM 1211 and CHEM 1211L) and CHEM 1212K or (CHEM 1212 and CHEM 1212L)

Corequisites

Frequency - How many semesters per year will this course be offered? `1`

Grading* `Undergraduate Standard Letter`

Status* ● Active-Visible ○ Inactive-Hidden

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program prposal may need to be submitted.

Lec Hrs*	3

Lab Hrs*	3

Credit Hrs*	4

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing	

Restrictions	

Can a student take this course multiple times, each attempt counting separately toward graduation*	☐ Yes ☑ No		**If yes, indicate maximum number of credit hours counted toward graduation.***	4

Justification and Assessment

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.	

Rationale*	A mistake was made when entering the "Lab Hours" on the New Course Request form in Curriculog for BIOL 4425. Lab hours should have been entered as 3 instead of 1. Lecture hours (3) and credit hours (4) are correct.

<div align="center" style="text-decoration: underline">REQUIRED ATTACHMENTS</div>

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as <u>one</u> document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus*	☐ I have attached the syllabus.
	☑ N/A

Resources and Funding

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

Present or Projected Annual Enrollment*	12

Are you making changes to the special fees or tuition that is required for this course?*	☐ Yes ☑ No	**If yes, what will the fee be? If no, please list N/A.*** 35.00

Fee Justification*	No changes have been made to special fees.

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

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

Administrative Use Only - DO NOT EDIT

Course ID*	17

BIOL - 4427 - Conservation Biology

2021-2022 Undergraduate Revise Course Request

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Modifications (Check all that apply)＊
- ☐ Course Title
- ☐ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☐ Catalog Description
- ☑ Credit Hours
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☑ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester ＊ | Fall

Desired Effective Year ＊ | 2021

Routing Information

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Department/School *	Department of Mathematics, Sciences, and Technology

Is this a School of Nursing or XIDS course? *	○ Yes ● No

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

Is this a Department of Mass Communications course? *	○ Yes ● No

Is the addition/change related to core, honors, or XIDS courses? *	☐ Yes ☑ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below *	● Yes ○ No

List of Faculty Senate Action and Information Items

Course Information

IMPORT curriculum data from the Catalog by clicking ⬇icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

- Course Prefix (cannot be modified. Must add/delete course)
- Course Number (cannot be modified. Must add/delete course)
- Course Title
- Course Type (do not modify)
- Catalog Course Description
- Prerequisites/Corequisites
- Frequency
- Grading
- Credit Hours
- Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix*   BIOL

Course Number*   4427

Course Title*   Conservation Biology

Long Course Title

Course Type - DO NOT EDIT*   Biology

Catalog Course Description*   Conservation biology is an interdisciplinary field with the main goal of preserving biodiversity. Course topics will cover ecosystem services, major threats, solutions, and policy related to biodiversity and endangered species. Students will apply their knowledge by conducting a local conservation research project and communicating their findings.

Prequisites   Prerequisites: (BIOL 2107 with a minimum grade of C and BIOL 2107L with a minimum grade of C and BIOL 2108 with a minimum grade of C and BIOL 2108L with a minimum grade of C) or (BIOL 1107 and BIOL 1107L with a minimum grade of C and BIOL 1108 and BIOL 1108L with and minimum grade of a C) and CHEM 1211K or (CHEM 1211 and CHEM 1211L) and CHEM 1212K or (CHEM 1212 and CHEM 1212L)

Corequisites

Frequency - How many semesters per year will this course be offered?   1

Grading*   Undergraduate Standard Letter

Status*   ◉ Active-Visible   ○ Inactive-Hidden

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program prposal may need to be submitted.

Lec Hrs* 3

Lab Hrs* 3

Credit Hrs* 4

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing

Restrictions

Can a student take this course multiple times, each attempt counting separately toward graduation*   ☐ Yes   ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.*   4

Justification and Assessment

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.

Rationale* A mistake was made when entering the "Lab Hours" on the New Course Request form in Curriculog for BIOL 4427. Lab hours should have been entered as 3 instead of 1. Lecture hours (3) and credit hours (4) are correct.

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as <u>one</u> document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <u>http://www.westga.edu/UWGSyllabusPolicies/</u>

Syllabus*	☐ I have attached the syllabus.
	☑ N/A

Resources and Funding

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

Present or Projected Annual Enrollment*	24

Are you making changes to the special fees or tuition that is required for this course?*	☐ Yes ☑ No

If yes, what will the fee be? If no, please list N/A.*	35.00

Fee Justification*	No changes have been made to special fees for this course.

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

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

Administrative Use Only - DO NOT EDIT

Course ID*	17

CHEM - 1151 - Survey of Chemistry I

2021-2022 Undergraduate Revise Course Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Modifications (Check all that apply) *

- ☐ Course Title
- ☑ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☑ Catalog Description
- ☐ Credit Hours
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☑ Course Fee
- ☐ Repeat for Credit
- ☑ Other

If other, please identify. Activate Course

Desired Effective Semester * Fall

Desired Effective Year * 2021

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

Department/School *	Department of Mathematics, Sciences, and Technology

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

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

Is the addition/change related to core, honors, or XIDS courses?* ☑ Yes ☐ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below* ⦿ Yes ○ No

List of Faculty Senate Action and Information Items

Course Information

IMPORT curriculum data from the Catalog by clicking ↓icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Course Prefix (cannot be modified. Must add/delete course)
Course Number (cannot be modified. Must add/delete course)
Course Title
Course Type (do not modify)
Catalog Course Description
Prerequisites/Corequisites
Frequency
Grading
Credit Hours
Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix* CHEM

Course Number* 1151

Course Title* Survey of Chemistry I

Long Course Title

Course Type - DO NOT EDIT* Chemistry

Catalog Course Description* First course in a two-semester sequence covering elementary principles of general, organic, and biochemistry for allied health professions and non-science majors. Topics to be covered include: elements and compounds, chemical equations, acid-base chemistry, and equilibrium chemistry.

Prequisites Concurrent Prerequisite CHEM 1151L

Corequisites

Frequency - How many semesters per year will this course be offered? 1

Grading* Undergraduate Standard Letter

Status* ● Active-Visible ○ Inactive-Hidden

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program prposal may need to be submitted.

Lec Hrs*	3

Lab Hrs*	0

Credit Hrs*	3

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

**Cross-listing
Restrictions
Repeat for Credit**

Cross-listing

Restrictions

Can a student take this course multiple times, each attempt counting separately toward graduation*	☐ Yes ☑ No	**If yes, indicate maximum number of credit hours counted toward graduation.***	no

Justification and Assessment

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.	Students who complete this course are expected to: 1. identify the role of general chemistry in everyday life, 2. describe the basic chemistry concepts covered in the text content, 3. apply some chemical concepts to the human body. 4. Students will be able to apply knowledge of the properties of energy and matter to describe chemical systems including atomic structure, chemical bonding, gas properties, and acidic or basic behavior. 5. Students will be able to make predictions of chemical reaction outcomes based on available chemical data available to them by using knowledge of types of chemical reactions and stoichiometry.

Rationale* Currently Survey of Chemistry I (CHEM 1151K) is a 4 credit hour course with the lecture and lab combined. This course is a support course for the School of Nursing and used to fill Core D. We would like to split the course into CHEM 1151 and CHEM 1151L. This would be more in line with other USG institutions. This could also reduce the cost to students if they have to retake one part of the course but were successful in the other. We discussed our plans with the School of Nursing, and they have approved it (see attached email).

CHEM 1151 is currently in the system as an inactive course (not visible in catalog) with no pre-requisites or co-requisites. Currently, it is only used to support the transfer team. We would like to activate this course and offer it starting in Fall 2021. Since this course is not currently offered, there are no current syllabi. We are attaching a syllabus for the proposed CHEM 1151 and a syllabus from the current CHEM 1151K combined lecture and lab.

The lab (CHEM 1151L) should be taken concurrently with this lecture course; therefore, we would like to set it up as a concurrent prerequisite. A concurrent prerequisite will function as a co-requisite for students on their first attempt. The concurrent prerequisite would allow a student who previously passed the lab but needs to retake the lecture to register for the lecture alone without needing an override. Students cannot take the lab alone (see CHEM 1151L for more detail).

CHEM 1151K currently has College Algebra (MATH 1111) listed as a concurrent prerequisite. MATH 1111 was added as a concurrent prerequisite in 2015 to address math-preparedness issues, but no substantial benefit has been noticed. We are working math support into the lecture, lab, and workshop for the more math-intensive topics. With those supports, we feel the College Algebra co-requisite is no longer needed. We discussed our plans to remove College Algebra with the School of Nursing, and they approved the removal (see attached email).

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as <u>one</u> document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <u>http://www.westga.edu/UWGSyllabusPolicies/</u>

Syllabus* ☑ I have attached the syllabus.

☐ N/A

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate

◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 120-150

| Are you making changes to the special fees or tuition that is required for this course?* | ☑ Yes
 ☐ No | If yes, what will the fee be? If no, please list N/A.* | 44 |

Fee Justification* A $44 supplemental course fee is charged for students to participate in a mandatory peer-led team learning workshop and counts part of the final grade. Workshop meets 15 weeks during a semester and students have access to a workbook used during workshops as well as a peer facilitator. Each workshop session is 1.5 hours long and involves active learning.

Currently CHEM 1151K has a $79 fee ($44 for the Workshop Program and $35 for the Lab fee). When we split the course into separate lab and lecture courses, we will still need those fees to cover the costs of the Workshop Program and the lab supplies.

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 17

SURVEY OF CHEMISTRY I
CHEM 1151
SPRING 2019

Lecture	Instructor: Dr. Gaquere-Parker Office 2-119 TLC, Phone 678-839-6026 email: agaquere@westga.edu
Class time	T. R: 9.30-10.45 am, TLC 1301 (there are 4 mandatory class meetings a week: two for lecture on T. R: 9.30-10.45 am, plus one for lab on Friday (9am-10.50am) plus one for workshop). Please see your own schedule for your workshop meeting time.
Office Hours	T, R: 11.00 am – 2.00 pm, W: 11.00 am – 3.00 pm
Materials	**Textbook:** *General, Organic and Biological Chemistry*, 6th Edition, by Timberlake. Scantron forms (format will be announced in class are required (about 10)), as well as a scientific calculator.

Workshop	Instructor: Ms. Otwell Office 2-132 TLC, Phone 678-839-6035 email: dotwell@westga.edu

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Purpose: This is the first course in a two-semester sequence covering the elementary principles of general, organic and biochemistry for allied health professions and non-science major students. This course discusses general chemistry with an emphasis on applied chemistry to health topics.

General policy

The lecture meets for 75 minutes 2 days per week, study session (workshop) meets an additional 90 minutes once a week. In addition, a weekly lab meeting is required; laboratory activities will include hands-on experiments and problem solving and will meet another 2 hours a week. Moreover optional supplemental instruction will be available weekly. **Lecture power-point notes will NOT be printed** (except for chapter 2) but will be available online so students can print them before coming to class. Students should read the chapters before coming to class and complete any homework due by the time of class. Everything that has been taught since the beginning of the class is supposed to be known at any point of time and the students might be quizzed at any time on it during the semester. There will be 4 examinations during the semester plus the final one, which is an American Chemical Society standardized examination. Unannounced in class quizzes and assignments will be given. Attendance will be recorded. No make-up is allowed. No make-up quiz, ticket question or exam will be given. If you miss an examination, the grade obtained on the final examination will

replace the missing grade, if you miss two examinations, the grade obtained on the final examination will replace both and so forth.

Learning outcomes

Students who complete this course are expected to develop:
- an understanding of the basic concepts covered in the text content,
- an awareness of the role of general chemistry in everyday life,
- a basic comprehension of some applications of chemistry to human physiology,

Study Skills: supplemental instruction: The best way to make sure that you have thoroughly understood the material covered in class is to read the text, work through the appropriate problems, complete the homework and participate in study sessions, on a REGULAR BASIS. Keep track of the problems that give you the most difficulty, and try similar problems for additional practice and review. Keep up with the class, ask questions frequently in study sessions, workshop and in lab. In addition to lecture, lab and workshop, students may attend a supplemental instruction session on a weekly basis. In these sessions, a student who has successfully passed this class will help you review and study important concepts studied in lecture. Studies have shown that students who attend these sessions do better on exams than those who do not. Also if you miss one or more of these sessions, you are always welcome to come back. Attending these sessions do not replace attending lecture, lab and workshop which are all mandatory activities. More info will be provided in class.

In-Class Assignments: Attendance to the class meetings is required and will be recorded (answering the roll call for another student is considered academic misconduct and will be penalized with a zero for both students). You may earn a zero out of one hundred on the activity of the day you missed without a valid excuse (medical certificate or judicial note…) or if you are expelled for disruptive behavior. Some assignments will be posted on D2L and students are responsible for checking the announcements on a daily basis as to keep up with the assignments.

Schedule for the examinations

Examination 1, chapters 2, 3, 4: Thursday, February 7th
Examination 2, chapters 5, 6 7: Thursday, February 28th (Last day to withdraw with a W is Wednesday February 27th)
Examination 3, chapters 8, 9: Thursday, March 28th
Examination 4, chapters 10, 11: Tuesday, April 23rd
Final ACS Examination (Comprehensive): Thursday, May 2nd, 8:00 am, TLC 1-301
You will be given 60 minutes to complete each exam and no exam will be dropped. The exam dates will not be postponed, please make every attempt to be present at these times since no makeup exam will be given. Please arrive on time, as no extra time will be given if you arrive late.

If there is a conflict with the final examination time, you must provide me the written authorization from the Dean of Arts & Sciences to move your final examination time. This note should be delivered to me at least two weeks prior to the scheduled final examination time. You are required to take the final examination to be eligible to pass the course. Each examination will be closed book, no cheat sheet will be provided, calculators are allowed (and necessary). After each examination, you should go over your paper and understand what you missed.

Policy on cheating- Academic misconduct

Cheating on a lab report (syllabus for lab will be given in lab) or a quiz or any assignment for the first time will result in a score of zero for that particular paper. If the student is caught cheating a second time, his grade for the entire course will be an F. Furthermore, if a student is caught cheating on an examination, he will automatically receive a grade F for the entire course. Any infraction will be taken before the disciplinary committee and played out to the fullest extent. Cheating will never be tolerated. Unless a special medical condition (medical certificate required), no student will be allowed to leave the room during an exam. Leaving the room means to be finished with the exam, completed or not. Cell phones should be put away during exams and cannot be used as a calculator.

SEMESTER GRADES

Your grade will be calculated based on the following formula:
% = 0.60 x (In-class closed books Exam average (not including any open book assignment)) + 0.15 x Lab average + 0.15 (Lecture assignments/activities/homework) + 0.10 x Workshop
The exam average is calculated as follows:
Exam average = (exam 1+ exam 2 + exam 3 + exam 4 + final ACS exam) /5
Note: All exam, quiz and lab activity grades will be based on your ability to DEMONSTRATE full understanding of the material (with full credit given only if you SHOW ALL YOUR WORK, not just for obtaining the correct answer).

Final grade assignment:

Course %	Letter Grade
90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
0% - 59%	F

Extra credit: There is no extra credit for this class so attend class and do your work.

Communication:

The official communication method will be through campus e-mail (MyUWG or D2L), no other form of communication will be accepted as this system only verifies the identity of the interlocutor.

Policy on withdrawals:

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

Workshop, supplemental instruction and laboratory:

A different document will be given regarding these components.

University policy

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

Gmail by Google

Megan Mayercik <mmayerci@westga.edu>

Fwd: CHEM 1151K and 1152K

Sharmistha Basu-Dutt <sbdutt@westga.edu>   Wed, Feb 26, 2020 at 11:15 AM
To: Megan Mayercik <mmayercik@westga.edu>

Sharmistha Basu-Dutt, Ph.D.
Chair and Professor of Chemistry
Director of Engineering Studies
University of West Georgia
Office: TLC 2136
Phone: (678) 839-6018

---------- Forwarded message ---------
From: **Jennifer Schuessler** <jschuess@westga.edu>
Date: Tue, Feb 25, 2020 at 9:07 PM
Subject: Re: CHEM 1151K and 1152K
To: Sharmistha Basu-Dutt <sbdutt@westga.edu>
Cc: Julianna Larson <jlarson@westga.edu>, Nancy Capponi <ncapponi@westga.edu>

Thanks for keeping us in the loop Sharmistha.

On Tue, Feb 25, 2020 at 8:30 PM Sharmistha Basu-Dutt <sbdutt@westga.edu> wrote:
> Thank you for the update, Juli. We will start the process of changing these requirements immediately via Curriculog.
>
> Sharmistha
>
> Sent from my iPhone
>
>
>> On Feb 25, 2020, at 6:24 PM, Julianna Larson <jlarson@westga.edu> wrote:
>>
>>
>>
>> I apologize for the delay. I have forwarded below Dr. Schuessler and my responses that we do not see any issues with the changes. Dr. Capponi is also in agreement. Thank you so much for communicating with us about the changes.
>> Juli
>>
>> ---------- Forwarded message ---------
>> From: **Jennifer Schuessler** <jschuess@westga.edu>
>> Date: Mon, Feb 17, 2020 at 4:44 PM
>> Subject: Re: CHEM 1151K and 1152K
>> To: Julianna Larson <jlarson@westga.edu>
>> Cc: Nancy Capponi <ncapponi@westga.edu>
>>
>>
>> I foresee no issues with this either.
>>
>> On Mon, Feb 17, 2020 at 4:38 PM Julianna Larson <jlarson@westga.edu> wrote:
>>> I do not see any issues with these requests. I wanted to run that by you before I responded though.
>>>
>>> ---------- Forwarded message ---------
>>> From: **Sharmistha Basu-Dutt** <sbdutt@westga.edu>
>>> Date: Mon, Feb 17, 2020 at 3:56 PM
>>> Subject: CHEM 1151K and 1152K

65/383

To: Julianna Larson <jlarson@westga.edu>, Jennifer Schuessler <jschuess@westga.edu>, Nancy Capponi <ncapponi@westga.edu>, Susan Welch <swelch@westga.edu>
Cc: Megan Mayercik <mmayercik@westga.edu>, srose@westga.edu <srose@westga.edu>, Pauline Gagnon <pgagnon@westga.edu>

Good Afternoon,

Chemistry is proposing the following two changes to the Survey of Chemistry (CHEM 1151K and 1152K) sequence:

1) Remove the current concurrent pre-req of College Algebra (MATH 1111) from CHEM 1151K.

2) Separate the 4 credit hour K courses into a 3 credit hour lecture and a 1 credit hour lab.

Please let us know if this is an acceptable change for the Nursing students. As soon as we have your approval, we will enter the information in Curriculog so that it can get approved by Senate in Spring 2020. We will like the changes to take effect in Fall 2020.

Please feel free to email us with any questions you have.

Thanks!

Sharmistha

Sharmistha Basu-Dutt, Ph.D.
Chair and Professor of Chemistry
Director of Engineering Studies
University of West Georgia
Office: TLC 2136
Phone: (678) 839-6018

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Juli Larson
Academic Advisor
Tanner Health System School of Nursing

University of West Georgia
1601 Maple Street, Carrollton, GA 30118
p: 678-839-6552
f: 678-839-6553
jlarson@westga.edu
https://www.westga.edu/nursing

This e-mail is intended solely for the addressee and may contain confidential information. If you are not the addressee please do not save, print, or re-transmit, except to return to the sender.

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Jenny B. Schuessler, PhD, RN, CNE
Dean and Professor
Tanner Health System School of Nursing
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1601 Maple Street
Carrollton, Ga 30118
jschuess@westga.edu
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https://www.westga.edu/nursing

UWG | Tanner Health System School of Nursing

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Jenny B. Schuessler, PhD, RN, CNE
Dean and Professor
Tanner Health System School of Nursing
University of West Georgia
1601 Maple Street
Carrollton, Ga 30118
jschuess@westga.edu
678-839-5624

SURVEY OF CHEMISTRY I
CHEM 1151

Instructor   Dr Anne GAQUERE
                     Office 2-119 TLC
                     Phone 678-839-6026
                     email: agaquere@westga.edu

Class time   T, R 9.30 am – 10.45 am, TLC 1305.
                     Additional meeting time for workshop please see class bulletin for your
section.

Materials   Required: Knewton access to online homework (~$40)
                     Textbook: Free open access:
                     https://chem.libretexts.org/Bookshelves/Introductory_Chemistry/Book%3
                     A_The_Basics_of_GOB_Chemistry_(Ball_et_al.)
                     Optional: an old edition of *General, Organic and Biological Chemistry*, by
                     Karen Timberlake.

Office hours   M: 2.00pm – 3.00pm, W: 9.00am – 12.30pm, 1.45pm - 3.15pm, R:
                     10.45am–2.45pm

Purpose: This is the first course in a two-semester sequence covering the elementary principles of general, organic and biochemistry for allied health professions and non-science major students. This course covers general chemistry. This course discusses general chemistry with an emphasis on applied chemistry to health topics.

On each examination (closed book), you are supposed to be able to answer questions concerning topics studied previously. Everything that has been taught since the beginning of the class is supposed to be known at any point of time. There will be 4 examinations during the semester plus the final one, which is an American Chemical Society standardized examination.

Learning outcomes
Students who complete this course are expected to:
- identify the role of general chemistry in everyday life,
- describe the basic chemistry concepts covered in the text content,
- apply some chemical concepts to the human body
- Students will be able to apply knowledge of the properties of energy and matter to describe chemical systems including atomic structure, chemical bonding, gas properties, and acidic or basic behavior.
- Students will be able to make predictions of chemical reaction outcomes based on available chemical data available to them by using knowledge of types of chemical reactions and stoichiometry.

Chapters to be covered

Chapter 1: Measurements
Chapter 2: Atoms, Molecules, Ions, Periodic Table
Chapter 3: Ionic and Molecular Compounds
Chapter 4: Calculations in Chemical Reactions
Chapter 5: Gases
Chapter 6: Energy
Chapter 7: Solutions
Chapter 8: Reaction Rate and Equilibrium
Chapter 9: Acid-Base Chemistry
Chapter 10: Nuclear Chemistry

Study Skills

The best way to make sure that you have thoroughly understood the material covered in class is to read the textbook, work through the appropriate problems, and participate in workshop, on a REGULAR BASIS. Keep track of the end of chapter problems that give you the most difficulty, and try similar problems for additional practice and review. Keep up with the class, and ask questions frequently in workshop and during the office hours.

Schedule for the examinations

Examination 1: TBA, Chapters 1 – 3.
Examination 2: TBA, Chapters 4 – 6.
The last day to withdraw with a W is TBA.
Examination 3: TBA, Chapters 7 – 8.
Examination 4: TBA, Chapters 9-10.
Final Examination: TBA (Entire course material).

Every exam will cover material seen in class starting from the first day of class. It will follow the order of the material seen in class and workshop.

Policy on cheating- Academic misconduct

Cheating on a quiz or any assignment for the first time will result in a score of zero for that particular paper. If the student is caught cheating a second time, his grade for the entire course will be an F.

Furthermore, if a student is caught cheating on an examination, he will automatically receive a grade F for the entire course. Any infraction will be taken before the disciplinary committee and played out to the fullest extent. Cheating will never be tolerated and I may decide to take additional resolutions if necessary.

Workshop Chemistry

There will be "workshops" conducted in CHEM 1151. In workshops, the large class is broken down into smaller groups. In addition to regularly scheduled lecture, it is required to attend

a workshop that meets once a week outside of class to discuss chemistry problems and improve your understanding of the material.

SEMESTER GRADES

Your grade will be calculated based on the following formula:

$\% = 0.70$ x (Exams) + 0.10 x (homework, in class problems, practice exams, quizzes, mock exams) + 0.10 average of Knewton grade + 0.10 x Workshop

Note: All exam, quiz and other activity grades will be based on your ability to DEMONSTRATE full understanding of the material (with full credit given only if you SHOW ALL YOUR WORK, not just for obtaining the correct answer).

Course %	Letter Grade
90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
0% - 59%	F

Extra credit: There is no extra credit for this class.

Communication: The official communication method will be through campus e-mail (MyUWG or D2L), no other form of communication will be accepted as this system only verifies the identity of the interlocutor.

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

More on University policy

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

CHEM - 1151L - Survey of Chemistry I Lab

2021-2022 Undergraduate Revise Course Request

General Information

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

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

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

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

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

Modifications (Check all that apply)*
- ☐ Course Title
- ☑ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☑ Catalog Description
- ☐ Credit Hours
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☑ Course Fee
- ☐ Repeat for Credit
- ☑ Other

If other, please identify.   Activate Course

Desired Effective Semester *   Fall

Desired Effective Year *   2021

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

Department/School * | Department of Mathematics, Sciences, and Technology

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

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

Is the addition/change related to core, honors, or XIDS courses?*
☑ Yes
☐ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below*
◉ Yes ○ No

List of Faculty Senate Action and Information Items

Course Information

IMPORT curriculum data from the Catalog by clicking ⬇ icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Course Prefix (cannot be modified. Must add/delete course)
Course Number (cannot be modified. Must add/delete course)
Course Title
Course Type (do not modify)
Catalog Course Description
Prerequisites/Corequisites
Frequency
Grading
Credit Hours
Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix* CHEM

Course Number* 1151L

Course Title* Survey of Chemistry I Lab

Long Course Title

Course Type - DO NOT EDIT* Chemistry

Catalog Course Description* Laboratory activities based on the course material in CHEM 1151. Course will emphasize basic laboratory and measurement techniques and will include experiments involving physical properties such as solubility, chemical properties and reactions, and acid-based investigations. Students must be registered for CHEM 1151.

Prequisites

Corequisites CHEM 1151

Frequency - How many semesters per year will this course be offered? 1

Grading* Undergraduate Standard Letter

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program prposal may need to be submitted.

Lec Hrs*	0

Lab Hrs*	2

Credit Hrs*	1

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing

Restrictions

Can a student take this course multiple times, each attempt counting separately toward graduation*	☐ Yes ☑ No	**If yes, indicate maximum number of credit hours counted toward graduation.***	no

Justification and Assessment

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.	Core D required Learning Outcome: Use appropriate scientific tools and instruments to acquire data, process information, and communicate results, adapting written communication to specific purposes and audiences. To that end, students will: 1. Perform laboratory experiments correctly and safely 2. Acquire data from experimentation 3. Apply material from CHEM 1151 lecture to analyze the collected data 4. Communicate the results and purpose of the experiment to specific audiences

Rationale* Currently Survey of Chemistry I (CHEM 1151K) is a 4 credit hour course with the lecture and lab combined. This course is a support course for the School of Nursing and used to fill Core D. We would like to split the course into CHEM 1151 and CHEM 1151L. This would be more in line with other USG institutions. This could also reduce the cost to students if they have to retake one part of the course but were successful in the other. We discussed our plans with the School of Nursing, and they have approved it (see attached email).

CHEM 1151L is currently an inactive course (not visible in catalog) with no pre-requisites or co-requisites. Currently, it is only used to support the transfer team. We would like to activate this course as a 2 hour lab and offer it starting in Fall 2021. Since this course is not currently offered, there are no current syllabi. We are attaching a syllabus for the proposed CHEM 1151L and a syllabus from the current CHEM 1151K combined lecture and lab.

The lecture (CHEM 1151) must be taken at the same time because material from the lecture is needed to understand the labs. Students cannot take the lab alone without instructor's override.

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as <u>one</u> document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <u>http://www.westga.edu/UWGSyllabusPolicies/</u>

Syllabus* ☑ I have attached the syllabus.

☐ N/A

Resources and Funding

Planning Info* ◉ Library Resources are Adequate

◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 120-150

Are you making changes to the special fees or tuition that is required for this course?* ☑ Yes

☐ No

If yes, what will the fee be? If no, please list N/A.* 35

Fee Justification* The lab fee is $35 for lab consumables. Students participate in 10 labs during the semester where they use specialty glassware (beakers, flasks, burets, graduated cylinders), equipment (balances, thermometers, etc.), chemicals and a safe environment learn crucial lab skills.

Currently CHEM 1151K has a $79 fee ($44 for the Workshop Program and $35 for the Lab fee). When we split the course into separate lab and lecture courses, we will still need those fees to cover the costs of the Workshop Program and the lab supplies.

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 17

Gmail
by Google

Megan Mayercik <mmayerci@westga.edu>

Fwd: CHEM 1151K and 1152K

Sharmistha Basu-Dutt <sbdutt@westga.edu>   Wed, Feb 26, 2020 at 11:15 AM
To: Megan Mayercik <mmayercik@westga.edu>

Sharmistha Basu-Dutt, Ph.D.
Chair and Professor of Chemistry
Director of Engineering Studies
University of West Georgia
Office: TLC 2136
Phone: (678) 839-6018

---------- Forwarded message ---------
From: **Jennifer Schuessler** <jschuess@westga.edu>
Date: Tue, Feb 25, 2020 at 9:07 PM
Subject: Re: CHEM 1151K and 1152K
To: Sharmistha Basu-Dutt <sbdutt@westga.edu>
Cc: Julianna Larson <jlarson@westga.edu>, Nancy Capponi <ncapponi@westga.edu>

Thanks for keeping us in the loop Sharmistha.

On Tue, Feb 25, 2020 at 8:30 PM Sharmistha Basu-Dutt <sbdutt@westga.edu> wrote:
> Thank you for the update, Juli. We will start the process of changing these requirements immediately via Curriculog.
>
> Sharmistha
>
> Sent from my iPhone
>
>
> > On Feb 25, 2020, at 6:24 PM, Julianna Larson <jlarson@westga.edu> wrote:
> >
> >
> >
> > I apologize for the delay. I have forwarded below Dr. Schuessler and my responses that we do not see
> > any issues with the changes. Dr. Capponi is also in agreement. Thank you so much for communicating
> > with us about the changes.
> > Juli
> >
> > ---------- Forwarded message ---------
> > From: **Jennifer Schuessler** <jschuess@westga.edu>
> > Date: Mon, Feb 17, 2020 at 4:44 PM
> > Subject: Re: CHEM 1151K and 1152K
> > To: Julianna Larson <jlarson@westga.edu>
> > Cc: Nancy Capponi <ncapponi@westga.edu>
> >
> >
> > I foresee no issues with this either.
> >
> > On Mon, Feb 17, 2020 at 4:38 PM Julianna Larson <jlarson@westga.edu> wrote:
> > > I do not see any issues with these requests. I wanted to run that by you before I responded though.
> > >
> > > ---------- Forwarded message ---------
> > > From: **Sharmistha Basu-Dutt** <sbdutt@westga.edu>
> > > Date: Mon, Feb 17, 2020 at 3:56 PM
> > > Subject: CHEM 1151K and 1152K

To: Julianna Larson <jlarson@westga.edu>, Jennifer Schuessler <jschuess@westga.edu>, Nancy Capponi <ncapponi@westga.edu>, Susan Welch <swelch@westga.edu>
Cc: Megan Mayercik <mmayercik@westga.edu>, srose@westga.edu <srose@westga.edu>, Pauline Gagnon <pgagnon@westga.edu>

Good Afternoon,

Chemistry is proposing the following two changes to the Survey of Chemistry (CHEM 1151K and 1152K) sequence:

1) Remove the current concurrent pre-req of College Algebra (MATH 1111) from CHEM 1151K.

2) Separate the 4 credit hour K courses into a 3 credit hour lecture and a 1 credit hour lab.

Please let us know if this is an acceptable change for the Nursing students. As soon as we have your approval, we will enter the information in Curriculog so that it can get approved by Senate in Spring 2020. We will like the changes to take effect in Fall 2020.

Please feel free to email us with any questions you have.

Thanks!

Sharmistha

Sharmistha Basu-Dutt, Ph.D.
Chair and Professor of Chemistry
Director of Engineering Studies
University of West Georgia
Office: TLC 2136
Phone: (678) 839-6018

--
Juli Larson
Academic Advisor
Tanner Health System School of Nursing

University of West Georgia
1601 Maple Street, Carrollton, GA 30118
p: 678-839-6552
f: 678-839-6553
jlarson@westga.edu
https://www.westga.edu/nursing

UWG | Tanner Health System School of Nursing

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Jenny B. Schuessler, PhD, RN, CNE
Dean and Professor
Tanner Health System School of Nursing
University of West Georgia
1601 Maple Street
Carrollton, Ga 30118
jschuess@westga.edu
678-839-5624

--
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Jenny B. Schuessler, PhD, RN, CNE
Dean and Professor
Tanner Health System School of Nursing
University of West Georgia
1601 Maple Street
Carrollton, Ga 30118
jschuess@westga.edu
678-839-5624

CHEM1151K Laboratory Syllabus
Spring 2019

Instructor: Dr. Gaquere-Parker, Office 2-119 TLC, Phone 678-839-6026,
email: agaquere@westga.edu

This lab is the LAB component of the four credit-hour course CHEM1151K.

Lab period: Friday 9:00am – 10:50pm, **Lab location:** TLC3108

Office Hours: T, R: 11.00 am – 2.00 pm, W: 11.00 am – 3.00 pm

Objectives: Students apply the knowledge obtained in CHEM 1151 lecture to problem-solving in the laboratory and to develop good laboratory techniques, safe work habits, collaborative teamwork, accurate observational and record-keeping skills, and the ability to analyze and interpret data in a timely manner. In addition, students carry out a scientific writing exercise based on the UWG's Quality Enhancement Plan (see below).

Learning Outcomes: At the conclusion of this course students should be able to: (1) follow oral and written instructions in successfully completing laboratory assignments, (2) use appropriate scientific tools and instrument to acquire data and process information, and (3) report the analysis of data and conclusion of the experiments following the report sheet format.

Preparation for Each Lab: The labs will require preparation and careful work to complete in the allotted time. You will need to read the objective and procedure for each experiment and also to complete a set of **online pre-lab homework** on **CourseDen/D2L** before coming to each lab period, as it is important that you understand the theory and procedure of the experiment. Go to the CoursesDen class dedicated just for the Workshop and Lab "**Spring 2019 Chem 1151 – Survey of Chemistry I WORKSHOP &LAB**" and find online homework for both the Workshop and the Labs. The deadline for each Prelab Homework is set at 8:00am of the day of the lab. It is recommended that you complete the prelab homework by the previous day. For each quiz, you are given 80 hours and you may submit up to two times. The deadline will not be postponed so if you miss it for any reason, it cannot be made up, hence the importance of completing the quiz the day before it is due. The lab data sheet are posted on courseden/D2L and will not be printed, it is your duty to print the labs prior to each lab meeting.

During the lab: You must come to each lab class on time and carry out the full experiment. In a group of two or three (not four). Each group collaborates and carries through all the experimental procedure, but EACH student completes and turn in the Report Sheet.

Tardiness/Absences: **Lab attendance is mandatory.** Unexcused absences will result in a grade of zero. Reports are NOT accepted from students who were not present to perform the experiment. Roll will be taken at the beginning of class and sometimes an additional time later on. Lateness will be penalized by deduction from the grade for the activity of the day (10 points for each 5 minutes of being late). Students leaving before the lab time is over must either have turned in a completed report or have permission to leave after showing that all necessary data have been appropriately collected and if not, will receive zero for that lab grade. If you miss a lab because of illness, an alternative arrangement may be made to make up for the missed lab if you contact the instructor BEFORE missing the lab class, AND present a doctor's excuse note after receiving a medical care. Scheduling a routine doctor's appointment during lab is not a valid medical excuse.

After the lab: Clean up the lab space, dispose of chemicals as instructed and return unused reagents to the front of the room. Clean and put away all glassware and other reusable items, make sure water is off and hotplates unplugged. Complete the Report Sheet and turn it in if possible (see below).

Reports: For most of the labs, you should be able to complete all calculations and answer all post-lab questions before the end of the laboratory period, and turn the report in before leaving the lab. Some experiments involve more time-consuming calculations and analysis, in which case the lab report can be turned in later no later than the beginning of the next laboratory period. Although most labs are to be performed in groups of two or three, with sometimes two groups (four students) sharing equipment, materials and/or data, **each student must turn in his or her own lab report**. Late reports will incur a 10% penalty for each day the report is late.

Safety and General Lab Decorum: Students will be required to sign a **safety contract** before participation in any labs. Students are expected to act in a safe manner at all times while in the chemistry classroom. Pay particular attention

- **Safety goggles** are required to be worn at all times once the laboratory procedure is in progress. If you are in the room with unprotected eyes you will be warned once. The second time you will be expelled from the lab and you will receive a grade of zero for the experiment. This policy will be enforced throughout the semester.

- **Eating and drinking are strictly forbidden** in the laboratory. Any food items brought to laboratory should remain inside closed backpacks or other secure containers. Any exposed food or beverage items will be thrown away.

- **Sandals, flip-flops, and other open-toed shoes should not be worn** to the laboratory. Wear closed low-heeled leather shoes.
- **Keep your focus on the experiment**, do not check your electronic device or take phone calls, do not listen to music with earbuds. Anything that prevents you from being focused on the activity can potentially create a safety hazard.

Other policies:

- You are expected to come with a positive attitude.
- Refrain from use of cell phones or other electronic devices.
- Behave in a professional manner as you perform the activities of each laboratory experiment, and leave a clean station. Failure to do so can lower your grade for the laboratory portion of this course.

Grade Determination: The grade for each week's laboratory activity is based on the reports turned in, minus any penalties for lateness or other infractions. The online prelab homework will constitute 20% of the laboratory grade, and the Lab Reports constitute 80%. Points are deducted for data recorded to the improper number of significant figures or with missing or incorrect units. Points are also deducted for mathematical errors in the calculations and for incorrect responses to any post-lab questions.

Academic Misconduct: Honesty in reporting results is one of the essential characteristics of your laboratory work. Little of your grade depends on getting "good" quantitative results. You will be more severely penalized for misrepresenting results than for honestly reporting "poor" results. You may discuss the lab results with other groups, but copying lab reports (any part) shall be considered academic misconduct, and penalized accordingly.

Below is a tentative schedule of the planned laboratory activities this semester. There will be a total of 13 lab experiments. The lowest one of these 13 grades (excluding lab 13) will be dropped and the overall lab average will be the average of the best 12 grades. Lab #13 will not be dropped. This means, if Lab 13 is the lowest grade, it will NOT be dropped, and instead, the second lowest will be dropped.

Date	Lab #	Experiment	Relevant chapter
Jan 11	1	**Syllabus, laboratory safety, mandatory safety contract**	Safety
Jan 18	2	**Density**	Ch.2
Jan 25	3	**Calorimetry**	Ch.3
Feb 1	4	**Flame Tests**	Ch.4
Feb 8	5	**Half Lives**	Ch.5
Feb 15	6	**Ionic vs. Covalent Compounds**	Ch.6
Feb 22	7	**Types of reactions**	Ch.7
Mar 1	8	**Hydrate**	Ch.7
Mar 8	9	**Gas Law**	Ch.8
Mar 15	10	**Dumas Method**	Ch.8
Mar 22		No Lab (Spring Break)	
Mar 29	11	**Precipitation reactions**	Ch.9
Apr 5	12	**Equilibria**	Ch.10
Apr 12	13	**Titration**	Ch.11
Apr 19		No lab. Turn in the last report directly to instructor (TLC 2119)	

SURVEY OF CHEMISTRY I Lab
CHEM 1151L

Instructor   Dr Anne GAQUERE
Office 2-119 TLC
Phone 678-839-6026
email: agaquere@westga.edu

Class time   TBA

Office hours   TBA

Purpose: This is the laboratory accompanying the first course in a two-semester sequence covering the elementary principles of general, organic and biochemistry for allied health professions and non-science major students. Laboratory activities will include qualitative and quantitative experiments related to general chemistry.

Learning outcomes

Students who complete this course are expected to develop the ability to conduct basic experiments related to the course content.

A tentative schedule of the lab activities can be found on the last page of the syllabus.

SEMESTER GRADES

Your grade will be calculated based on the following formula:
% = 0.80 x Exams + 0.10 x Lab Reports + 0.10 Instructor Points

Note: All exam, quiz and lab activity grades will be based on your ability to DEMONSTRATE full understanding of the material (with full credit given only if you SHOW ALL YOUR WORK, not just for obtaining the correct answer).

Course %	Letter Grade
90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
0% - 59%	F

Preparation for Each Lab:
The labs will require preparation and careful work to complete in the allotted time. Read all laboratory material before coming to lab. It is important that you understand the theory and procedure of the experiment. The lab material will be posted on CourseDen.

During the lab:
Complete the weekly lab report and submit for approval before leaving. If the lab report is insufficient, modification will be requested before final submission is accepted. One report per student is required unless otherwise noted.

After the lab:
Clean up the lab space, clean the glassware and put back in the drawer, and unplug hotplates (points will be deducted from lab grades for ignoring this requirement)

Policies

Attendance is mandatory and will be recorded. Instructor points will reflect the attendance record and meaningful participation. Food or beverages are strictly forbidden in this lab space. If a student brings in food or beverage, the item will be thrown away and the student will receive a zero for the activity of the day.

Lateness will be penalized by deduction from the grade for the lab/activity of the day (10 points for the 1st time, 20 points for the 2nd one…).

Once lab has started (Once any student has started handling chemicals, not necessarily you), safety glasses are required to be worn at all times. If you do not wear your safety glasses (even for a couple of minutes, even if you are not handling chemicals but others are) in order to protect your eyes, you will be expelled from the lab without any appeal and you will receive a grade of zero for the experiment. I will strictly enforce this policy all year long.

If you leave before the end of the lab, you must have all the data proving that you have actually performed the experiment and you must ask me if it is OK for you to leave. I will check from time to time if you have really done everything you are supposed to do during the session (and nothing else), if you are unable to show me the products you are working with, this will be considered as a failure of respecting this policy.

Any failure of respecting this policy will result in you being expelled of the classroom for the day, as well as a grade of zero for that day's activity.

You are expected to wear your goggles at all time during lab, write down the notes from the board on your notebook, solve the in-class problems, cooperate, have a good attitude and leave a clean station. Doing so will not improve your grade, but not doing so will lower it.

Policy on cheating- Academic misconduct

Cheating on a lab report for the first time will result in a score of zero for that particular paper. If the student is caught cheating a second time, his grade for the entire course will be an F.

Instructor points

This list is not exhaustive, but it will help you get a good idea of what instructor points means. Some points are more important than the other ones and in some cases missing one of them can actually reduce your instructor points to zero.
It includes:

* Attendance, participation and attitude
* Do you respect the safety rules?

* Perform the experiment or study the in-class assignment
* Work within the time assigned
* Behavior during class (disruptive behavior…)
* On time or late for class?
* Is your homework ready when you step in the lab?
* Do I have to tell you to wear your goggles repeatedly?
* Bringing food or beverages.

To ensure a good grade for the instructor points, active participation in the class is mandatory.

Extra credit: There is no extra credit for this class.

Communication: The official communication method will be through campus e-mail (MyUWG or D2L), no other form of communication will be accepted as this system only verifies the identity of the interlocutor.

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

University policy

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

Lab #	Experiment
*	**No LAB**
1	**Syllabus, laboratory safety, Density**
2	**Calorimetry**
3	**Flame Tests**
4	**Half Lives**
5	**Ionic vs. Covalent Compounds**
6	**Types of Reactions**
No lab	**No Lab (Fall Break)**
7	**Hydrate**
8	**Gas Law**
9	**Dumas Method**
10	**Precipitation reactions**
11	**Equilibria**
12	**Titration (last lab)**
No lab	**Thanksgiving Break**
No lab	No lab. Turn in the last report directly to instructor (TLC 2132)
No lab	

CHEM - 1152 - Survey of Chemistry II

2021-2022 Undergraduate Revise Course Request

General Information

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

Modifications (Check all that apply) *
- ☐ Course Title
- ☑ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☑ Catalog Description
- ☐ Credit Hours
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☑ Course Fee
- ☐ Repeat for Credit
- ☑ Other

If other, please identify.   Activate Course

Desired Effective Semester *   Fall

Desired Effective Year *   2021

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

| Department/School * | Department of Mathematics, Sciences, and Technology |

Is this a School of Nursing course?*
- ◉ Yes
- ○ No

Is this a College of Education course?*
- ○ Yes
- ◉ No

Is the addition/change related to core, honors, or XIDS courses?*
- ☑ Yes
- ☐ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below*
- ◉ Yes ○ No

List of Faculty Senate Action and Information Items

Course Information

IMPORT curriculum data from the Catalog by clicking ⬇ icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

  Course Prefix (cannot be modified. Must add/delete course)
  Course Number (cannot be modified. Must add/delete course)
  Course Title
  Course Type (do not modify)
  Catalog Course Description
  Prerequisites/Corequisites
  Frequency
  Grading
  Credit Hours
  Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix* `CHEM`

Course Number* 1152

Course Title* Survey of Chemistry II

Long Course Title

Course Type - DO NOT EDIT* `Chemistry`

Catalog Course Description* Second course in a two-semester sequence covering elementary principles of chemistry of general, organic and biochemistry for allied health professions majors. Students must have successfully passed CHEM 1151 and CHEM 1151L.

Prequisites ((CHEM 1151 Minimum Grade: C and CHEM 1151L Minimum Grade: C) or CHEM 1151K Minimum Grade: C) and Concurrent Prerequisite CHEM 1152L

Corequisites

Frequency - How many semesters per year will this course be offered? `1`

Grading* `Undergraduate Standard Letter`

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour

totals" will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program prposal may need to be submitted.

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing

Restrictions

Can a student take this course multiple times, each attempt counting separately toward graduation* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* no

Justification and Assessment

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.

Students who complete this course are expected to develop:

1. identify the role of organic and biochemistry in everyday life,
2. describe the basic chemistry concepts covered in the text content,
3. apply some concepts of organic chemistry and biochemistry to the human body.
4. Students will be able to apply knowledge of the properties of organic and biomolecules to describe their basic behaviors, the systematic nomenclature associated with such molecules, their chemical reactivity and synthesis.
5. Students will be able to apply knowledge of the properties of biomolecules to describe their role in selected biological mechanisms such as respiration, protein synthesis and metabolism.

| Rationale* | Currently Survey of Chemistry II (CHEM 1152K) is a 4 credit hour course with the lecture and lab combined. This course is a support course for the School of Nursing and used to fill Core D. We would like to split the course into CHEM 1152 and CHEM 1152L . This would be more in line with other USG institutions. This could also reduce the cost to students if they have to retake one part of the course but were successful in the other. We discussed our plans with the School of Nursing, and they have approved it (see attached email).

CHEM 1152 is currently an inactive course (not visible in catalog) with no pre-requisites or co-requisites. Currently, it is only used to support the transfer team. We would like to activate this course and offer it starting in Fall 2021. Since this course is not currently offered, there are no current syllabi. We are attaching a syllabus for the proposed CHEM 1152 and a syllabus from the current CHEM 1152K combined lecture and lab.

The lab (CHEM 1152L) should be taken concurrently with this lecture course; therefore, we would like to set it up as a concurrent prerequisite. A concurrent prerequisite will function as a co-requisite for students on their first attempt. The concurrent prerequisite would allow a student who previously passed the lab but needs to retake the lecture to register for the lecture alone without needing an override. Students cannot take the lab alone (see CHEM 1152L for more detail).

The material in CHEM 1152 covers topics related to organic chemistry and biochemistry, and it requires a strong foundation in the material covered in CHEM 1151. Therefore, we are requiring minimum grades of C in both CHEM 1151 and 1151L as prerequisites for this course. We are including the option of CHEM 1151K with a C or better to create a smooth transition and also to assist future readmit or transfer students. |
|---|---|

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as <u>one</u> document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <u>http://www.westga.edu/UWGSyllabusPolicies/</u>

Syllabus*	☑ I have attached the syllabus.
	☐ N/A

Resources and Funding

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

Present or Projected Annual Enrollment*	120-150

Are you making changes to the special fees or tuition that is required for this course?*	☑ Yes ☐ No	If yes, what will the fee be? If no, please list N/A.*	44

Fee Justification* A $44 supplemental course fee is charged for students to participate in a mandatory peer-led team learning workshop and counts part of the final grade. Workshop meets 15 weeks during a semester and students have access to a workbook used during workshops as well as a peer facilitator. Each workshop session is 1.5 hours long and involves active learning.

Currently CHEM 1152K has a $79 fee ($44 for the Workshop Program and $35 for the Lab fee). When we split the course into separate lab and lecture courses, we will still need those fees to cover the costs of the Workshop Program and the lab supplies.

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 17

Megan Mayercik <mmayerci@westga.edu>

Fwd: CHEM 1151K and 1152K

Sharmistha Basu-Dutt <sbdutt@westga.edu>   Wed, Feb 26, 2020 at 11:15 AM
To: Megan Mayercik <mmayercik@westga.edu>

Sharmistha Basu-Dutt, Ph.D.
Chair and Professor of Chemistry
Director of Engineering Studies
University of West Georgia
Office: TLC 2136
Phone: (678) 839-6018

---------- Forwarded message ---------
From: **Jennifer Schuessler** <jschuess@westga.edu>
Date: Tue, Feb 25, 2020 at 9:07 PM
Subject: Re: CHEM 1151K and 1152K
To: Sharmistha Basu-Dutt <sbdutt@westga.edu>
Cc: Julianna Larson <jlarson@westga.edu>, Nancy Capponi <ncapponi@westga.edu>

Thanks for keeping us in the loop Sharmistha.

On Tue, Feb 25, 2020 at 8:30 PM Sharmistha Basu-Dutt <sbdutt@westga.edu> wrote:
> Thank you for the update, Juli. We will start the process of changing these requirements immediately via Curriculog.
>
> Sharmistha
>
> Sent from my iPhone
>
>
> > On Feb 25, 2020, at 6:24 PM, Julianna Larson <jlarson@westga.edu> wrote:
> >
> >
> >
> > I apologize for the delay. I have forwarded below Dr. Schuessler and my responses that we do not see
> > any issues with the changes. Dr. Capponi is also in agreement. Thank you so much for communicating
> > with us about the changes.
> > Juli
> >
> > ---------- Forwarded message ---------
> > From: **Jennifer Schuessler** <jschuess@westga.edu>
> > Date: Mon, Feb 17, 2020 at 4:44 PM
> > Subject: Re: CHEM 1151K and 1152K
> > To: Julianna Larson <jlarson@westga.edu>
> > Cc: Nancy Capponi <ncapponi@westga.edu>
> >
> >
> > I foresee no issues with this either.
> >
> > On Mon, Feb 17, 2020 at 4:38 PM Julianna Larson <jlarson@westga.edu> wrote:
> > > I do not see any issues with these requests. I wanted to run that by you before I responded though.
> > >
> > > ---------- Forwarded message ---------
> > > From: **Sharmistha Basu-Dutt** <sbdutt@westga.edu>
> > > Date: Mon, Feb 17, 2020 at 3:56 PM
> > > Subject: CHEM 1151K and 1152K

To: Julianna Larson <jlarson@westga.edu>, Jennifer Schuessler <jschuess@westga.edu>, Nancy Capponi <ncapponi@westga.edu>, Susan Welch <swelch@westga.edu>
Cc: Megan Mayercik <mmayercik@westga.edu>, srose@westga.edu <srose@westga.edu>, Pauline Gagnon <pgagnon@westga.edu>

Good Afternoon,

Chemistry is proposing the following two changes to the Survey of Chemistry (CHEM 1151K and 1152K) sequence:

1) Remove the current concurrent pre-req of College Algebra (MATH 1111) from CHEM 1151K.

2) Separate the 4 credit hour K courses into a 3 credit hour lecture and a 1 credit hour lab.

Please let us know if this is an acceptable change for the Nursing students. As soon as we have your approval, we will enter the information in Curriculog so that it can get approved by Senate in Spring 2020. We will like the changes to take effect in Fall 2020.

Please feel free to email us with any questions you have.

Thanks!

Sharmistha

Sharmistha Basu-Dutt, Ph.D.
Chair and Professor of Chemistry
Director of Engineering Studies
University of West Georgia
Office: TLC 2136
Phone: (678) 839-6018

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Juli Larson
Academic Advisor
Tanner Health System School of Nursing

University of West Georgia
1601 Maple Street, Carrollton, GA 30118
p: 678-839-6552
f: 678-839-6553
jlarson@westga.edu
https://www.westga.edu/nursing

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Jenny B. Schuessler, PhD, RN, CNE
Dean and Professor
Tanner Health System School of Nursing
University of West Georgia
1601 Maple Street
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UWG | Tanner Health System School of Nursing

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Jenny B. Schuessler, PhD, RN, CNE
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University of West Georgia
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Carrollton, Ga 30118
jschuess@westga.edu
678-839-5624

SURVEY OF CHEMISTRY II
CHEM 1152
SPRING 2019

Instructor: Dr. Donald White Phone: 770-301-9648   e-mail: dwhite@westga.edu
Lectures: MW, 5:30pm – 6:50pm
Lab: M, 7-8:50pm
Office Hours: by appointment

Text: *General, Organic and Biological Chemistry*, 4th Edition, by Karen Timberlake.

Purpose

This is the second course in a two-semester sequence covering the elementary principles of general, organic and biochemistry for allied health professions and non-science major students. This is the continuation of CHEM1151 in the areas of organic chemistry and biochemistry. Students must have earned a C or higher in CHEM 1151 to attend CHEM 1152, they will be withdrawn from the class if they have not passed CHEM 1151 (or equivalent). This course includes organic structures and functional groups, the chemistry of carbohydrates, lipids, proteins, enzymes, hormones and nucleic acids. A good knowledge of general chemistry (CHEM1151) is assumed.

Under the studio format, the class meets for 1 hour and 20 minutes 2 days per week and workshops will meet an additional 2 hours per week. Laboratory activities will include qualitative and quantitative experiments.

On each examination (closed book), you are supposed to be able to answer questions concerning topics studied previously. Everything that has been taught since the beginning of the class is supposed to be known at any point of time. There will be 4 examinations during the semester plus the final one, which is an American Chemical Society standardized examination. Daily in class quizzes will be given. No make-up quizzes will be given. If you miss an examination, the grade obtained on the final examination will replace the missing grade, if you miss two examinations, the grade obtained on the final examination will replace both of them, etc…

Learning outcomes

Students who complete this course are expected to develop:
- an understanding of the basic concepts covered in the text content,
- an awareness of the role of organic and biochemistry in everyday life,
- a basic comprehension of some applications of organic and biochemistry to the human body,
- the ability to conduct basic experiments related to the course.

Chapters to be covered

Chapter 12: Introduction to organic chemistry and alkanes.
Chapter 13: Alcohols, phenols, thiols and ethers.
Chapter 14: Aldehydes, ketones and chiral molecules.
Chapter 15 : Carbohydrates.
Chapter 16: Carboxylic acids and esters.
Chapter 17 : Lipids.
Chapter 18: Amines and amides.
Chapter 19: Amino acids and proteins.
Chapter 20: Enzymes, Vitamins.
Chapter 21: Nucleic acids and protein synthesis.
Chapter 22: Metabolic pathways for carbohydrates.
Chapter 23: Metabolism and energy production.
Chapter 24: Metabolic pathways for lipids and amino acids.

Schedule for the examinations

Examination 1: Wednesday January 30th, Chapters 12 – 14.
Examination 2: Wednesday, February 20th, Chapters 12 – 16.
Examination 3: Wednesday, March 13th, Chapters 12 – 19.
Examination 4: Wednesday, April 24th, Chapters 12-24.
Final Examination: Monday May 6th, 5:30 - 7:30 pm: ACS Exam.

Every exam will cover material seen in class starting from the first day of class. It will follow the order of the material seen in class and workshop. You will be given one hour to complete the exam and no exam will be dropped. No makeup exam will be given. If you miss a test for any reason (illness, death in the family, bad weather conditions, legal events, car problem and so on…), the test score of the exam you missed will be replaced by the score you obtained on the final exam. There will be no exception to this policy. If you happen to miss more than one exam, the final exam score will replace the grade of each exam you missed (for instance, if you missed two exams, the final score will be counted 3 times). Exam will be multiple choice questions only. Please arrive on time, as no extra time will be given if you arrive late.

If there is a conflict with the final examination time, you must provide me the written authorization from the Dean of Arts & Sciences to move your final examination time. This note should be delivered to me at least two weeks prior to the scheduled final examination time. Grades for the examinations will be posted online in a timely manner. Check the course website on a regular basis, as everything posted on it at any time is supposed to be known. For fastest response from me, email dwhite@westga.edu.

SEMESTER GRADES

Grading:	Workshop	10%
	Quizzes	15%
	Homework	15%
	Exams	60%

Note: All exam, quiz and lab activity grades will be based on your ability to demonstrate full understanding of the material (with full credit given only if you show all of your work, not just for obtaining the correct answer).

Course %	Letter Grade
90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
0% - 59%	F

How to Study Chemistry

You should start by familiarizing yourself with the textbook. Read the author's preface to see what is included in the text and what other resources are available for help. Look at the appendices to see what information is contained there for later use.

You should prepare for lecture by skimming ahead in your textbook. You may not understand all the material, but it will familiarize you with new terms and equations and by doing this lecture will become much more beneficial.

As soon as possible after lecture you should review your lecture notes and read the portion of the textbook covered in lecture. While reading the chapter, work the in-chapter problems. Only continue reading when you completely understand the problems. Chemistry builds on itself and if you do not understand a topic now it will only make later topics more difficult. In addition, this chemistry course sets the foundation for later chemistry courses, if you do not learn the material now it will make later courses much more difficult.

When you have completed the portion of the chapter covered by lecture proceed to work the online homework problems immediately. These problems are an excellent barometer to determine whether you understand the material. Treat the homework problems as if they are test questions and do not look elsewhere for help. If you can work the problems without looking anywhere for help then you know and understand the material. If you cannot do the problem without help then you need to stop doing homework and reread the pertinent area of the textbook and lecture notes until you are ready to try the problem again. You will learn more by sticking with a problem to finally solve it then by looking for the solution. Chemistry is best learned by doing, so work as many additional problems as you can.

You must keep up. This course will move quickly and if you are not studying daily then you will find it to be quite difficult. While it will be necessary to memorize some information like equations and formulas, memorization without understanding is useless. You must learn how and when to use equations to be successful. Also, because of the volume of information you will see, you will not find success by "cramming." If you do not start studying until the week of the test I guarantee you will not be successful. You may also find study groups to be helpful. When you teach and explain topics to your fellow students you will find that you learn those topics even better.

Finally, do not hesitate to set up an appointment with me. We can in person or virtually via Google Hangout. I can also arrange you to meet with other chemistry professors during their office hours.

University Policies

Please refer to the following for academic support, the honor code, email policy, credit hour policy and HB 280 campus carry policy:

https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php

SURVEY OF CHEMISTRY II
CHEM 1152

Instructor   Dr Anne GAQUERE
                        Office 2-119 TLC
                        Phone 678-839-6026
                        email: agaquere@westga.edu

Class time   T, R 9.30 am – 10.45 am, TLC 1305.
                        Additional meeting time for workshop, please see class bulletin for your
section.

Materials   Required: Knewton access to online homework (~$40)
                        Textbook: Free open access:
                        https://chem.libretexts.org/Bookshelves/Introductory_Chemistry/Book%3
                        A_The_Basics_of_GOB_Chemistry_(Ball_et_al.)
                        Optional: an old edition of *General, Organic and Biological Chemistry*, by
                        Karen Timberlake.

Office hours   M: 2.00pm – 3.00pm, W: 9.00am – 12.30pm, 1.45pm - 3.15pm, R:
                        10.45am–2.45pm

Purpose: This is the second course in a two-semester sequence covering the elementary principles of general, organic and biochemistry for allied health professions and non-science major students. This is the continuation of CHEM1151 in the areas of organic chemistry and biochemistry. Students must have earned a C or higher in CHEM 1151 to attend CHEM 1152, they will be withdrawn from the class if they have not passed CHEM 1151 (or equivalent). This course includes organic structures and functional groups, the chemistry of carbohydrates, lipids, proteins, enzymes, hormones and nucleic acids. A good knowledge of general chemistry (CHEM1151) is assumed.

On each examination (closed book), you are supposed to be able to answer questions concerning topics studied previously. Everything that has been taught since the beginning of the class is supposed to be known at any point of time. There will be 4 examinations during the semester plus the final one, which is an American Chemical Society standardized examination.

Learning outcomes
Students who complete this course are expected to develop:
- identify the role of organic and biochemistry in everyday life,
- describe the basic chemistry concepts covered in the text content,
- apply some organic chemistry and biochemistry to the human body
- Students will be able to apply knowledge of the properties of organic and biomolecules to describe their basic behaviors, the systematic nomenclature associated with such molecules, their chemical reactivity and synthesis.
- Students will be able to apply knowledge of the properties of biomolecules to describe their role in selected biological mechanisms such as respiration, protein synthesis and metabolism.

Chapters to be covered

Chapter 11: Introduction to organic chemistry and alkanes.
Chapter 12: Unsaturated hydrocarbons.
Chapter 13: Alcohols, phenols, thiols and ethers.
Chapter 14: Aldehydes, ketones and chiral molecules.
Chapter 15: Carbohydrates.
Chapter 16: Carboxylic acids and esters.
Chapter 17: Lipids.
Chapter 18: Amines and amides.
Chapter 19: Amino acids and proteins.
Chapter 20: Enzymes, Vitamins.
Chapter 21: Nucleic acids and protein synthesis.
Chapter 22: Metabolism and energy.

Study Skills

The best way to make sure that you have thoroughly understood the material covered in class is to read the textbook, work through the appropriate problems, and participate in workshop, on a REGULAR BASIS. Keep track of the end of chapter problems that give you the most difficulty, and try similar problems for additional practice and review. Keep up with the class, and ask questions frequently in workshop and during the office hours.

Schedule for the examinations

Examination 1: TBA, Chapters 11 – 13.
Examination 2: TBA, Chapters 14 – 16.
The last day to withdraw with a W is TBA.
Examination 3: TBA, Chapters 17 – 19.
Examination 4: TBA, Chapters 20-22.
Final Examination: TBA (Entire course material).

Every exam will cover material seen in class starting from the first day of class. It will follow the order of the material seen in class and workshop.

Policy on cheating- Academic misconduct

Cheating on a quiz or any assignment for the first time will result in a score of zero for that particular paper. If the student is caught cheating a second time, his grade for the entire course will be an F.

Furthermore, if a student is caught cheating on an examination, he will automatically receive a grade F for the entire course. Any infraction will be taken before the disciplinary committee and played out to the fullest extent. Cheating will never be tolerated and I may decide to take additional resolutions if necessary.

Workshop Chemistry

There will be "workshops" conducted in CHEM 1152. In workshops, the large class is broken down into smaller groups. In addition to regularly scheduled lecture, it is required to attend a workshop that meets once a week outside of class to discuss chemistry problems and improve your understanding of the material.

SEMESTER GRADES

Your grade will be calculated based on the following formula:

% = 0.70 x (Exams) + 0.10 x (homework, in class problems, practice exams, quizzes, mock exams) + 0.10 average of Knewton grade + 0.10 x Workshop

Note: All exam, quiz and other activity grades will be based on your ability to DEMONSTRATE full understanding of the material (with full credit given only if you SHOW ALL YOUR WORK, not just for obtaining the correct answer).

Course %	Letter Grade
90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
0% - 59%	F

Extra credit: There is no extra credit for this class.

Communication: The official communication method will be through campus e-mail (MyUWG or D2L), no other form of communication will be accepted as this system only verifies the identity of the interlocutor.

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

More on University policy

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

CHEM - 1152L - Survey of Chemistry II Lab

2021-2022 Undergraduate Revise Course Request

General Information

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

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

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

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

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

Modifications (Check all that apply) *
- ☐ Course Title
- ☑ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☑ Catalog Description
- ☐ Credit Hours
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☑ Course Fee
- ☐ Repeat for Credit
- ☑ Other

If other, please identify. Activate Course

Desired Effective Semester * Fall

Desired Effective Year * 2021

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

Department/School* | Department of Mathematics, Sciences, and Technology

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

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

Is the addition/change related to core, honors, or XIDS courses?*
☑ Yes
☐ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below*
● Yes   ○ No

List of Faculty Senate Action and Information Items

Course Information

IMPORT curriculum data from the Catalog by clicking ⬇ icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Course Prefix (cannot be modified. Must add/delete course)
Course Number (cannot be modified. Must add/delete course)
Course Title
Course Type (do not modify)
Catalog Course Description
Prerequisites/Corequisites
Frequency
Grading
Credit Hours
Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix* CHEM

Course Number* 1152L

Course Title* Survey of Chemistry II Lab

Long Course Title

Course Type - DO NOT EDIT* Chemistry

Catalog Course Description* Laboratory exercises supplement the lecture material of CHEM 1152. Students must be registered for CHEM 1152.

Prequisites

Corequisites CHEM 1152

Frequency - How many semesters per year will this course be offered? 1

Grading* Undergraduate Standard Letter

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program prposal may need to be submitted.

Lec Hrs*	0

Lab Hrs*	2

Credit Hrs*	1

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing

Restrictions

Can a student take this course multiple times, each attempt counting separately toward graduation*	☐ Yes ☑ No		**If yes, indicate maximum number of credit hours counted toward graduation.***	no

Justification and Assessment

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.	Core D required Learning Outcome: Use appropriate scientific tools and instruments to acquire data, process information, and communicate results, adapting written communication to specific purposes and audiences. To that end, students will: 1. Perform laboratory experiments correctly and safely 2. Acquire data from experimentation 3. Apply material from CHEM 1152 lecture to analyze the collected data 4. Communicate the results and purpose of the experiment to specific audiences

Rationale* Currently Survey of Chemistry II (CHEM 1152K) is a 4 credit hour course with the lecture and lab combined. This course is a support course for the School of Nursing and used to fill Core D. We would like to split the course into CHEM 1152 and CHEM 1152L. This would be more in line with other USG institutions. This could also reduce the cost to students if they have to retake one part of the course but were successful in the other. We discussed our plans with the School of Nursing, and they have approved it (see attached email).

CHEM 1152L is currently an inactive course (not visible in catalog) with no pre-requisites or co-requisites. Currently, it is only used to support the transfer team. We would like to activate this course as a 2 hour lab and offer it starting in Fall 2021. Since this course is not currently offered, there are no current syllabi. We are attaching a syllabus for the proposed CHEM 1152L and a syllabus from the current CHEM 1152K combined lecture and lab.

The lecture (CHEM 1152) must be taken at the same time because material from the lecture is needed to understand the labs. Students cannot take the lab alone without instructor's override.

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as <u>one</u> document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ☑ I have attached the syllabus.

☐ N/A

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate

◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 120-150

Are you making changes to the special fees or tuition that is required for this course?* ☑ Yes

☐ No

If yes, what will the fee be? If no, please list N/A.* 35

Fee Justification* The lab fee is $35 for lab consumables. Students participate in 10 labs during the semester where they use specialty glassware (beakers, flasks, burets, graduated cylinders), equipment (balances, thermometers, etc.), chemicals and a safe environment learn crucial lab skills.

Currently CHEM 1152K has a $79 fee ($44 for the Workshop Program and $35 for the Lab fee). When we split the course into separate lab and lecture courses, we will still need those fees to cover the costs of the Workshop Program and the lab supplies.

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 17

Megan Mayercik <mmayerci@westga.edu>

Fwd: CHEM 1151K and 1152K

Sharmistha Basu-Dutt <sbdutt@westga.edu>   Wed, Feb 26, 2020 at 11:15 AM
To: Megan Mayercik <mmayercik@westga.edu>

Sharmistha Basu-Dutt, Ph.D.
Chair and Professor of Chemistry
Director of Engineering Studies
University of West Georgia
Office: TLC 2136
Phone: (678) 839-6018

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From: **Jennifer Schuessler** <jschuess@westga.edu>
Date: Tue, Feb 25, 2020 at 9:07 PM
Subject: Re: CHEM 1151K and 1152K
To: Sharmistha Basu-Dutt <sbdutt@westga.edu>
Cc: Julianna Larson <jlarson@westga.edu>, Nancy Capponi <ncapponi@westga.edu>

Thanks for keeping us in the loop Sharmistha.

On Tue, Feb 25, 2020 at 8:30 PM Sharmistha Basu-Dutt <sbdutt@westga.edu> wrote:
> Thank you for the update, Juli. We will start the process of changing these requirements immediately via Curriculog.
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> Sharmistha
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> Sent from my iPhone
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> > On Feb 25, 2020, at 6:24 PM, Julianna Larson <jlarson@westga.edu> wrote:
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> >
> >
> > I apologize for the delay. I have forwarded below Dr. Schuessler and my responses that we do not see any issues with the changes. Dr. Capponi is also in agreement. Thank you so much for communicating with us about the changes.
> > Juli
> >
> > ---------- Forwarded message ---------
> > From: **Jennifer Schuessler** <jschuess@westga.edu>
> > Date: Mon, Feb 17, 2020 at 4:44 PM
> > Subject: Re: CHEM 1151K and 1152K
> > To: Julianna Larson <jlarson@westga.edu>
> > Cc: Nancy Capponi <ncapponi@westga.edu>
> >
> >
> > I foresee no issues with this either.
> >
> > On Mon, Feb 17, 2020 at 4:38 PM Julianna Larson <jlarson@westga.edu> wrote:
> > > I do not see any issues with these requests. I wanted to run that by you before I responded though.
> > >
> > > ---------- Forwarded message ---------
> > > From: **Sharmistha Basu-Dutt** <sbdutt@westga.edu>
> > > Date: Mon, Feb 17, 2020 at 3:56 PM
> > > Subject: CHEM 1151K and 1152K

To: Julianna Larson <jlarson@westga.edu>, Jennifer Schuessler <jschuess@westga.edu>, Nancy Capponi <ncapponi@westga.edu>, Susan Welch <swelch@westga.edu>
Cc: Megan Mayercik <mmayercik@westga.edu>, srose@westga.edu <srose@westga.edu>, Pauline Gagnon <pgagnon@westga.edu>

Good Afternoon,

Chemistry is proposing the following two changes to the Survey of Chemistry (CHEM 1151K and 1152K) sequence:

1) Remove the current concurrent pre-req of College Algebra (MATH 1111) from CHEM 1151K.

2) Separate the 4 credit hour K courses into a 3 credit hour lecture and a 1 credit hour lab.

Please let us know if this is an acceptable change for the Nursing students. As soon as we have your approval, we will enter the information in Curriculog so that it can get approved by Senate in Spring 2020. We will like the changes to take effect in Fall 2020.

Please feel free to email us with any questions you have.

Thanks!

Sharmistha

Sharmistha Basu-Dutt, Ph.D.
Chair and Professor of Chemistry
Director of Engineering Studies
University of West Georgia
Office: TLC 2136
Phone: (678) 839-6018

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Juli Larson
Academic Advisor
Tanner Health System School of Nursing

University of West Georgia
1601 Maple Street, Carrollton, GA 30118
p: 678-839-6552
f: 678-839-6553
jlarson@westga.edu
https://www.westga.edu/nursing

UWG | Tanner Health System School of Nursing

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Jenny B. Schuessler, PhD, RN, CNE
Dean and Professor
Tanner Health System School of Nursing
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1601 Maple Street
Carrollton, Ga 30118
jschuess@westga.edu
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SURVEY OF CHEMISTRY II
CHEM 1152
SPRING 2019

Instructor: Dr. Donald White Phone: 770-301-9648   e-mail: dwhite@westga.edu
Lectures: MW, 5:30pm – 6:50pm
Lab: M, 7-8:50pm
Office Hours: by appointment

Text: *General, Organic and Biological Chemistry*, 4th Edition, by Karen Timberlake.

Purpose

This is the second course in a two-semester sequence covering the elementary principles of general, organic and biochemistry for allied health professions and non-science major students. This is the continuation of CHEM1151 in the areas of organic chemistry and biochemistry. Students must have earned a C or higher in CHEM 1151 to attend CHEM 1152, they will be withdrawn from the class if they have not passed CHEM 1151 (or equivalent). This course includes organic structures and functional groups, the chemistry of carbohydrates, lipids, proteins, enzymes, hormones and nucleic acids. A good knowledge of general chemistry (CHEM1151) is assumed.

Under the studio format, the class meets for 1 hour and 20 minutes 2 days per week and workshops will meet an additional 2 hours per week. Laboratory activities will include qualitative and quantitative experiments.

On each examination (closed book), you are supposed to be able to answer questions concerning topics studied previously. Everything that has been taught since the beginning of the class is supposed to be known at any point of time. There will be 4 examinations during the semester plus the final one, which is an American Chemical Society standardized examination. Daily in class quizzes will be given. No make-up quizzes will be given. If you miss an examination, the grade obtained on the final examination will replace the missing grade, if you miss two examinations, the grade obtained on the final examination will replace both of them, etc…

Learning outcomes

Students who complete this course are expected to develop:
- an understanding of the basic concepts covered in the text content,
- an awareness of the role of organic and biochemistry in everyday life,
- a basic comprehension of some applications of organic and biochemistry to the human body,
- the ability to conduct basic experiments related to the course.

Chapters to be covered

Chapter 12: Introduction to organic chemistry and alkanes.
Chapter 13: Alcohols, phenols, thiols and ethers.
Chapter 14: Aldehydes, ketones and chiral molecules.
Chapter 15 : Carbohydrates.
Chapter 16: Carboxylic acids and esters.
Chapter 17 : Lipids.
Chapter 18: Amines and amides.
Chapter 19: Amino acids and proteins.
Chapter 20: Enzymes, Vitamins.
Chapter 21: Nucleic acids and protein synthesis.
Chapter 22: Metabolic pathways for carbohydrates.
Chapter 23: Metabolism and energy production.
Chapter 24: Metabolic pathways for lipids and amino acids.

Schedule for the examinations

Examination 1: Wednesday January 30th, Chapters 12 – 14.
Examination 2: Wednesday, February 20th, Chapters 12 – 16.
Examination 3: Wednesday, March 13th, Chapters 12 – 19.
Examination 4: Wednesday, April 24th, Chapters 12-24.
Final Examination: Monday May 6th, 5:30 - 7:30 pm: ACS Exam.

Every exam will cover material seen in class starting from the first day of class. It will follow the order of the material seen in class and workshop. You will be given one hour to complete the exam and no exam will be dropped. No makeup exam will be given. If you miss a test for any reason (illness, death in the family, bad weather conditions, legal events, car problem and so on…), the test score of the exam you missed will be replaced by the score you obtained on the final exam. There will be no exception to this policy. If you happen to miss more than one exam, the final exam score will replace the grade of each exam you missed (for instance, if you missed two exams, the final score will be counted 3 times). Exam will be multiple choice questions only. Please arrive on time, as no extra time will be given if you arrive late.

If there is a conflict with the final examination time, you must provide me the written authorization from the Dean of Arts & Sciences to move your final examination time. This note should be delivered to me at least two weeks prior to the scheduled final examination time. Grades for the examinations will be posted online in a timely manner. Check the course website on a regular basis, as everything posted on it at any time is supposed to be known. For fastest response from me, email dwhite@westga.edu.

SEMESTER GRADES

Grading:	Workshop	10%
	Quizzes	15%
	Homework	15%
	Exams	60%

Note: All exam, quiz and lab activity grades will be based on your ability to demonstrate full understanding of the material (with full credit given only if you show all of your work, not just for obtaining the correct answer).

Course %	Letter Grade
90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
0% - 59%	F

How to Study Chemistry

You should start by familiarizing yourself with the textbook. Read the author's preface to see what is included in the text and what other resources are available for help. Look at the appendices to see what information is contained there for later use.

You should prepare for lecture by skimming ahead in your textbook. You may not understand all the material, but it will familiarize you with new terms and equations and by doing this lecture will become much more beneficial.

As soon as possible after lecture you should review your lecture notes and read the portion of the textbook covered in lecture. While reading the chapter, work the in-chapter problems. Only continue reading when you completely understand the problems. Chemistry builds on itself and if you do not understand a topic now it will only make later topics more difficult. In addition, this chemistry course sets the foundation for later chemistry courses, if you do not learn the material now it will make later courses much more difficult.

When you have completed the portion of the chapter covered by lecture proceed to work the online homework problems immediately. These problems are an excellent barometer to determine whether you understand the material. Treat the homework problems as if they are test questions and do not look elsewhere for help. If you can work the problems without looking anywhere for help then you know and understand the material. If you cannot do the problem without help then you need to stop doing homework and reread the pertinent area of the textbook and lecture notes until you are ready to try the problem again. You will learn more by sticking with a problem to finally solve it then by looking for the solution. Chemistry is best learned by doing, so work as many additional problems as you can.

You must keep up. This course will move quickly and if you are not studying daily then you will find it to be quite difficult. While it will be necessary to memorize some information like equations and formulas, memorization without understanding is useless. You must learn how and when to use equations to be successful. Also, because of the volume of information you will see, you will not find success by "cramming." If you do not start studying until the week of the test I guarantee you will not be successful. You may also find study groups to be helpful. When you teach and explain topics to your fellow students you will find that you learn those topics even better.

Finally, do not hesitate to set up an appointment with me. We can in person or virtually via Google Hangout. I can also arrange you to meet with other chemistry professors during their office hours.

University Policies

Please refer to the following for academic support, the honor code, email policy, credit hour policy and HB 280 campus carry policy:

https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php

SURVEY OF CHEMISTRY II Lab
CHEM 1152L
SPRING 2020

Instructor   Dr Anne GAQUERE
Office 2-119 TLC
Phone 678-839-6026
email: agaquere@westga.edu

Class time   TBA

Office hours   TBA

Purpose: This is the laboratory accompanying the second course in a two-semester sequence covering the elementary principles of general, organic and biochemistry for allied health professions and non-science major students. Laboratory activities will include qualitative and quantitative experiments.

Learning outcomes

Students who complete this course are expected to develop the ability to conduct basic experiments related to the course content.

A tentative schedule of the lab activities can be found on the last page of the syllabus.

SEMESTER GRADES

Your grade will be calculated based on the following formula:
% = 0.80 x Exams + 0.10 x Lab Reports + 0.10 Instructor Points

Note: All exam, quiz and lab activity grades will be based on your ability to DEMONSTRATE full understanding of the material (with full credit given only if you SHOW ALL YOUR WORK, not just for obtaining the correct answer).

Course %	Letter Grade
90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
0% - 59%	F

Preparation for Each Lab:
The labs will require preparation and careful work to complete in the allotted time. Read all laboratory material before coming to lab. It is important that you understand the theory and procedure of the experiment. The lab material will be posted on CourseDen.
During the lab:
Complete the weekly lab report and submit for approval before leaving. If the lab report is insufficient, modification will be requested before final submission is accepted. One report per student is required unless otherwise noted.
After the lab:
Clean up the lab space, clean the glassware and put back in the drawer, and unplug hotplates (points will be deducted from lab grades for ignoring this requirement)

Policies

Attendance is mandatory and will be recorded. Instructor points will reflect the attendance record and meaningful participation. Food or beverages are strictly forbidden in this lab space. If a student brings in food or beverage, the item will be thrown away and the student will receive a zero for the activity of the day.

Lateness will be penalized by deduction from the grade for the lab/activity of the day (10 points for the 1st time, 20 points for the 2nd one…).

Once lab has started (Once any student has started handling chemicals, not necessarily you), safety glasses are required to be worn at all times. If you do not wear your safety glasses (even for a couple of minutes, even if you are not handling chemicals but others are) in order to protect your eyes, you will be expelled from the lab without any appeal and you will receive a grade of zero for the experiment. I will strictly enforce this policy all year long.

If you leave before the end of the lab, you must have all the data proving that you have actually performed the experiment and you must ask me if it is OK for you to leave. I will check from time to time if you have really done everything you are supposed to do during the session (and nothing else), if you are unable to show me the products you are working with, this will be considered as a failure of respecting this policy.

Any failure of respecting this policy will result in you being expelled of the classroom for the day, as well as a grade of zero for that day's activity.

You are expected to wear your goggles at all time during lab, write down the notes from the board on your notebook, solve the in-class problems, cooperate, have a good attitude and leave a clean station. Doing so will not improve your grade, but not doing so will lower it.

Policy on cheating- Academic misconduct

Cheating on a lab report for the first time will result in a score of zero for that particular paper. If the student is caught cheating a second time, his grade for the entire course will be an F.

Instructor points

This list is not exhaustive, but it will help you get a good idea of what instructor points means. Some points are more important than the other ones and in some cases missing one of them can actually reduce your instructor points to zero.
It includes:

* Attendance, participation and attitude
* Do you respect the safety rules?

* Perform the experiment or study the in-class assignment
* Work within the time assigned
* Behavior during class (disruptive behavior…)
* On time or late for class?
* Is your homework ready when you step in the lab?
* Do I have to tell you to wear your goggles repeatedly?
* Bringing food or beverages.

To ensure a good grade for the instructor points, active participation in the class is mandatory.

Extra credit: There is no extra credit for this class.

Communication: The official communication method will be through campus e-mail (MyUWG or D2L), no other form of communication will be accepted as this system only verifies the identity of the interlocutor.

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

University policy

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

LAB Calendar - CHEM 1152–Spring 2020

Mon	Tues
January 6 Classes Begin	**7** NO LAB
January 13	**14** Modeling
January 20 **MLK Holiday**	**21** NO LAB
January 27	**28** Alkanes/Alkenes (wet lab)
February 3	**4** Alcohol and Phenols
February 10	**11** Aldehydes, Ketones, and Carboxylic Acids
February 17	Last Day Withdraw **18** Carbohydrates (dry lab)
February 24	**25** Carbohydrates (wet lab)
March 2	**3** Esterification
March 9	**10** Amines and Amides
March 16	**17**
SPRING BREAK (NO CLASSES)	
March 23	**24** Saponification
March 30	**31** Amino Acids, Peptides, and Proteins
April 6	**7** Enzymes
April 13	**14** DNA

MATH - 1111 - College Algebra

2021-2022 Undergraduate Revise Course Request

General Information

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

Modifications (Check all that apply) *

- ☐ Course Title
- ☑ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☐ Catalog Description
- ☐ Credit Hours
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester * `Spring`

Desired Effective Year * `2021`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

Department/School * | Department of Mathematics, Sciences, and Technology

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

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

Is the addition/change related to core, honors, or XIDS courses?* ☑ Yes ☐ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below* ◉ Yes ◯ No

List of Faculty Senate Action and Information Items

Course Information

IMPORT curriculum data from the Catalog by clicking ⬇ icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Course Prefix (cannot be modified. Must add/delete course)
Course Number (cannot be modified. Must add/delete course)
Course Title
Course Type (do not modify)
Catalog Course Description
Prerequisites/Corequisites
Frequency
Grading
Credit Hours
Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix* MATH

Course Number* 1111

Course Title* College Algebra

Long Course Title

Course Type - DO NOT EDIT* Mathematics

Catalog Course Description* This course is a functional approach to algebra that incorporates the use of appropriate technology. Emphasis will be placed on the study of functions and their graphs. This includes linear, quadratic, piece-wide defined, inequalities, rational, polynomial, exponential, and logarithmic functions. Appropriate applications will be included. For more information on this institution's eCore courses, please see http://www.westga.edu/ecore/

Prequisites LSM1 score of 3 OR MATH 1001 grade of D OR MAT 150 grade of D OR MATH 1101 grade of D OR MATH 1113 grade of D OR MATH 1634 grade of D OR MAT 151 grade of D OR MAT 262 grade of D OR MATH 1401 grade of D

Corequisites

Frequency - How many semesters per year will this course be offered? 3

Grading* Graduate Standard Letter

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program prposal may need to be submitted.

Lec Hrs*	3

Lab Hrs*	0

Credit Hrs*	3

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing

Restrictions

Can a student take this course multiple times, each attempt counting separately toward graduation*	☐ Yes ☑ No	If yes, indicate maximum number of credit hours counted toward graduation.*	3

Justification and Assessment

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.	

Rationale*	Due to BOR requirements

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as <u>one</u> document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: **http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus*	☐ I have attached the syllabus.
	☑ N/A

Resources and Funding

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

Present or Projected Annual Enrollment*	1500

Are you making changes to the special fees or tuition that is required for this course?*	☐ Yes ☑ No	**If yes, what will the fee be? If no, please list N/A.***	0

Fee Justification*	NONE

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

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

Administrative Use Only - DO NOT EDIT

Course ID*	17

MATH - 1401 - Elementary Statistics

2021-2022 Undergraduate Revise Course Request

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Modifications (Check all that apply) *

- ☐ Course Title
- ☑ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☐ Catalog Description
- ☐ Credit Hours
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester * Spring

Desired Effective Year * 2021

Routing Information

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Department/School* [Department of Mathematics, Sciences, and Technology]

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

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

Is the addition/change related to core, honors, or XIDS courses?* ☑ Yes ☐ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below* ◉ Yes ◯ No

List of Faculty Senate Action and Information Items

Course Information

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- Course Title
- Course Type (do not modify)
- Catalog Course Description
- Prerequisites/Corequisites
- Frequency
- Grading
- Credit Hours
- Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix*   MATH

Course Number*   1401

Course Title*   Elementary Statistics

Long Course Title

Course Type - DO NOT EDIT*   Mathematics

Catalog Course Description*   This is a non-calculus based introduction to statistics. Course content includes descriptive statistics, probability theory, confidence intervals, hypothesis testing, and other selected statistical topics.

Prequisites   LSM1 score of 3 OR MATH 1001 grade of D

Corequisites

Frequency - How many semesters per year will this course be offered?   3

Grading*   Undergraduate Standard Letter

Status*   ⦿ Active-Visible   ◯ Inactive-Hidden

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then

a Undergraduate Revise Program prposal may need to be submitted.

Lec Hrs*	3

Lab Hrs*	0

Credit Hrs*	3

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

> **Cross-listing**
> **Restrictions**
> **Repeat for Credit**

Cross-listing	

Restrictions	

Can a student take this course multiple times, each attempt counting separately toward graduation*	☐ Yes ☑ No	**If yes, indicate maximum number of credit hours counted toward graduation.***	3

Justification and Assessment

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.	

Rationale*	Due to BOR Requirements

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as <u>one</u> document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <u>http://www.westga.edu/UWGSyllabusPolicies/</u>

Syllabus* ☐ I have attached the syllabus.

☑ N/A

Resources and Funding

Planning Info* ◉ Library Resources are Adequate

◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 700

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes ☑ No

If yes, what will the fee be? If no, please list N/A.* 0

Fee Justification* None

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 17

Geography, B.S.

2021-2022 Undergraduate Revise Program Request

Introduction

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**CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM*

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

Desired Effective Semester * `Fall`

Desired Effective Year * `2021`

Routing Information

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School/ Department*	Department of Mathematics, Sciences, and Technology

Is this a School of Nursing Program?* ○ Yes ● No

Is this a College of Education Program? * ○ Yes ● No

Is the addition/change related to core, honors, or XIDS courses* ☐ Yes ☑ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.* ● Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program* ● Program ○ Shared Core

If other, please identify.

IMPORT curriculum data from the Catalog by clicking ⬇icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name*	Geography, B.S.

Program ID - DO NOT EDIT*	17

Program Code - DO NOT EDIT	

Program Type*	Bachelor

Degree Type*	Bachelor of Science

Program Description*	Learning Outcomes
	Demonstrate an understanding of the geographic dimensions of social and/or physical patterns, relations, processes, and environments
	Demonstrate competence in acquiring, evaluating, and analyzing geographic data
	Demonstrate in-depth knowledge of a specific geographical question
	Demonstrate an ability to analyze data geographically
	Demonstrate an ability to construct and present an argument based on evidence

Status*	◉ Active-Visible ◯ Inactive-Hidden

Program Location*	Carrollton

Curriculum Information

Prospective Curriculum *

Requirement

Core: 60 Hours

Core Areas A-E: 42 Hours

Core Curriculum Area A must have MATH 1113 or higher Area D must have Option II

Area F: 18 Hours (*: If not taken in Core Areas A-E)

GEOG 1013 World Geography
[Right] *
GEOG 2083 Introduction to Geographical
Analysis
[Right] *
GEOG 2553 Introduction to GIS and Mapping
Sciences
[Right] *
MATH 1401 Elementary Statistics
[Right]
[Right] (or)
MATH 1634 Calculus I
[Right] *

MATH credits from Areas A and D 1-2 Hours

1000-2000 level courses from GEOG, CS, BIOL, CHEM, GEOL, or PHYS 6-8 Hours

Major: 60 Hours

All majors complete both the Geography Core and one of three concentrations: General Geography, Environmental Sustainability, or Geographic Information Science. (Students in the GIS concentration cannot minor in GIS.)

Geography Core: 16 Hours

All majors must complete the following courses, including 3 hours of GEOG 4083.

GEOG 3643 Urban Geography
GEOG 3800 Biogeography
GEOG 4553 Geographic Information System
GEOG 4083 Faculty-Mentored Research
GEOG 4084 Geography Capstone

General Geography Concentration: 44 Hours

Required Courses: 15 Hours

Select any 3000/4000 level GEOG courses.

3000/4000 Level Electives: 8 Hours

Select from any 3000/4000 level courses except PWLA.

Additional Electives and/or Minor: 21 Hours

Environmental Sustainability: 44 Hours

Required Courses: 9-15 Hours

GEOG 1112 Weather and Climate
[Right] (if not taken in Area D or F)
GEOG 2202 Environmental Science
[Right] (if not taken in Area D or F)
GEOG 3405 Geographies of Sustainability
GEOG 4700 Global Environmental Change
GEOG 4086 Internship

Required Approved Courses: 9 Hours

3000/4000 level GEOG courses approved by advisor.

3000/4000 Level Electives: 5 Hours

Select from any 3000/4000 level courses except PWLA.

Additional Electives and/or Minor: 15-21 Hours

Geographic Information Science: 44 Hours

Required Courses: 8 Hours

GEOG 3563 Remote Sensing and GIS
Integration
GEOG 4554 Computer Cartography

Any Three of the Following: 12 Hours

GEOG 4562 Airphoto Interpretation and Photogrammetry

GEOG 4564 Contemporary Remote Sensing Applications

GEOG 4753 Contemporary GIS Applications

GEOG 4755 GIS Database Design

GEOG 4757 Programming and Customization in GIS

GEOG 4893 Practicum in GIS

3000/4000 Level Electives: 3 Hours

Select from any 3000/4000 level courses except PWLA.

Additional Electives an/or Minor: 21 Hours

Major: 60 Hours

Total: 120 Hours

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click here for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

> First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the **X** and proceed.
> Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the **X** and proceed.

Step 2 - Adding New Courses to the Program

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

> If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia General Education Requirements."
> For courses already in the catalog, click on "Import Course" and find the courses needed.
> For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale*	With an aim to streamline its B.S. degree, the Geography Program in the Department of Mathematics, Science, and Technology, proposes the following:
	Create a upper-division core for the major (Appendix 1)
	Eliminate the Physical Geography and Human Geography concentrations
	Create a new "General Geography" concentration (Appendix 2)
	Slightly revise the Environmental Sustainability and Geographic Information Science (GIS) concentrations. (Appendix 3 and 4)
	RATIONALE: The Geography major currently has four concentrations, which has given rise to two issues: (1) While there is significant overlap between these, it is nevertheless difficult to adequately serve all of them given existing teaching capacity (i.e. some key upper-level courses are offered too irregularly or infrequently). Another way of viewing this is that the concentrations are lopsided, in that a large majority of our majors cluster into two of them but we still need to serve all four, i.e. teach the courses required for all of them. (2) The current structure clusters majors in a way that inhibits interactions and community development among geographers in different concentrations. The proposed modifications will address these two issues. Reducing the overall number of concentrations from four to three will allow us to focus efforts on the most popular Environmental Sustainability and GIS concentrations. It will also free up faculty to offer critical courses more frequently. The creation of the Geography "upper-division core", in turn, will improve course scheduling and, importantly, create a set of courses common to all majors regardless of concentration. Furthermore, this, along with the creation of a General Geography concentration, reflects the discipline of Geography's character as a study of synthesis.
	It should be noted that geography majors have increasingly gravitated to the Environmental Sustainability and GIS concentrations, while only a handful choose the two concentrations slated for elimination. However, students with interests in physical and human geography can still be fully accommodated in the new General Geography Concentration.
	[See attached proposal]

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.	

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to [cjenks@westga.edu](#)

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

SACSCOC Comments	

<u>**REQUIRED ATTACHMENTS**</u>

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking ⊞ in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from <u>here</u>, and upload.

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

2.) Assessment Plan

All major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the assessment template from <u>here</u> complete, and upload.

Program Map*	☑ I have attached the Program Map/Sheet.
	☐ N/A - I am not making changes to the program curriculum.

Assessment Plan*	☑ I have attached the Assessment Plan.
	☐ N/A

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

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

Proposal to Modify the B.S. Degree with a Major in Geography

With an aim to streamline its B.S. degree, the Geography Program in the Department of Mathematics, Science, and Technology, proposes the following:

1) Create an upper-division core for the major (Appendix 1)

2) Eliminate the Physical Geography and Human Geography concentrations (see teach-out plan below)

3) Create a new "General Geography" concentration (Appendix 2)

4) Revise the Environmental Sustainability and Geographic Information Science (GIS) concentrations. (Appendix 3 and 4)

Explanation/Rationale: The Geography major currently has four concentrations, which has given rise to two issues: (1) While there is significant overlap between these, it is nevertheless difficult to adequately serve all of them given existing teaching capacity (i.e. some key upper-level courses are offered too irregularly or infrequently). Another way of viewing this is that the concentrations are lopsided, in that a large majority of our majors cluster into two of them but we still need to serve all four, i.e. teach the courses required for all of them. (2) The current structure clusters majors in a way that inhibits interactions and community development among geographers in different concentrations. The proposed modifications will address these two issues. Reducing the overall number of concentrations from four to three will allow us to focus efforts on the most popular Environmental Sustainability and GIS concentrations. It will also free up faculty to offer critical courses more frequently. The creation of the Geography "upper-division core", in turn, will improve course scheduling and, importantly, create a set of courses common to all majors regardless of concentration. Furthermore, this, along with the creation of a General Geography concentration, reflects the discipline of Geography's character as a study of synthesis.

It should be noted that geography majors have increasingly gravitated to the Environmental Sustainability and GIS concentrations, while only a handful choose the two concentrations slated for elimination. However, students with interests in physical and human geography can still be fully accommodated in the new General Geography Concentration.

Teach-out Plan for Physical and Human Geography Concentrations: There are students currently in both of these concentrations. The elimination of the concentrations will not prevent these students from progressing to graduation on schedule. Courses satisfying the requirements of both will continue to be regularly offered, although in a few cases a student's options will be restricted, that is, instead of there being two courses from which the student would choose to satisfy a particular requirement, there will now be one.

Appendix 1
Geography Upper-Division Core

All majors complete:

Geography upper division core (16)
GEOG 3800 Biogeography (3)
GEOG 3643 Urban Geography (3)
GEOG 4553 GIS (4)
GEOG 4083 Faculty-Mentored Research (3)
GEOG 4084 Geography Capstone (3)

Appendix 2
General Geography Concentration

Major Requirements — 60

1) Geography upper division core — 16
GEOG 3800 Biogeography (3)
GEOG 3643 Urban Geography (3)
GEOG 4553 GIS (4)
GEOG 4083 Faculty-Mentored Research (3)
GEOG 4084 Geography Capstone (3)

2) Additional 3000/4000 level GEOG courses — 15
Select from GEOG courses

3) 3000/4000 level electives — 8
Select from any 3000/4000 level courses offered by the university except PWLA.

4) Additional electives and/or minor — 21
Select from any courses offered by the university except PWLA and/or complete the requirements for any minor, including Minor in GIS.

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* If not taken in Area D
+ If not taken in Area E
# If not taken in Area D or F

Revised Concentration: Environmental Sustainability

Major Requirements   60

1) Geography upper division core   16
GEOG 3800 Biogeography (3)
GEOG 3643 Urban Geography (3)
GEOG 4553 GIS (4)
GEOG 4083 Faculty-Mentored Research (3)
GEOG 4084 Geography Capstone (3)

2) Sustainability Concentration required courses   18-24
GEOG 1112 Weather & Climate# (3)
GEOG 2202 Environmental Science# (3)
GEOG 3405 Geographies of Sustainability (3)
GEOG 4700 Global Environmental Change (3)
GEOG 4086 Internship (3)
9 hours of 3000/4000 level GEOG coursework approved by advisor

3) 3000/4000 level electives   5
Select from any 3000/4000 level courses offered by the university except PWLA.

4) Additional electives and/or minor   15-21
Select from any courses offered by the university except PWLA and/or complete the requirements for any minor, including Minor in GIS.

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* If not taken in Area D
+ If not taken in Area E
# If not taken in Area D or F

Revised Concentration: Geographic Information Science

Major Requirements 60

1) Geography upper division core 16

GEOG 3800 Biogeography (3)
GEOG 3643 Urban Geography (3)
GEOG 4553 GIS (4)
GEOG 4083 Faculty-Mentored Research (3)
GEOG 4084 Geography Capstone (3)

2) GIS Concentration required courses 20

GEOG 3563 Introduction to Remote Sensing (4)
GEOG 4554 Computer Cartography (4)
Any three of the following:
   GEOG 4562 Airphoto Interpretation and Photogrammetry (4)
   GEOG 4564 Contemporary Remote Sensing Applications (4)
   GEOG 4753 Contemporary GIS Applications (4)
   GEOG 4755 GIS Database Design (4)
   GEOG 4757 Programming and Customization in GIS (4)
   GEOG 4893 Practicum in GIS (4)

3) 3000/4000 level electives 3

Select from any 3000/4000 level courses offered by the university except PWLA.

4) Additional electives and/or minor 21

Select from any courses offered by the university except PWLA and/or complete the requirements
for any minor.

* If not taken in Area D
+ If not taken in Area E
# If not taken in Area D or F

Appendix 5
B.S. Degree with Major in Geography
Program Sheets

--next page--

B.S. Degree with a Major in Geography
2021-22

Concentration: **GENERAL GEOGRAPHY**

Core Areas A-E   42
Area A must have MATH 1113
Area D must have Option II

Area F   18
GEOG 1013 World Geography[+] (3)
GEOG 2083 Introduction to Geographical Analysis (3)
GEOG 2553 Introduction to GIS & Mapping Science* (0-3)
MATH 1401 Introductory Statistics or MATH 1634 Calculus* (0-4)
MATH credits from Areas A and D (1-2)
1000-2000 level courses from GEOG, CS, BIOL, CHEM, GEOL, or PHYS (6-8)
Additional 1000-2000 level hours as necessary (0-5)

Major Requirements   60
1) Geography upper division core   16
GEOG 3800 Biogeography (3)
GEOG 3643 Urban Geography (3)
GEOG 4553 GIS (4)
GEOG 4083 Faculty-Mentored Research (3)
GEOG 4084 Geography Capstone (3)

2) Additional 3000/4000 level GEOG courses   15
Select from GEOG courses

3) 3000/4000 level electives   8
Select from any 3000/4000 level courses offered by the university except PWLA.

4) Additional electives and/or minor   21
Select from any courses offered by the university except PWLA and/or complete the requirements
for any minor, including Minor in GIS.

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* If not taken in Area D
+ If not taken in Area E
 # If not taken in Area D or F

B.S. Degree with a Major in Geography
2021-22

Concentration: **GENERAL GEOGRAPHY**

Term/Yr	Core Requirements	Hrs	Term/Yr	GEOG Major Requirements	Hrs
	Area A	9		**All of the following:**	16
	ENGL 1101			GEOG 3643	
	ENGL 1102			GEOG 3800	
	MATH 1113			GEOG 4083	
	Area B	4		GEOG 4553	
	B1			GEOG 4084	
	B2				
	Area C	6		**3000/4000 level GEOG courses**	15
	C1			1)	
	C2			2)	
	Area D (Option II)	11		3)	
	D1 Lab Science			4)	
	D1 Lab Science			5)	
	D2				
	Area E	12		**3000/4000 level electives**	8
	E1 HIST 1111 or 1112			1)	
	E2 HIST 2111 or 2112			2)	
	E3 POLS 1101			3)	
	E4				
	Area F	18		**Additional electives and/or minor**	21
	GEOG 1013				
	GEOG 2083				
	GEOG 2553				
	MATH 1401 or 1634				
	MATH credits				
	Two courses from GEOG, BIOL, CHEM, CS, GEOL, PHYS				
	1)				
	2)				
	Additional courses as needed				
	Core total	60		**Major total**	60

B.S. Degree with a Major in Geography
2021-22

Concentration: **ENVIRONMENTAL SUSTAINABILITY**

Core Areas A-E — 42
Area A must have MATH 1113
Area D must have Option II

Area F — 18
GEOG 1013 World Geography[+] (3)
GEOG 2083 Introduction to Geographical Analysis (3)
GEOG 2553 Introduction to GIS & Mapping Science* (0-3)
MATH 1401 Introductory Statistics or MATH 1634 Calculus* (0-4)
MATH credits from Areas A and D (1-2)
1000-2000 level courses from GEOG, CS, BIOL, CHEM, GEOL, or PHYS (6-8)
Additional 1000-2000 level hours as necessary (0-5)

Major Requirements — 60

1) Geography upper division core — 16
GEOG 3800 Biogeography (3)
GEOG 3643 Urban Geography (3)
GEOG 4553 GIS (4)
GEOG 4083 Faculty-Mentored Research (3)
GEOG 4084 Geography Capstone (3)

2) Sustainability Concentration required courses — 18-24
GEOG 1112 Weather & Climate[#] (3)
GEOG 2202 Environmental Science[#] (3)
GEOG 3405 Geographies of Sustainability (3)
GEOG 4700 Global Environmental Change (3)
GEOG 4086 Internship (3)
9 hours of 3000/4000 level GEOG coursework approved by advisor

3) 3000/4000 level electives — 5
Select from any 3000/4000 level courses offered by the university except PWLA.

4) Additional electives and/or minor — 15-21
Select from any courses offered by the university except PWLA and/or complete the requirements for any minor, including Minor in GIS.

* If not taken in Area D
+ If not taken in Area E
 # If not taken in Area D or F

B.S. Degree with a Major in Geography
2021-22

Concentration: **ENVIRONMENTAL SUSTAINABILITY**

Term/Yr	Core Requirements	Hrs	Term/Yr	GEOG Major Requirements	Hrs
	Area A	**9**		**All of the following:**	**16**
	ENGL 1101			GEOG 3643	
	ENGL 1102			GEOG 3800	
	MATH 1113			GEOG 4083	
	Area B	**4**		GEOG 4553	
	B1			GEOG 4084	
	B2				
	Area C	**6**		**Sustainability 3000/4000 level**	**18-24**
	C1			GEOG 1112 (if not in Core D or F)	
	C2			GEOG 2202 (if not in core D or F)	
	Area D (Option II)	**11**		GEOG 3405	
	D1 Lab Science			GEOG 4700	
	D1 Lab Science			GEOG 4086	
	D2			Approved courses:	
	Area E	**12**		1)	
	E1 HIST 1111 or 1112			2)	
	E2 HIST 2111 or 2112			3)	
	E3 POLS 1101				
	E4			**3000/4000 level electives**	**5**
	Area F	**18**		1)	
	GEOG 1013			2)	
	GEOG 2083				
	GEOG 2553			**Additional electives and/or minor**	**15-21**
	MATH 1401 or 1634				
	MATH credits				
	Two courses from GEOG, BIOL, CHEM, CS, GEOL, PHYS				
	1)				
	2)				
	Additional courses as needed				
	Core total	**60**		**Major total**	**60**

B.S. Degree with a Major in Geography
2021-22

Concentration: **GEOGRAPHIC INFORMATION SCIENCE**

Core Requirements 60
Core Areas A-E 42
Area A must have MATH 1113
Area D must have Option II

Area F 18
GEOG 1013 World Geography+ (3)
GEOG 2083 Introduction to Geographical Analysis (3)
GEOG 2553 Introduction to GIS & Mapping Science* (0-3)
MATH 1401 Introductory Statistics or MATH 1634 Calculus* (0-4)
MATH credits from Areas A and D (1-2)
1000-2000 level courses from GEOG, CS, BIOL, CHEM, GEOL, or PHYS (6-8)
Additional 1000-2000 level hours as necessary (0-5)

Major Requirements 60
1) Geography upper division core 16
GEOG 3800 Biogeography (3)
GEOG 3643 Urban Geography (3)
GEOG 4553 GIS (4)
GEOG 4083 Faculty-Mentored Research (3)
GEOG 4084 Geography Capstone (3)

2) GIS Concentration required courses 20
GEOG 3563 Introduction to Remote Sensing (4)
GEOG 4554 Computer Cartography (4)
Any three of the following:
  GEOG 4562 Airphoto Interpretation and Photogrammetry (4)
  GEOG 4564 Contemporary Remote Sensing Applications (4)
  GEOG 4753 Contemporary GIS Applications (4)
  GEOG 4755 GIS Database Design (4)
  GEOG 4757 Programming and Customization in GIS (4)
  GEOG 4893 Practicum in GIS (4)

3) 3000/4000 level electives 3
Select from any 3000/4000 level courses offered by the university except PWLA.

4) Additional electives and/or minor 21
Select from any courses offered by the university except PWLA and/or complete the requirements
for any minor.

* If not taken in Area D
+ If not taken in Area E
 # If not taken in Area D or F

B.S. Degree with a Major in Geography
2021-22

Concentration: **GEOGRAPHIC INFORMATION SCIENCE**

Term/Yr	Core Requirements	Hrs	Term/Yr	GEOG Major Requirements	Hours
	Area A	9		**All of the following:**	16
	ENGL 1101			GEOG 3643	
	ENGL 1102			GEOG 3800	
	MATH 1113			GEOG 4083	
	Area B	4		GEOG 4553	
	B1			GEOG 4084	
	B2				
	Area C	6		**GIS 3000/4000 level**	20
	C1			GEOG 3563	
	C2			GEOG 4554	
	Area D (Option II)	11		Select any three:	
	D1 Lab Science			1)	
	D1 Lab Science			2)	
	D2			3)	
	Area E	12			
	E1 HIST 1111 or 1112			**3000/4000 level electives**	3
	E2 HIST 2111 or 2112			1)	
	E3 POLS 1101			2)	
	E4				
	Area F	18		**Additional electives and/or minor**	21
	GEOG 1013				
	GEOG 2083				
	GEOG 2553				
	MATH 1401 or 1634				
	MATH credits				
	Two courses from GEOG, BIOL, CHEM, CS, GEOL, PHYS				
	1)				
	2)				
	Additional courses as needed				
	Core total	60		**Major total**	60

B.S. Degree in Geography

General Geography Concentration

YEAR 1					
Fall	**15**		**Spring**	**16**	
ENGL 1101	3	Area A1	ENGL 1102	3	Area A1
MATH 1113	3	Area A2	POLS 1101	3	Area E3
HIST 2111 or 2112	3	Area E2	HIST 1111 or 1112	3	Area E1
GEOG 1112 + L	4	Area D1	GEOG 1113 + L	4	Area D1
Area B2 course	2	Area B2	GEOG 1013	3	Area F
YEAR 2					
Fall	**16**		**Spring**	**13**	
MATH 2063	3	Area F	GEOG 2083	3	Area F
GEOG 2553	3	Area F	Area E4 course	3	Area E4
GEOG 2202 + L	4	Area F	Area C2 course	3	Area C2
Area B1 course	3	Area B1	Area D2 course	3	Area D2
Area C1 course	3	Area C1			
YEAR 3					
Fall	**16**		**Spring**	**15**	
GEOG 3643	3	Geography UD Core	GEOG 3800	3	Geography UD Core
GEOG 4553	4	Geography UD Core	GEOG 4083	3	Geography UD Core
GEOG 3xxx/4xxx	3	Concentration requires	GEOG 3xxx/4xxx	3	Concentration requires
GEOG 3xxx/4xxx	3	Concentration requires	3xxx/4xxx elective	3	
Major elective	3		Major elective	3	
YEAR 4					
Fall	**15**		**Spring**	**15**	
GEOG 4084	3	Geography UD	GEOG 3xxx/4xxx	3	Concentration requires
GEOG 3xxx/4xxx	3	Concentration requires	3xxx/4xxx elective	3	
3xxx/4xxx elective	3		Major elective	3	
Major elective	3		Major elective	3	
Major elective	3		Major elective	3	

B.S. Degree in Geography
Environmental Sustainability Concentration

YEAR 1					
Fall	**15**		**Spring**	**16**	
ENGL 1101	3	Area A1	ENGL 1102	3	Area A1
MATH 1113	3	Area A2	POLS 1101	3	Area E3
HIST 2111 or 2112	3	Area E2	HIST 1111 or 1112	3	Area E1
GEOG 1112 + L	4	Area D1	GEOG 1113 + L	4	Area D1
Area B2 course	2	Area B2	GEOG 1013	3	Area F
YEAR 2					
Fall	**16**		**Spring**	**13**	
MATH 2063	3	Area F	GEOG 2083	3	Area F
GEOG 2553	3	Area F	Area E4 course	3	Area E4
GEOG 2202 + L	4	Area F	Area C2 course	3	Area C2
Area B1 course	3	Area B1	Area D2 course	3	Area D2
Area C1 course	3	Area C1			
YEAR 3					
Fall	**16**		**Spring**	**15**	
GEOG 3643	3	Geography UD Core	GEOG 3800	3	Geography UD Core
GEOG 4553	4	Geography UD Core	GEOG 4083	3	Geography UD Core
GEOG 3405	3	Concentration requires	GEOG 3xxx/4xxx	3	Approved by advisor
GEOG 3xxx/4xxx	3	Approved by advisor	3000/4000 elective	3	
Major elective	3		Major elective	3	
YEAR 4					
Fall	**15**		**Spring**	**15**	
GEOG 4084	3	Geography UD	GEOG 4086	3	Concentration requires
GEOG 4700	3	Concentration requires	3000/4000 elective	3	
GEOG 3xxx/4xxx	3	Approved by advisor	Major elective	3	
Major elective	3		Major elective	3	
Major elective	3		Major elective	3	

B.S. Degree in Geography

Geographic Information Science Concentration

YEAR 1					
Fall	**15**		**Spring**	**16**	
ENGL 1101	3	Area A1	ENGL 1102	3	Area A1
MATH 1113	3	Area A2	POLS 1101	3	Area E3
HIST 2111 or 2112	3	Area E2	HIST 1111 or 1112	3	Area E1
GEOG 1112 + L	4	Area D1	GEOG 1113 + L	4	Area D1
Area B2 course	2	Area B2	GEOG 1013	3	Area F
YEAR 2					
Fall	**16**		**Spring**	**13**	
MATH 2063	3	Area F	GEOG 2083	3	Area F
GEOG 2553	3	Area F	Area E4 course	3	Area E4
GEOG 2202 + L	4	Area F	Area C2 course	3	Area C2
Area B1 course	3	Area B1	Area D2 course	3	Area D2
Area C1 course	3	Area C1			
YEAR 3					
Fall	**16**		**Spring**	**14**	
GEOG 3643	3	Geography UD Core	GEOG 3800	3	Geography UD Core
GEOG 4553	4	Geography UD Core	GEOG 4083	3	Geography UD Core
Major elective 3	3		GEOG 3653	4	Concentration requires
Major elective	3		GEOG 4554	4	Concentration requires
Major elective	3				
YEAR 4					
Fall	**16**		**Spring**	**14**	
GEOG 4084	3	Geography UD Core	GEOG 4753	4	Concentration requires
GEOG 4893	4	Concentration requires	GEOG 4xxx	4	Concentration requires
3xxx/4xxx elective	3		Major elective	3	
Major elective	3		Major elective	3	
Major elective	3		Major elective	3	

B.S. in Geography Assessment Plan

	Student Learning Outcome	What does it mean to achieve this SLO?	How will this be measured?
1	Demonstrate an understanding of the geographic dimensions of social/physical patterns, processes, and environments.	Accurate responses to 5 of 7 questions on the Geographic Thinking Exam.	Geographic Thinking Exam administered in GEOG 4084.
2	Demonstrate competence in acquiring, evaluating, and analyzing geographic data.	Appropriate and effective use of geographic data to address a specific question or issue.	Geography Capstone Project, submitted in GEOG 4084.
3	Demonstrate in-depth knowledge of a specific geographical question.	Extensive, detailed treatment (description, explanation, etc.) of a geographic issue.	Geography Capstone Project, submitted in GEOG 4084.
4	Demonstrate an ability to visualize data geographically.	Creation of cartographic and other graphical representations (figure, diagram, etc.) of data to communicate patterns, trends, relationships, etc.	Geography Capstone Project, submitted in GEOG 4084.
5	Demonstrate an ability to construct and present an argument based on evidence.	Clear articulation of a claim or conclusion that is appropriately supported by, or based on, valid evidence.	Geography Capstone Project, submitted in GEOG 4084.

A team of at least two readers from the Geography faculty will examine student work using the assessment rubric below.

	4: Exemplary (exceeds expectations)	3: Proficient (meets expectations)	2: Developing (does not meet expectations)	1: Unsatisfactory (failing)
Understanding geographic dimensions	Accurate and complete responses to at least 5 of 6 questions on Geographic Thinking Exam.	Accurate and complete responses to 4 of 6 questions on Geographic Thinking Exam.	Accurate and complete responses to 3 of 6 questions on Geographic Thinking Exam.	Accurate and complete responses to 2 or fewer of 6 questions on Geographic Thinking Exam.
Competence in acquiring, evaluating, and analyzing data	Student work demonstrates a convincing, sophisticated ability to obtain data appropriate to the task, to effectively appraise its quality, and to rigorously organize, inspect, and interpret the data.	Student work demonstrates an ability to obtain data appropriate to the task, to effectively appraise its quality, and to rigorously organize, inspect, and interpret the data but with more than a few minor errors.	Student work demonstrates some ability to obtain data, to appraise its quality, and to organize, inspect, and interpret it but with significant errors and, variously, a lack of confidence, appropriateness, effectiveness, and rigor.	Student work demonstrates little ability to obtain data, to appraise its quality, and to organize, inspect, and interpret it appropriately, effectively, and rigorously.
In-depth knowledge of specific question	Student work demonstrates an accurate, convincing, and sophisticated command (grasp, insight, expertise) of a particular issue.	Student work demonstrates an accurate and sophisticated command of a particular issue, but with some minor errors, some lack of clarity, and/or some superficiality.	Student work demonstrates a shallow, incomplete, or flawed command of a particular issue.	Student work demonstrates no clear command of a particular issue.
Ability to visualize data	Student work demonstrates an ability to create accurate, appropriate (i.e. justified), and effective (clear, clean, complete) visualizations of data, including cartographic visualizations.	Student work demonstrates an ability to create visualizations of data, including cartographic visualizations, although with minor errors of accuracy, appropriateness, and effectiveness.	Student work demonstrates some ability to create visualizations of data, including cartographic visualizations, although with significant errors of accuracy, appropriateness, and effectiveness.	Student work demonstrates little to no ability to create visualizations of data, including cartographic visualizations.
Ability to construct argument based on evidence	Student work demonstrates a clear, well-developed claim or conclusion that is effectively (clear, logical) and appropriately (justified) supported by or based on evidence that is valid (accurate, credible, logical).	Student work demonstrates a claim or conclusion that is supported by or based on evidence, but with minor errors of clarity, effectiveness, or appropriateness.	Student work communicates a claim or conclusion and provides evidence to support it but with significant errors of clarity, effectiveness, appropriateness, and/or validity..	Student work demonstrates little to no evidence of a clear claim or conclusion and/or no evidence of effective, appropriate support for that claim/conclusion with valid evidence.

Physics, Astronomy Concentration, B.S.

2021-2022 Undergraduate Revise Program Request

Introduction

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

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

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

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

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

**CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM*

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

Desired Effective Semester * | Fall |

Desired Effective Year * | 2021 |

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being underlined rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*   Department of Mathematics, Sciences, and Technology

Is this a School of Nursing Program?* ◯ Yes ⦿ No

Is this a College of Education Program? ◯ Yes ⦿ No
*

Is this a Department of Mass Communications course?* ◯ Yes ⦿ No

Is the addition/change related to core, honors, or XIDS courses* ☐ Yes ☑ No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.* ⦿ Yes ◯ No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program* ⦿ Program ◯ Shared Core

If other, please identify.	

IMPORT curriculum data from the Catalog by clicking ↓ icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name*	Physics, Astronomy Concentration, B.S.

Program ID - DO NOT EDIT*	17

Program Code - DO NOT EDIT	

Program Type*	Bachelor

Degree Type*	Bachelor of Science

Program Description*	The B.S. in Physics with a Concentration in Astronomy is a modification of Plan A, the general physics major track, to emphasize observational astronomy and stellar and galactic astrophysics. This concentration is designed for students who plan to pursue graduate studies and/or careers in astronomy and astrophysics, as well as for students who desire an increased emphasis on image processing techniques and radiative processes and energy transport.

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Program Location*	Carrollton

Curriculum Information

Prospective Curriculum *

Requirement

Core Areas A, B, C, D, and E: 42 Hours

Core Curriculum (Students must select MATH 1113 in area A and MATH 1634 in area D. In Plans A,B, E, F, G, and the Astronomy concentration, it is advised that students select XIDS 2001 (The Physical Universe) in area B and CHEM 1211 + CHEM 1211L and CHEM 1212 + CHEM 1212L in area D.)

Core Area F: 18 Hours

MATH 1113 Precalculus
[Right] (1 of 4)
MATH 1634 Calculus I
[Right] (1 of 4)
MATH 2644 Calculus II
MATH 2654 Calculus III
PHYS 2211 Principles of Physics I
PHYS 2211L Principles of Physics I Laboratory
PHYS 2212 Principles of Physics II
PHYS 2212L Principles of Physics II Laboratory

Courses required for the degree: 45-54 Hours

PHYS 3113 Mechanics
PHYS 3213 Thermodynamics
PHYS 3313 Electricity and Magnetism
PHYS 3503 Modern Physics
MATH 3303 Ordinary Differential Equations
XIDS 2001 What do you really know about: xxx (Special Topics)
[Right] (The Physical Universe, if not completed in area B)
CHEM 1211 Principles of Chemistry I
CHEM 1211L Principles of Chemistry I Lab
CHEM 1212 Principles of Chemistry II
CHEM 1212L Principles of Chemistry II Lab
[Right] (if not completed in area D)

Ten Hours Selected From

Astronomy Concentration Core. At least 7 credit hours in this area must have the ASTR prefix. That is, either PHYS 4323 or PHYS 4333 (but not both) may count toward the 10 hours.

ASTR 3133 Observational Astronomy

ASTR 3683 Astronomy Research

ASTR 4103 Stellar Astrophysics

ASTR 4433 Galaxies and Cosmology

ASTR 4984 Introduction to Astrophysical Literature

PHYS 4323 Nuclear Physics

[Right] OR

PHYS 4333 Quantum Mechanics

Nine hours selected from:

Math electives

MATH 2853 Elementary Linear Algebra

MATH 3353 Methods of Applied Mathematics

MATH 3413 Survey of Modern Algebra

MATH 4003 Dynamical Systems

MATH 4013 Numerical Analysis

MATH 4203 Mathematical Probability

MATH 4213 Mathematical Statistics

MATH 4313 Advanced Ordinary Differential Equations

MATH 4363 Partial Differential Equations

Fifteen additional hours selected from:

PHYS 3013 Basic Electronics

PHYS 3023 Digital Electronics

PHYS 3413 Optics

PHYS 4323 Nuclear Physics

PHYS 4333 Quantum Mechanics

PHYS 4413 Introduction to Solid State Physics

PHYS 4683 Physics Research

ASTR 2313 Astronomy

ASTR 3683 Astronomy Research

ASTR 4984 Introduction to Astrophysical Literature

PHYS 3511 Experimental Physics I

PHYS 3521 Experimental Physics II

PHYS 4513 Mathematical Physics

PHYS 4523 Computational Physics

[Right] OR

MATH 4153 Applied Mathematical Modeling

Electives: 6-15 Hours

Must include enough upper level hours to make a total of at least 39.

Total: 120 Hours

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click here for a <u>video</u> demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

> **First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the X and proceed.**
> **Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the X and proceed.**

Step 2 - Adding New Courses to the Program

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

> **If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia General Education Requirements."**
> **For courses already in the catalog, click on "Import Course" and find the courses needed.**
> **For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.**

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale* A Concentration in Astronomy has been developed to address increasing interest in astronomy and astrophysics among current and prospective UWG physics majors. This concentration will aid in recruiting and retaining students, with a goal to make UWG a regional destination for this area of study. Indeed, UWG will join UGA, Georgia State and Valdosta State Universities as the only USG schools that offer a concentration or undergraduate degree in astronomy/astrophysics. The concentration is designed for students interested in pursuing graduate studies in astronomy and astrophysics, and/or for students who desire additional training in image processing and radiation physics. The program of study includes upper-division astronomy courses approved in the Fall 2020 semester, and leverages the instrumental capabilities of the Campus Observatory both for class projects and for research. The successful implementation of this concentration does not require new or additional resources.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

Check all that apply to this program*
☐ Significant departure from previously approved programs

☐ New instructional site at which more than 50% of program is offered

☐ Change in credit hours required to complete the program

☑ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

2.) Assessment Plan

All major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the assessment template from [here](#) complete, and upload.

Program Map*	☑ I have attached the Program Map/Sheet.
	☐ N/A - I am not making changes to the program curriculum.

Assessment Plan*	☑ I have attached the Assessment Plan.
	☐ N/A

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

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

2021-2022
Program Map
B.S., Physics
with a Concentration in Astronomy

YEAR 1					

TERM 1			TERM 2		
Course	**Credits**		**Course**	**Credits**	
ASTR 2313	3		CHEM 1212/1212L	4	
CHEM 1211/1211L	4		MATH 1634	4	
ENGL 1101	3		ENGL 1102	3	
MATH 1113	4		Foreign Language 1001/1002 or 2001/2002, or other Core C	3	
Area B2-XIDS 2001 (The Physical Universe)	1		Core (B, C, E)	3	
SEMESTER TOTAL	15		SEMESTER TOTAL	17	
Milestones			**Milestones**		
• Complete ENGL 1101; Required to earn C or higher. • Complete MATH 1113			• Complete ENGL 1102; Required to earn C or higher. • Complete Calculus I		

YEAR 2					

TERM 1			TERM 2		
Course	**Credits**		**Course**	**Credits**	
PHYS 2211/2211L	4		PHYS 2212/2212L	4	
MATH 2644	4		MATH 2654	4	
MATH 2853 or elective	3		MATH 3303	3	
Core (B, C, E)	3		Core (B, C, E)	3	
ASTR 3683	1				
SEMESTER TOTAL	15		SEMESTER TOTAL	14	
Milestones			**Milestones**		
			• Complete Introductory Physics sequence • Complete Math up to Calculus III		

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

YEAR 3			

YEAR 3

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
ASTR 3133	3	ASTR 4103, ASTR 4433, or PHYS 4323/4333	3
PHYS 3503	3	PHYS 3213	3
PHYS 3113	3	PHYS 3313	3
PHYS/ASTR or MATH elective	3	Elective	3
Core (B, C, E)	3	Core (B, C, E)	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	

YEAR 4

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
PHYS/ASTR Elective	3	ASTR 4103, ASTR 4433, or PHYS 4323/4333	3
PHYS/ASTR Elective	3	MATH Elective or Elective	3
MATH Elective	3	PHYS/ASTR Elective	3
Elective(s)	4	Elective(s)	4
		Core (B, C, E)	3
SEMESTER TOTAL	13	SEMESTER TOTAL	16
Milestones		**Milestones**	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

B.S. DEGREE WITH A MAJOR IN PHYSICS AND A CONCENTRATION IN ASTRONOMY
COURSE REQUIREMENTS

AREA	COURSE	HRS
A	ENGL 1101	3
A	ENGL 1102	3
B	CORE B (See Catalog)	3
B	XIDS 2001 (The Physical Universe)	1
C	CORE C (See Catalog)	3
C	Foreign Language 1001/1002 or 2001/2002, or other CORE C (See Catalog)	3
D	CHEM 1211 and CHEM 1211L	4
D	CHEM 1212 and CHEM 1212L	4
E	POLS 1101	3
E	HIST 1111 or 1112	3
E	HIST 2111 or 2112	3
E	Core Elective (See Catalog)	3
A & F	MATH 1113	3(A) 1(F)
D & F	MATH 1634	3(D) 1(F)
F	MATH 2644	4
F	MATH 2654	4
F	PHYS 2211 + PHYS 2211L	4
F	PHYS 2212 + PHYS 2212L	4
MAJOR	PHYS 3113	3
MAJOR	PHYS 3213	3
MAJOR	PHYS 3313	3
MAJOR	PHYS 3503	3
MAJOR	MATH 3303	3
MAJOR	10 Hours selected from: ASTR 3133, ASTR 3683, ASTR 4103, ASTR 4433, ASTR 4984, PHYS 4323 or PHYS 4333	10
MAJOR	9 Hours selected from: MATH 2853, 3353, 3413, 4003, 4013, 4153, 4203, 4213, 4313, 4363	9
MAJOR	12 Hours selected from: ASTR 2313, 3683, 4984; PHYS 3013, 3023, 3413, 3511, 3521, 4323, 4333, 4413, 4513, 4523 (or MATH 4153)	12
MAJOR	Electives (Must include enough upper level hours to make a total of at least 39)	14
	Total	**120**

No Physical Education requirement. Hours earned in PE courses will not count in the 120 hours for graduation.

Six hours of Discipline-Specific Writing (DSW) courses are required for the UWG degree.

DSW course options: ASTR 3133, (3), ASTR 4103 (3), ASTR 4984 (1), PHYS 3511 (1), PHYS 3521 (1), and PHYS 3503 (3)

CURRICULUM MAPPING TEMPLATE

INSTRUCTIONS

1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)

2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)

3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)

4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.

In the corresponding aligned box, mark the level of instruction for a SLO: Introduced **"I"**, Reinforced **"R"**, or Mastered **"M"** within the course.

6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.

DEPARTMENT: Physics

PROGRAM: B.S., Physics with a Concentration in Astronomy

INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.

REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.

MASTERED: Students are expected to possess an advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.

**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.

#	COURSES	PL-SLO 1 Apply mathematical problem solving techniques in upper level required courses.	PL-SLO 2 Make basic physical measurements in the laboratory and analyze and interpret the results.	PL-SLO 3 Communicate effectively to a physics audience, through writing and public speaking.	PL-SLO 4	PL-SLO 5
1	ASTR 2313	I		I		
2	ASTR 3103	R	M, A	M, A		
3	ASTR 4103	M, A		M, A		
4	ASTR 4433	M, A				
5	ASTR 3683		M, A	R		
6	ASTR 4984		R	M, A		
7	PHYS 2211, PHYS 2211L	I	I	I		
8	PHYS 2212, PHYS 2212L	R	R	R		
9	PHYS 3113	M, A				
10	PHYS 3213	M, A				
11	PHYS 3313	M, A				
12	PHYS 3503	M, A		R		
13	PHYS 4323	M, A				
14	PHYS 4333	M, A				
15	PHYS 3013	R	M, A			
16	PHYS 3023	R	M, A			
17	PHYS 3413	M, A				
18	PHYS 3511		M, A	M, A		
19	PHYS 3521		M, A	M, A		
20	PHYS 4413	M, A				
21	PHYS 4513	M, A				
22	PHYS 4523 / MATH 4153	M, A				

MGNT - 3611 - Leadership

2021-2022 Undergraduate New Course Request

Introduction

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

Desired Effective Semester* | Spring

Desired Effective Year* | 2021

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/ Department* | Department of Management

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

Is this a College of ○ Y ◉ N

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

Is this an Honors College course?* ☐ Yes ☑ No

Is the addition/change related to core, honors, or XIDS courses?* ☐ Yes ☑ No

Course Information

Course Prefix* | MGNT

Course Number* 3611

Course Title* Leadership

Long Course Title Leadership

Course Type* | Management

Catalog Course Description* This course is designed to provide an introduction to leadership by focusing on what it means to be a good leader. The course will examine such topics as: the nature of leadership, recognizing leadership traits, developing leadership skills, creating a vision, setting the correct tone, handling conflict, overcoming obstacles, and ethical leadership. Students will examine how they can cultivate and improve their own leadership effectiveness.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ○ Yes ● No

If yes, indicate maximum number of credit hours counted toward graduation.* NA

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog](#)

Prerequisites	MGNT 3600

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Is this a General Education course?* ⚪ Yes 🔘 No

If yes, which area(s) (check all that apply):
- ☐ Area A
- ☐ Area B
- ☐ Area C
- ☐ Area D
- ☐ Area E

Status* 🔘 Active-Visible ⚪ Inactive-Hidden

Type of Delivery (Select all that apply)*
- ☑ Carrollton or Newnan Campus: Face-to-Face
- ☑ Entirely Online
- ☑ Hybrid
- ☑ Fully Online

Frequency - How many semesters per year will this course be offered? `2`

Grading* `Undergraduate Standard Letter`

Justification and Assessment

Rationale* This course has now been offered several times under our MGNT-3625 course designation (Contemporary Issues In Management). Leadership is an important area of study for our Management majors and we would like to give our students the option of learning more about this concept. Students would take this course as one of their Management Select courses.

Student Learning Outcomes - Please provide these in a numbered list format. *

1. Students will examine the nature of leadership.
2. Students will develop their own leadership skills.
3. Students will learn how to handle conflict and overcome obstacles as a

leader.

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate

◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 80

Will this course have special fees or tuition required?* ☐ Yes ☑ No

If yes, what will the fee be?* NA

Fee Justification NA

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

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

Leadership MGNT-3625

Fall 2020   Section 01   3 Credits   08/12/2020 to 12/05/2020   Modified 08/11/2020

🖥 Description

Title and description of specific courses to be specified at time of offering. Course may be repeated with permission, up to a maximum of 10 hours.

Requisites

Prerequisites:
Richards Col Upper Division RCUD
Corequisites:

👤 Contact Information

Dr. Erich Bergiel

Email: ebergiel@westga.edu
Office: Miller Hall Rm. 2222
Phone: 678-839-4840

If you need to contact me please use the above email address rather than contacting me through CourseDen.

Office Hours

I will not have scheduled office hours but plan to have opportunities to meet online and always available to schedule a time that is mutually convenient.

🕐 Meeting Times

We will meet in Miller Hall 2202 on Tuesdays and Thursdays from 12:30 pm-1:45 pm. The class will be divided into teams, please check D2L for your team assignment.

Lectures

This is a hybrid class. There will be both face-to-face (F2F) meetings scheduled and online meetings. The class will be divided into two teams (Blue and Red). Please pay close attention to the days you are scheduled for F2F meetings and only attend those days. The expectation is that you attend and participate when required; however, attendance will not be taken for the purpose of assigning grades and all course content will be available online. **Face masks are required for all F2F classes.**

📖 Materials

Interactive: Introduction to Leadership: Concepts and Practice Interactive eBook

Author: Peter G. Northouse
Publisher: SAGE Publications, Inc
Edition: 4th
ISBN: 9781506356891, 1506356893
Availability: Online
Price: $40.00

You will not be able to complete all assignments if you just purchase the hardcopy of this text. Only the e-book is required. Use the below link to purchase e-book:

https://www.vitalsource.com/products/interactive-introduction-to-leadership-concepts-peter-g-northouse-v9781506356891

📶 Outcomes

1. Develop a more comprehensive understanding of their personal leadership style through self-assessments;
2. Identify, compare and contrast leadership theory;
3. Apply and integrate fundamental leadership concepts into a variety of situations;
4. Successfully evaluate leadership effectiveness within any context;
5. Describe and identify the salient link between leadership and various aspects such as power, motivation, and trust;
6. Become the most effective leader he/she can be within future leadership positions.

✔ Evaluation

Criteria

Type	Weight	Topic	Notes
Exams	300 Points		Four exams will be given this semester with the lowest grade being dropped. Each exam will be worth 100 points. Exam dates are on the course calendar. The optional cumulative final will be given on the day listed. The exams will consist mostly of multiple-choice questions but my include other types of questions as well. No make-up exams will be given unless arrangements are made in advance. If a student misses an exam they will then be required to take the final.
Quizzes	100 Points		There will be *Video Quizzes* and *Post-Quizzes* for each chapter. These quizzes are available on CourseDen. The due dates are on the course calendar and I will not accept late quizzes.
Assignments	100 Points		There will be four (4) assignments this semester. Each assignment will be worth 25 points. The due dates are on the course calendar and I will not accept late assignments.
Leadership Philosophy	50 Points		Each student will present their Leadership Philosophy that they have or develop in this class. The presentation will last no less than 3 minutes and no more than 5 minutes. You will submit this online. More information is available on D2L.
Bonus Quizzes	30 Bonus Points		There will be a bonus *Pre-Quiz* for each chapter. These quizzes are not required but students can receive bonus points for their participation. The due dates are on the course calendar.

Breakdown

Evaluation	Points	Grade	Scale
Exams	300	A	(90-100)%
Quizzes	100	B	(80-89)%
Assignments	100	C	(70-79)%
Leadership Philosophy	50	D	(60-69)%
Total	550	F	(0-59)%

☰ Assignments

Assignment 1: Describe a Leader

For this exercise, you will describe a leader. This will be a well-known leader but could be a historic figure or someone leading today. For your assignment please start off by telling me who they are and why you think they are a leader. More information is available on D2L.

Assignment 2: Interview a Leader

For this exercise, you will interview a leader. This could be ANYONE you feel is a leader. I want you to find out from them what they think makes a great leader. More information is available on D2L.

Assignment 3: Describe Yourself as a Leader

For this exercise, you will describe yourself as a leader. Imagine someone walked up to you and asked what type of leader you are. What would you say? If you can't answer that then what type of leader do you want to be? More information is available on D2L.

Assignment 4: Leadership Analysis

You will watch a video and analyze the positive and negative leadership traits of individuals in the video. More information is available on D2L.

📅 Schedule

When	Topic	Notes
Orientation FTF (Blue Team) August 13th	Syllabus Review and Class Conduct and Expectations	Blue Team only will meet F2F to discuss course requirements and expectations. Please wear a mask when participating in F2F classes. Remember to complete **BONUS** *Pre-Quizzes* as well as graded *Post* and *Video Quizzes* for each chapter.
Orientation FTF (Red Team) August 18th	Syllabus Review and Class Conduct and Expectations	Red Team only will meet F2F to discuss course requirements and expectations. Please wear a mask when participating in F2F classes. Remember to complete **BONUS** *Pre-Quizzes* as well as graded *Post* and *Video Quizzes* for each chapter.
Chapter 1 FTF (Blue Team) August 20th	Review and discuss chapter content.	Blue Team only will meet F2F to discuss chapter content. Please wear a mask when participating in F2F classes. Remember to complete **BONUS** *Pre-Quizzes* as well as graded *Post* and *Video Quizzes* for each chapter.
Myers Briggs Type Indicator August 25th	Complete MBTI and review related content.	There will be no F2F meetings. Review content online and remember to complete **BONUS** *Pre-Quizzes* as well as graded *Post* and *Video Quizzes* for each chapter.
Assignment 1 August 27th	Describe a Leader	There will be no F2F meetings. Submit assignment to the DropBox on D2L by 11:30pm.
Chapter 2 FTF (Red Team) September 1st	Review and discuss chapter content.	Red Team only will meet F2F to discuss chapter content. Please wear a mask when participating in F2F classes. Remember to complete **BONUS** *Pre-Quizzes* as well as graded *Post* and *Video Quizzes* for each chapter.
Chapter 3 FTF (Blue Team) September 3rd	Review and discuss chapter content.	Blue Team only will meet F2F to discuss chapter content. Please wear a mask when participating in F2F classes. Remember to complete **BONUS** *Pre-Quizzes* as well as graded *Post* and *Video Quizzes* for each chapter.
Chapter 4 (Online Lecture) September 8th	Review online chapter lecture.	There will be no F2F meetings. Review content online and remember to complete **BONUS** *Pre-Quizzes* as well as graded *Post* and *Video Quizzes* for each chapter.
Leadership Guest Lecture (1) September 10th	Review online leadership lecture 1.	There will be no F2F meetings. You are responsible for reviewing the online leadership lecture and remember to complete **BONUS** *Pre-Quizzes* as well as graded *Post* and *Video Quizzes* for each chapter.
Chapter 5 (Online Lecture) September 15th	Review online chapter lecture.	There will be no F2F meetings. Review content online and remember to complete **BONUS** *Pre-Quizzes* as well as graded *Post* and *Video Quizzes* for each chapter.
Leadership Guest Lecture (2) September 17th	Review online leadership lecture 2.	There will be no F2F meetings. You are responsible for reviewing the online leadership lecture and remember to complete **BONUS** *Pre-Quizzes* as well as graded *Post* and *Video Quizzes* for each chapter.
Content Review (Online) September 22nd	Take this time to complete chapter reviews and class assignments.	There will be no F2F meetings. Review content online and remember to complete **BONUS** *Pre-Quizzes* as well as graded *Post* and *Video Quizzes* for each chapter.

When	Topic	Notes
Exam 1 Online 09/24/2020 12:00 PM - 2:00 PM	Chapters 1-5	This exam will be online. The exam will be open from 12:00 pm to 2:00 pm and you will have 60 minutes to complete the exam. If you miss the exam you will take the final.
Chapter 6 F2F (Blue Team) September 29th	Review and discuss chapter content.	Blue Team only will meet F2F to discuss chapter content. Please wear a mask when participating in F2F classes. Remember to complete BONUS *Pre-Quizzes* as well as graded *Post* and *Video Quizzes* for each chapter.
Chapter 6 F2F (Red Team) October 1st	Review and discuss chapter content.	Red Team only will meet F2F to discuss chapter content. Please wear a mask when participating in F2F classes. Remember to complete BONUS *Pre-Quizzes* as well as graded *Post* and *Video Quizzes* for each chapter.
Assignment 2 October 6th	Interview a Leader	There will be no F2F meetings. Submit assignment to the DropBox on D2L by 11:30pm.
Chapter 8 (Online Lecture) October 8th	Review online chapter lecture.	There will be no F2F meetings. Review content online and remember to complete BONUS *Pre-Quizzes* as well as graded *Post* and *Video Quizzes* for each chapter.
Assignment 3 October 13th	Describe Yourself as a Leader	There will be no F2F meetings. Submit assignment to the DropBox on D2L by 11:30pm.
Chapter 9 F2F (Blue Team) October 15th	Review and discuss chapter content.	Blue Team only will meet F2F to discuss chapter content. Please wear a mask when participating in F2F classes. Remember to complete BONUS *Pre-Quizzes* as well as graded *Post* and *Video Quizzes* for each chapter.
Chapter 9 F2F (Red Team) October 20th	Review and discuss chapter content.	Red Team only will meet F2F to discuss chapter content. Please wear a mask when participating in F2F classes. Remember to complete BONUS *Pre-Quizzes* as well as graded *Post* and *Video Quizzes* for each chapter.
Exam II Online 10/22/2020 12:00 PM - 2:00 PM	Chapters 6, 8 & 9	This exam will be online. The exam will be open from 12:00 pm to 2:00 pm and you will have 60 minutes to complete the exam. If you miss the exam you will take the final.
Chapter 10 (Online Lecture) October 27th	Review and discuss chapter content.	There will be no F2F meetings. Review content online and remember to complete BONUS *Pre-Quizzes* as well as graded *Post* and *Video Quizzes* for each chapter.
Work on Leadership Philosophy October 29th	Review and discuss chapter content.	There will be no F2F meetings. Submit assignment to the DropBox on D2L by 11:30pm.
Leadership Guest Lecture (3) November 3rd	Review online leadership lecture 3.	There will be no F2F meetings. You are responsible for reviewing the online leadership lecture and remember to complete BONUS *Pre-Quizzes* as well as graded *Post* and *Video Quizzes* for each chapter.
Assignment 4 November 5th	Leadership Analysis	There will be no F2F meetings. Submit assignment to the DropBox on D2L by 11:30pm.

When	Topic	Notes
Chapter 11 (Online Lecture) November 10th	Review online chapter lecture.	There will be no F2F meetings. Review content online and remember to complete BONUS *Pre-Quizzes* as well as graded *Post* and *Video Quizzes* for each chapter.
Chapter 12 F2F (Blue Team) November 12th	Review and discuss chapter content.	Blue Team only will meet F2F to discuss chapter content. Please wear a mask when participating in F2F classes. Remember to complete BONUS *Pre-Quizzes* as well as graded *Post* and *Video Quizzes* for each chapter.
Chapter 12 F2F (Red Team) November 17th	Review and discuss chapter content.	Red Team only will meet F2F to discuss chapter content. Please wear a mask when participating in F2F classes. Remember to complete BONUS *Pre-Quizzes* as well as graded *Post* and *Video Quizzes* for each chapter.
Exam III 11/19/2020 12:00 PM - 2:00 PM	Chapters 10-12	This exam will be online. The exam will be open from 12:00 pm to 2:00 pm and you will have 60 minutes to complete the exam. If you miss the exam you will take the final.
Leadership Philosophy November 24th	Video Presentation	There will be no F2F meetings. Submit the YouTube link in the DropBox on D2L by 11:30pm.
Final Exam 12/03/2020 9:00 AM - 11:00 AM	Cumulative Final	The final is optional and will replace your lowest exam grade or take the place of a missed exam. The exam will be open from 9:00am to 11:00am and you will have 60 minutes to complete the exam.

◎ College/School Policies

Wolf Pact

Having read the Honor Code for the University of West Georgia, I understand and accept my responsibility to uphold the values described therein and to conduct myself in a manner that will reflect the values of UWG and the Richards College of Business so as to respect the rights of all UWG community members. As a UWG student, **I will represent myself truthfully and complete all academic assignments honestly and within the parameters set by my instructor**.

I understand and accept that if I am found guilty of violations (through processes due me as a UWG student and outlined in the UWG Student Handbook), penalties will be imposed.

I also recognize that my responsibility includes a willingness to confront members of the UWG community if I feel there has been a violation of the Honor Code.

Ultimately, I will conduct myself in a manner that promotes UWG as the best place to work, learn, and succeed for my generation, and those to come!

About the Richards College of Business

Vision
To become a globally recognized college of business preparing forward-thinking, responsible leaders.

Mission
We are in the business of transforming lives through education, engagement, and experiences.

Strategic Goals and Values

Student Success
Admit quality students and provide them with an education that is rich in experiences and engagement opportunities to prepare them to be effective and ethical professionals.

Academic Success

Recruit, retain and develop faculty and staff by providing sufficient resources to support dynamic and up-to-date bachelor and master-level curricula, to conduct research and other professional activities, and to support engagement with all stakeholders.

Operational Success

Recruit, retain and develop administrative management and staff personnel to manage, develop and support infrastructure and those activities that build internal and external partnerships while working in an ever-changing environment.

Ethical Values

The Richards College of Business community (administrators, faculty, staff, students, and business partners) share a commitment to the principles of honesty and integrity in interactions and undertakings, accountability for personal behavior, and respect for the rights, differences, and dignity of others. In addition, we strive to continuously improve our abilities to recognize unethical behavior and to make ethical and moral decisions.

🏛 Institutional Policies

Academic Support

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

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The University Writing Center (https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the UWG Online (https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the UWG Cares (http://www.westga.edu/UWGCares/) site. Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

Honor Code

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

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook (https://www.westga.edu/administration/vp/handbook-code-of-conduct.php).

UWG Email Policy

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

Credit Hour Policy

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information# (http://www.usg.edu/hb280/additional_information)

You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus-carry.php (https://www.westga.edu/police/campus-carry.php)

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services. To report a concern anonymously, please go to UWGcares.

ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page for more information.

COVID-19

Proctored Exams/Online Instruction: Students should be aware and plan ahead for the possibility of having to complete all courses and/or exams online or in a proctored environment. This means talking with your instructors about what minimum technical requirements (software and hardware) will be required should your class move online or a student's personal needs dictate. This also includes making plans for internet access at whatever location participation may occur.

Virtual or in-person proctored exams, if your instructor should require them, may result in an additional cost to the student. Please discuss these details with your instructor or see the information provided here.

Face Coverings: Effective July 15, 2020, University System of Georgia institutions, including the University of West Georgia, will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use will be in addition to and is not a substitute for social distancing.

Face coverings are not required in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.

Student FAQs: For more information about UWG COVID-19 guidance for students visit the Student FAQ webpage (https://www.westga.edu/student-services/health/coronavirus-info/return-to-campus/students-faq-return-to-campus.php).

⊞ Additional Items

MGNT - 4684 - Management Study Abroad

2021-2022 Undergraduate New Course Request

Introduction

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester* `Spring`

Desired Effective Year* `2021`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/ Department* `Department of Management`

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

Is this a College of ◯ Y ⦿ N

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

Is this an Honors College course?* ☐ Yes ☑ No

Is the addition/change related to core, honors, or XIDS courses?* ☐ Yes ☑ No

Course Information

Course Prefix* MGNT

Course Number* 4684

Course Title* Management Study Abroad

Long Course Title Management Study Abroad

Course Type* Management

Catalog Course Description* This course examines the differences and similarities between cultural and business practices of the United States and another country. Students participate through assigned readings, lectures, group discussion, and a week-long travel experience.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ● Yes ○ No

If yes, indicate maximum number of credit hours counted toward graduation.* 6

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide.](#)

Prerequisites MGNT 3600 or consent from the department chair and instructor

Prerequisites MGNT 3600 or consent from the department chair and instructor

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course? * ◯ Yes ⦿ No

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

Status * ⦿ Active-Visible ◯ Inactive-Hidden

Type of Delivery (Select all that apply) *
☐ Carrollton or Newnan Campus: Face-to-Face
☐ Entirely Online
☑ Hybrid
☐ Fully Online

Frequency - How many semesters per year will this course be offered? `1`

Grading * `Undergraduate Standard Letter`

Justification and Assessment

Rationale * We have taught this course for many years under MGNT 4682 (Special Problems in Management). We felt that it was time to get a course designation specifically for the study abroad trip.

Student Learning Outcomes - Please provide these in a numbered list format. *

1. Students will learn similarities and differences in the culture between the United States and another country.
2. Students will learn similarities and differences in the business practices between the United States and another country.
3. Students will participate in a week-long travel experience to immerse themselves in another culture.

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus*	◉ I have attached the REQUIRED syllabus.

Resources and Funding

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

Present or Projected Annual Enrollment*	25

Will this course have special fees or tuition required?*	☑ Yes ☐ No	**If yes, what will the fee be?***	Approximately $2,500

Fee Justification	This course requires students to participate in a week-long travel experience. Thus, students must pay for travel, lodging, meals, etc.. Care is taken to find opportunities that are as affordable as possible for our students.

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

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

MGNT 4682/6685   MKT 4885
Special Problems in Management:
Business in Dubai (Spring 2015)

Instructor Information:

Name:	Dr. Erich B. Bergiel
Office No.:	2222 – Richards College of Business
Office Phone:	678-839-4840
E-Mail:	ebergiel@westga.edu **(Please use this email rather than Courseden)**.
Office Hours:	W: 10:00pm - 3:30pm; T-Th: 10:00am-12:00pm
Textbook:	None

"To feel at home, stay at home. A foreign country is not designed to make you comfortable.
It's designed to make its own people comfortable."
- Clifton Fadiman, American writer (1904-1999)

OVERVIEW

Prerequisite: Registration requires consent from both the department chair and the instructor.

Course Description and Objectives

This course is intended to offer deep insight into the differences between the cultures of the UAE and the U.S.as well as a first-hand appreciation for the unique business practices in the UAE. The learning objectives of this course will be realized through a mix of assigned reading, lecture, independent research, and group discussion. All assigned reading material is found on Courseden. However, the centerpiece of this learning experience is a 7-day trip to the UAE.

Learning Objective

This course will significantly enhance your education by helping you to:

1. Communicate effectively in oral presentation and in writing [LG1]
2. Recognize how globalization affects organizations [LG5]
3. Utilize general and management-specific knowledge and skills in the analysis of business problems [LG6]

Classroom Environment

There will be one class meetings on **February, 6th**. Attendance at this meeting is **mandatory**. The majority of course material, quizzes, assignments will be provided to you online.

Other Course Policies

- Please indicate your section time and full name on all written assignments and presentations.
- Email has become a popular communication mode, yet many emails are far too informal for business communication (i.e., unpunctuated and sloppily written). Because of this, all email correspondence must be of professional quality.
- It is the student's responsibility to obtain handouts, class notes, and additional assignments. Unforeseen changes in the syllabus and assignments will be announced in email. It is the student's responsibility to regularly check their D2L email.

Course Schedule

The following schedule is subject to revisions. Assignments, reference material, and articles will be posted on D2L. Please note that you (the student) are at the center of the learning process. Consequently, the foregoing learning outcomes are fully possible only when you are actively involved in and commit sufficient personal resources to the learning process.

Date	Topic	Detail
2/06	**Orientation and Predeparture Meeting** (8:00am-5:00pm, RCOB Auditorium)	
2/27	Quizzes 1-3 must be complete	Due 11:59pm
3/06	Exercise 4 & 5 must be submitted	Due 11:59pm
3/14-3/22	Trip to Dubai	
4/16	Final Project Due	Due 11:59pm

GRADES

Your final grade will be the cumulative result of the below evaluations:

Grade Composition	
Homework (5 assignments and quizzes)	50%
Participation	35%
Final Project	15%

Grade Scale		
A	90.0 – 100%
B	80.0 – 89.9%
C	70.0 – 79.9%
D	60.0 – 69.9%
F	0 – 59.9%

Assignments	Detail
Assignments and Quizzes (50%)	Five assignments and quizzes are scheduled during the semester. In many cases, I have provided generous resource material. However, on some assignments you will need to perform your own search for information.
Participation (35%)	You will be expected to contribute and actively interact during our visit to the UAE. Prepare your questions in advance of our visits to firms. Attendance at business and cultural events is mandatory, as well as timeliness to these events. Don't worry, there will be sufficient free time for you to enjoy Dubai on your own.
Final Project (15%)	A written project assignment will be due upon completion of the trip to allow you the opportunity to demonstrate your understanding of the concepts learned. If applicable, essay questions will relate to all aspects of class including all assigned reading material and specific experiences from the trip.

The instructor reserves the right to modify the grade scale, content of class, and add pop-quizzes if necessary. Further guidance on assignments will be provided on Courseden.

Quality of Submissions

Any assignment submitted for a grade must be accurate in terms of format, grammar, punctuation, and spelling. I use the "rule of three" when grading all assignments: if I find three or more errors, the assignment will receive a 0 grade and the student will **not** have the opportunity to correct and resubmit the assignment. Please carefully proofread all content prior to submitting it to me.

Other:

✓ All written assignments should be typed. Use 12 point Times New Roman font, 1" margins, and single space.
✓ Staple all multi-page assignments.
✓ Late assignments will receive a grade of "0" unless appealed directly in advance. Do not expect positive appeals. Timeliness is one of the most important aspects of business.

HONOR CODE and STUDENTS RIGHTS

The Honor Code

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. If you are caught cheating or plagiarizing your work you will receive at a minimum a failing grade in this course.

Student Rights and Responsibilities

Please carefully review the information at the following link:
http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf . This link contains important information pertaining to your rights and responsibilities in this class and is updated as federal, state, university, and accreditation standards change.

Credit Hour Policy (3 credit hours)

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

Human Resource Management Minor

2021-2022 Undergraduate New Program Request

General Information

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Desired Effective Semester*	Fall

Desired Effective Year*	2021

Program Type*
- ○ Degree Program
- ○ Embedded Certificate
- ○ Stand-Alone Certificate
- ○ Endorsement
- ● Minor

If embedded, please list the parent program.

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Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*	Department of Management

Is this a School of Nursing Program?*	◯ Yes ⦿ No

Is this a College of Education Program?*	◯ Yes ⦿ No

Is the addition/change related to core, honors, or XIDS courses?*	☐ Yes ☑ No

Program Information

Program Type*	Minor

Program Name*	Human Resource Management Minor

Degree Type*	Minor

Program Description*	The Human Resource Management minor will introduce students to the basic concepts associated with the field of human resource management.

Program Location*	Carrollton

Status*	⦿ Active-Visible ◯ Inactive-Hidden

How will the proposed program be delivered?*	☐ Face-to-Face ☐ Online Only

☑ Hybrid

Curriculum Information

Select *Program* below, unless creating an *Shared Core*.

A *Shared Core* is a group of courses shared by multiple entitites. For example, Music has a variety of tracks but all tracks share the same core.

Type of Program* ◉ Program
⚪ Shared Core

PROGRAM CURRICULUM

This section allows departments to create the curriculum schema for the program which will feed directly to the catalog. Please click here for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the new program curriculum.

Step 1

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> For courses already in the catalog, click on "Import Course" and find the courses needed.
> For new coursesgoing through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 2

Next, to add cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) click on ☰ "View Curriculum Schema." Click add core and title it appropriately. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the ✖ and proceed.

Prospective Curriculum*

Human Resource Management Minor

BUSA 2106 Legal and Ethical Environment of Business

MGNT 3600 Management

MGNT 4620 Human Resource Management

MGNT 4621 Human Resource Applications and Analytics

MGNT 4681 Compensation

Justification and Assessment

Rationale* The management department is creating a concentration in Human Resource Management. This minor will allow individuals outside of the management program to learn the essential concepts related to the field of human resources.

Program Learning Outcomes - Please provide PLOs in a numbered list format.* I assume this section is asking for the PLOs assocated with the management program. They are as follows:

1. Students will be able to examine and analyze basic employment-related data.
2. Students will be able to identify and evaluate issues involved in international business relationships.
3. Students will be able to identify basic principles associated with leadership.
4. Management majors will demonstrate a more comprehensive knowledge of management concepts and principles as compared to non-management BBA majors as a whole.

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

Check all that apply to this program* ☐ Significant departure from previously approved programs

☐ New instructional site at which more than 50% of program is offered

☑ None of these apply

SACSCOC Comments

<u>REQUIRED ATTACHMENTS</u>

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking 🗋 in the top right corner.

1.) USGBOR One Step Proposal

The one-step new academic program proposal combines elements of the previous two-stage process into "one-step" for a more accelerated review of final, new program proposals submitted by university system institutions. The one-step proposal requires institutions to provide prioritized academic programs that demonstrate a clear need (and separately demand) for the areas served by the college or university. Programs may be directly tied to state economic development efforts, other initiatives, and may follow disciplinary changes and norms. The one-step new academic program proposal requires that institutions provide evidence that the proposed degree and/or major meets various needs and does not warrant unnecessary program duplication.

2.) Program Map and/or Program Sheet

For advising purposes, all new programs must include program map. Please download the program map template from **here**, and upload.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the **Academic Assessment Plan/Reporting** template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map** template and attach to this proposal.

USGBOR One Step Proposal* ☐ I have attached the USGBOR One Step Proposal.
☑ N/A (minor, embedded certificate)

Program Map* ☑ I have attached the Program Map.

Assessment Plan* ☐ I have attached the Assessment Plan.
☑ Assessment Plan is not required (embedded certificate, minor is a part of an existing major)

Curriculum and Assessment Map* ☑ I have attached the Curriculum and Assessment Map.

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

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

/

COURSES	Title	Traditional Concentration	Human Resource Concentration	Small Business Concentration	Supply Chain Concentration	PL-SLO 1 Students will be able to examine and analyze basic employment-related data.	PL-SLO 2 (New) Students will be able to identify and evaluate issues involved in international business relationships.	PL-SLO 2 (Old) Students will be able to explain the role of entrepreneurs in managing businesses.	PL-SLO 3 Students will be able to identify basic principles associated with leadership.
MGNT 3600	Management	Core	Core	Core	Core	I	I		I
MGNT 3602	Business Law	Select	Select	Select		R			
MGNT 3603	The Creative Startup	Select		Required					
MGNT 3605	Organizational Behavior	Required	Required	Required	Required		R		M (A)
MGNT 3611	Leadership	Select	Select	Select	Select				R
MGNT 3615	Operations Management	Core	Core	Core	Core				
MGNT 3618	Entrepreneurship and Small Business Mgnt	Required	Select	Required	Select		R		R
MGNT 3625	Contemporary Issues in Management	Select	Select	Select	Select				
MGNT 3627	Managing Cultural Differences	Select	Select	Select	Select		R		
MGNT 3633	Research Methods for Managers (MKGT 3808)	Required	Required	Required	Required				
MGNT 3635	Growing the Small Business	Select		Required					
MGNT 3640	Lean Six Sigma	Select		Select	Required				
MGNT 3645	Corporate Social Responsibility	Select	Select	Select	Select		R		R
MGNT 4330	Enterprise Architecture	Select							
MGNT 4355	Cyber Security	Select							
MGNT 4610	Logistics	Select		Select	Required				
MGNT 4615	Supply Chain Management	Select		Select	Required				
MGNT 4616	Project Management	Select		Select	Select				
MGNT 4620	Human Resource Management	Required	Required	Required	Required	M (A)	R		R
MGNT 4621	Human Resource Applications and Analytics	Select	Required			R	R		R
MGNT 4625	International Management	Core (Mngt)	Core (Mngt)	Core (Mngt)	Core (Mngt)		M (A)		
MGNT 4630	Dispute Resolution in Contemp Organizations	Select	Select	Select	Select				R
MGNT 4640	Employment Law	Select	Required	Select		R			R
MGNT 4660	Strategic Management	Required	Required	Required	Required		R		R
MGNT 4680	Human Resources Practicum		Select						
MGNT 4681	Compensation Management	Select	Required	Select		R			
MGNT 4682	Special Problems in Management	Select	Select	Select	Select				
MGNT 4684	Management Study Abroad	Select	Select	Select	Select		R		
MGNT 4686	Business Internship (Management)	Select	Select	Select	Select				

Key:
I : Introduced
R: Reinforced
M: Mastered
A: Assessment performed

Film Production, Nexus

2021-2022 Undergraduate New Program Request

General Information

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

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

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

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

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

Desired Effective Semester*	Fall

Desired Effective Year*	2021

Program Type*
- ⦿ Degree Program
- ◯ Embedded Certificate
- ◯ Stand-Alone Certificate
- ◯ Endorsement
- ◯ Minor

If embedded, please list the parent program.

Routing Information

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School/ Department* | University College

Is this a School of Nursing Program?* ⦿ Yes ◯ No

Is this a College of Education Program? * ◯ Yes ⦿ No

Is the addition/change related to core, honors, or XIDS courses?* ☐ Yes ☑ No

Program Information

Program Type* | Nexus

Program Name* Film Production, Nexus

Degree Type* | Nexus

Program Description* The Nexus in Film program offers multi-disciplinary training by professionals in the film, TV and new media industries. Students complete 42 credit hours in general education while engaging in hands-on lessons working with professional equipment (cameras, sound gear, lights, and more) as well as production trucks, generators and sound studio space through the courses offered by the Georgia Film Academy.

Program Location* | Carrollton

Status* ⦿ Active-Visible ◯ Inactive-Hidden

How will the proposed program be delivered? *	☑ Face-to-Face
	☐ Online Only
	☐ Hybrid

Curriculum Information

Select *Program* below, unless creating an *Shared Core*.

A *Shared Core* is a group of courses shared by multiple entitites. For example, Music has a variety of tracks but all tracks share the same core.

| **Type of Program** * | ⦿ Program |
| | ◯ Shared Core |

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Core Area A1

Communication Skills   Learning Outcomes 6 hours Demonstrate the ability to: Recognize and identify appropriate topics for presentation in writing Synthesize and logically arrange written presentations Adapt written communication to specific purposes and audiences.

Both Required:

ENGL 1101 English Composition I
ENGL 1102 English Composition II

Core Area A2

Quantitative Skills   Learning Outcomes 3 hours Students demonstrate a strong foundation in college-level mathematical concepts and principles. Students demonstrate the ability to apply symbolic representations to model and solve real-world problems.

Choose one of the following based on major:*

MATH 1001 Quantitative Skills and Reasoning
MATH 1111 College Algebra
MATH 1113 Precalculus
[Right] **
MATH 1401 Elementary Statistics
MATH 1634 Calculus I
[Right] **

Note

* Science, computer science, mathematics, mathematics education, and science education majors must take MATH 1113 or higher. Nursing majors may take MATH 1001 or MATH 1111. Engineering majors must take MATH 1634. Business majors are urged to take either MATH 1111 or MATH 1113. ** Since only three hours are required here in Area A, the extra hour earned by taking this course may be used in Area F according to most degree programs, but, for

certainty, the student should always check the specifics listed in the description of the degree program.

Core Area B

Institutional Options   Learning Outcomes 4-5 hours Demonstrate the ability to: Adapt written and oral communication to specific rhetorical purposes and audiences. Identify, evaluate, and use information, language, or technology appropriate to a specific purpose. Students must take one course from category 1, and any combination of courses to meet the total number of hours of 4 for science majors and 5 for non-science majors.

1 - Written and Oral Communication:

Courses in this area must meet both learning outcomes stated above. One of the following is required of all majors. Choose from the following:

ART 2000 Oral Communication and the Visual Arts
COMM 1110 Public Speaking
ENGL 2000 American Speech
[After]
ENGL 2050 Self-Staging: Oral Communication in Daily Life
[Right] (or)
THEA 2050 Self-Staging: Oral Communication in Daily Life
[After]
FREN 1001 Elementary French I
GRMN 1001 Elementary German I
SPAN 1001 Elementary Spanish I
FREN 1002 Elementary French II
GRMN 1002 Elementary German II
SPAN 1002 Elementary Spanish II
PHIL 2020 Critical Thinking
XIDS 1004 Oral and Technological Communication

2 - Other Institutional Options:

Courses in this area must meet at least one of the learning outcomes stated above. Institutional Elective, choose one of the following:

ANTH 1100 Faces of Culture
ANTH 1101 Voices of Culture
BUSA 1900 Surfing the Internet for Success
CS 1000 Practical Computing

CS 1020 Computers and Society

LIBR 2100 Information Literacy and Research

MUSC 1110 Survey of World Music

XIDS 2001 What do you really know about: xxx (Special Topics)

XIDS 2002 What do you really know about: xxx (Special Topics)

Core Area C

Humanities, Fine Arts, and Ethics   Learning Outcomes 6 hours Students will demonstrate knowledge of the foundational concepts of artistic, intellectual, or literary achievement, adapting written communication to specific purposes and audiences. Students will recognize and make informed judgements about the fine, literary, or performing arts from various cultures.

Choose one from each category.

* XIDS 2100 is listed in both categories, but it may be counted only once.

Category 1: Fine Arts

XIDS 2100 Arts and Ideas: Special Topics [Right] *

ART 1201 Introduction to Art

ART 2201 History of Western Art I

ART 2202 History of Western Art II

ENGL 2060 Introduction to Creative Writing

FILM 2080 Introduction to the Art of Film

MUSC 1100 Music Appreciation

MUSC 1120 Survey of Jazz, Rock, and Popular Music

THEA 1100 Theatre Appreciation

Category 2: Humanities

XIDS 2100 Arts and Ideas: Special Topics [Right] *

COMM 1154 Introduction to Mass Communications

ENGL 2110 World Literature

ENGL 2110 World Literature

ENGL 2120 British Literature

ENGL 2130 American Literature

ENGL 2180 Studies in African-American Literature

ENGL 2190 Studies in Literature by Women

FREN 1001 Elementary French I

GRMN 1001 Elementary German I

SPAN 1001 Elementary Spanish I

FREN 1002 Elementary French II

GRMN 1002 Elementary German II

SPAN 1002 Elementary Spanish II

FREN 2001 Intermediate French I

GRMN 2001 Intermediate German I

SPAN 2001 Intermediate Spanish I

FREN 2002 Intermediate French II

GRMN 2002 Intermediate German II

SPAN 2002 Intermediate Spanish II

FORL 2200 Survey of National Literatures

FORL 2300 Topics in National Literatures

PHIL 2010 Introduction to Philosophy

PHIL 2030 Introduction to Ethics

Core Area D

Natural Sciences, Mathematics, and Technology   Learning Outcomes 10-11 hours Demonstrate the ability to: Apply scientific reasoning and methods, mathematical principles, or appropriate information technologies to explain natural phenomena or situations that arise in the real world. Use appropriate scientific tools and instruments to acquire data, process information, and communicate results, adapting written communication to specific purposes and audiences. The student should consult the specific requirements listed in the description of the degree program later in this catalog and work closely with an advisor to fulfill this area of the Core.

Option I-Non-Science Majors

1. Science Courses:

Take two from the list below, at least one of which must be a lab class: *A course listed 3+1 below may be taken without the lab component to be used as a non-lab option here.

ANTH 1105 Introduction to Physical Anthropology

ASTR 2313 Astronomy

ASTR 2313L Astronomy Laboratory

BIOL 1010 Fundamentals of Biology

BIOL 1010L Fundamentals of Biology Laboratory

BIOL 1011 Biology of Human Reproduction

BIOL 1012 Ecology and Environmental Biology

BIOL 1013 Biology of AIDS and Infectious Disease

BIOL 1014 Nutrition

BIOL 1015 The Unseen World of Microbes

BIOL 1107 Principles of Biology I

BIOL 1107L Principles of Biology I Laboratory

BIOL 1108 Principles of Biology II

BIOL 1108L Principles of Biology II Laboratory

CHEM 1100 Introductory Chemistry

CHEM 1100L Introductory Chemistry Laboratory

CHEM 1151K Survey of Chemistry I

CHEM 1152K Survey of Chemistry II

CHEM 1211 Principles of Chemistry I

CHEM 1211K Principles of Chemistry I and Lab

CHEM 1211L Principles of Chemistry I Lab

CHEM 1212 Principles of Chemistry II

CHEM 1212K Principles of Chemistry II and Lab

CHEM 1212L Principles of Chemistry II Lab

CHEM 1230K Accelerated Principles of Chemistry

GEOG 1111 Physical Geography

GEOG 1112 Weather and Climate

GEOG 1112L Weather and Climate Laboratory

GEOG 1113 Landform Geography

GEOG 1113L Landform Geography Laboratory

GEOG 2202 Environmental Science

GEOG 2202L Environmental Science Lab

GEOG 2553 Introduction to GIS and Mapping Sciences

GEOL 1121 Introductory Geosciences I: Physical Geology

GEOL 1121L Physical Geology Laboratory

GEOL 1122 Introductory Geosciences II: Historical Geology

GEOL 1122L Historical Geology Laboratory

GEOL 1123 Environmental Observations

GEOL 1123L Environmental Observations Laboratory

GEOL 2503 Introduction to Oceanography

GEOL 2553 Geology of the National Parks

PHYS 1111 Introductory Physics I

PHYS 1111L Introductory Physics I

Laboratory

PHYS 1112 Introductory Physics II

PHYS 1112L Introductory Physics II Laboratory

PHYS 2211 Principles of Physics I

PHYS 2211L Principles of Physics I Laboratory

PHYS 2212 Principles of Physics II

PHYS 2212L Principles of Physics II Laboratory

XIDS 2201 Science Foundations

XIDS 2202 Environmental Studies

2. Mathematics, Science, and Quantitative Technology Courses:

Take any one from the list below or the list above as long as no more than two of the three courses in Area D are from the same discipline.

CS 1030 Introduction to Computer Concepts
CS 1300 Introduction to Computer Science
MATH 1401 Elementary Statistics
MATH 1413 Survey of Calculus
MATH 1634 Calculus I
MATH 2644 Calculus II

Option II-Science Majors

1. Laboratory Science Courses:

Take any two lab courses from the list below:

BIOL 1107 Principles of Biology I

BIOL 1107L Principles of Biology I Laboratory

BIOL 1108 Principles of Biology II

BIOL 1108L Principles of Biology II Laboratory

CHEM 1211 Principles of Chemistry I

CHEM 1211L Principles of Chemistry I Lab

CHEM 1212 Principles of Chemistry II

CHEM 1212L Principles of Chemistry II Lab

CHEM 1230K Accelerated Principles of Chemistry

GEOG 1112 Weather and Climate

GEOG 1112L Weather and Climate Laboratory

Laboratory

GEOG 1113 Landform Geography

GEOG 1113L Landform Geography Laboratory

GEOG 2553 Introduction to GIS and Mapping Sciences

GEOL 1121 Introductory Geosciences I: Physical Geology

GEOL 1121L Physical Geology Laboratory

GEOL 1122 Introductory Geosciences II: Historical Geology

GEOL 1122L Historical Geology Laboratory

PHYS 1111 Introductory Physics I

PHYS 1111L Introductory Physics I Laboratory

PHYS 1112 Introductory Physics II

PHYS 1112L Introductory Physics II Laboratory

PHYS 2211 Principles of Physics I

PHYS 2211L Principles of Physics I Laboratory

PHYS 2212 Principles of Physics II

PHYS 2212L Principles of Physics II Laboratory

2. Mathematics, Science and Quantitative Technology Courses:

Students may take one from either the list below or from the list above as long as no more than two courses are from the same discipline. *A course listed 3+1 above may be taken without the lab component to be used as a non-lab option here. Mathematics, computer science, and most science majors must take MATH 1634. Engineering majors must take MATH 2644.

MATH 1401 Elementary Statistics
MATH 1634 Calculus I

Option III - Nursing

1. Laboratory Science Courses:

Take one of the two-semester sequences listed below:

CHEM 1151K Survey of Chemistry I
CHEM 1152K Survey of Chemistry II
[After]

CHEM 1211 Principles of Chemistry I

CHEM 1211L Principles of Chemistry I Lab

CHEM 1212 Principles of Chemistry II

CHEM 1212L Principles of Chemistry II Lab
[After]

PHYS 1111 Introductory Physics I

PHYS 1111L Introductory Physics I Laboratory

PHYS 1112 Introductory Physics II

PHYS 1112L Introductory Physics II Laboratory
[After]

BIOL 1107 Principles of Biology I

BIOL 1107L Principles of Biology I Laboratory

BIOL 1108 Principles of Biology II

BIOL 1108L Principles of Biology II Laboratory

2. Mathematics Science and Quantitative Technology Courses:

MATH 1401 Elementary Statistics

Core Area E

Social Sciences   Learning Outcomes 12 hours Students will demonstrate the ability to understand the political, social, economic, or cultural dimensions of world and American history. Students will demonstrate that they have developed an understanding of the political and legal processes of the U.S. and Georgia, and an understanding of the terminology of political science and U.S. politics adapting written communication to specific purposes and audiences.. Students will demonstrate knowledge of the fundamental concepts of a discipline examining the social world.

1. World History

One required from the following two:

HIST 1111 Survey of World History/Civilization I

HIST 1112 Survey of World History/Civilization II

2. American/Georgia History

* Students may exempt HIST 2111 or HIST 2112 by examination. If the course is exempted, however, an additional 3 hours is to be taken from Part 4 of Area E. One required from the following two:

HIST 2111 U S History I (to 1865)
[Right] *
HIST 2112 U S History II (since 1865)
[Right] *

3. American/Georgia Government

The following is required:

POLS 1101 American Government

4. Social Science Elective Courses

One required from the following:

ANTH 1102 Introduction to Anthropology
ECON 2100 Economics for Everyone
ECON 2105 Principles of Macroeconomics
ECON 2106 Principles of Microeconomics
GEOG 1013 World Geography
GEOG 2503 Cultural Geography
PHIL 2130 Introduction to World Religions
POLS 2201 State and Local Government
PSYC 1101 Introduction to General Psychology
SOCI 1101 Introductory Sociology
SOCI 1160 Introduction to Social Problems
XIDS 2300 Interdisciplinary Studies in Social Sciences
XIDS 2301 Introduction to Global Studies

Nexus Courses

Film Production 18 hours   Learning Outcomes Demonstrate professional skills in the High Demand Career Initiative (HDIC) field of film production. Demonstrate knowledge of film industry standard organizational structure, professional equipment, and onset procedures. Demonstrate knowledge of film industry professional competencies and work habits in a craft department and including standard procedures and protocols. Demonstrate the competence in each of the UWG general education SLOs for Areas A-E.

1. Complete both:

GFA 1000 Introduction to On-Set Film Production
[Right] 6 Credit Hours
GFA 3010 Production Design I
[Right] 6 Credit Hours

Note

GFA 1000 fulfills the Nexus Degree experiential learning requirement.

2. Choose one from the following:

GFA 4000 Film & Television Production Internship
[Right] 6 Credit Hours
GFA 4010 Production Design II
[Right] 6 Credit Hours

Total: 60 Hours

Justification and Assessment

Rationale* To provide a degree option in the high-demand professional field of Film Production. The Nexus Degree creates an opportunity for people who want to transition into Film Production, for those within the profession for whom the degree helps them advance along the career ladder, and for UWG students who would like to add a targeted credential to their coursework.

Program Learning Outcomes - Please provide PLOs in a numbered list format.*	1. Demonstrate professional skills in the High Demand Career Initiative (HDIC) field of film production. 2. Demonstrate knowledge of film industry standard organizational structure, professional equipment, and onset procedures. 3. Demonstrate knowledge of film industry professional competencies and work habits in a craft department and including standard procedures and protocols.

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

Check all that apply to this program*	☑ Significant departure from previously approved programs
	☐ New instructional site at which more than 50% of program is offered
	☐ None of these apply

SACSCOC Comments	

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2.) Program Map and/or Program Sheet

For advising purposes, all new programs must include program map. Please download the program map template from here, and upload.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the [Academic Assessment Plan/Reporting](#) template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map](#) template and attach to this proposal.

| **USGBOR One Step Proposal*** | ☑ I have attached the USGBOR One Step Proposal. |
| | ☐ N/A (minor, embedded certificate) |

| **Program Map*** | ☑ I have attached the Program Map. |

| **Assessment Plan*** | ☑ I have attached the Assessment Plan. |
| | ☐ Assessment Plan is not required (embedded certificate, minor is a part of an existing major) |

| **Curriculum and Assessment Map*** | ☑ I have attached the Curriculum and Assessment Map. |

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/

REQUIRED

INFORMATION FOR REVIEW BY USG ACADEMIC AFFAIRS

GENERAL INFORMATION

Institution: University of West Georgia

Date Completed at the Institution:

School/Division/College: University College

Department/Unit: Interdisciplinary Studies

Institution Contact: Dr. Andy Walter

Name of nexus degree: Nexus in Film Production

Degree (If stacked with an existing Bachelor's degree):

     Bachelor of Science in Film and Video Production (18 GFA hours)

     Bachelor in Interdisciplinary Studies (18 GFA hours)

     Bachelor of Fine Arts in Theatre (12 GFA hours)

     Bachelor of Arts in Theatre (12 GFA hours)

     Bachelor of Arts in English (12 GFA hours)

     Bachelor of Science with a Major in Mass Communications (6 hours)

Major (If stacked within an existing Bachelor's degree): BIS Film Pathway

Focus Area: On-Set Production Design Nexus

Total Credit Hours for the program: 60

Per Credit Hour Tuition Rate: UWG = $182.13 (No fees included)
                                    GFA = USG Student Cost: $125

Link to Institutional Tuition and Fees webpage:

https://www.westga.edu/student-services/bursar/tuition_fees_fall2020-summer2021.php

Anticipated Implementation Date: Fall 2021

Delivery Mode (Check all that apply):

On-campus, face-to-face only	**X**
Off-campus location, face-to-face only (specify location of any courses offered at an external site):	**X**
Online Only (Available 100% online) *Synchronous or Asynchronous*	

Signature Page

Approval by the President ("I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at this institution."

_____

Approval by Vice President for Academic Affairs or Provost

_____

Approval by Vice President for Finance /Business (or designee) and contact information

_____

Acknowledged by Vice President for Enrollment Management (if different from Finance/Business or designee)

_____

NEXUS DEGREE INFORMATION

1. **Which In Demand Career area (CIP CODE) does the nexus degree address?**
   System emphasis:

   ___ FinTech (Financial Technology) **CIP: 520801**

   _X_ Film **CIP: 500602**

   ___ Cybersecurity **CIP: 111003**

   ___ Information Technology **CIP: 110103**

   ___ Aerospace **CIP: 140201**

   ___ Health Informatics **CIP: 510706**

   ___ Logistics **CIP: 520203**

   Other: _____

2. **Verify that the institution has consulted with the appropriate coordinating office?**

   ___ FinTech Academy

   _X_ Georgia Film Academy

   ___ USG Office of Economic Development
   (Cyber, IT, Aerospace, Health Informatics, Logistics)

3. **Provide a program description as it will appear in the Institutional Catalog:**

4. The Nexus in Film Production degree offers multi-disciplinary training by professionals in the film, TV and new media industries. Students complete 42 credit hours in general education while engaging in hands-on lessons working with professional equipment (cameras, sound gear, lights, and more) as well as production trucks, generators and sound studio space through the courses offered by the Georgia Film Academy.

5. **Provide a link to the program information/curriculum on the institutional website most relevant for potential students:**

   https://www.westga.edu/academics/university-college/georgia-film-academy-certification/index.php

6. **Provide admissions requirements for the program:**

   The admissions and graduation requirements for the nexus degree program are consistent with those for existing undergraduate degree programs at the University of

West Georgia. The Office of Admissions reviews all examination scores and academic records. Acceptance or denial of admission for each application is determined by the Office of Admissions, and is subject to the right of appeal as provided in the bylaws of the University and the Board of Regents of the University System of Georgia.

Every applicant must submit a formal application to the Admissions Office along with a $40, non-refundable, application fee. Georgia residents 62 years of age or older and soldiers serving on active duty are exempt from this fee. Documentation to support the exemption will be required when the application is submitted. All applicants, with the exception of foreign nationals, must provide Social Security numbers (social security numbers are required for institutional purposes only) that can be obtained at any Social Security office. As required under the University System of Georgia policy, a completed certificate of immunization must be received before enrollment.

All incoming freshman applicants must satisfactorily complete the required subject units of the Required High School Curriculum (RHSC) or College Preparatory Curriculum (CPC)* and graduate with a RHSC/CPC diploma.

Official transcripts of previous academic work are required. Applicants should request that the registrar of each college and university attended mail transcripts to the Admissions Office. Applicants seeking admission as entering freshmen and transfer students with fewer than 30 semester hours of transferable credit (excluding non-traditional sources) must also request an official transcript from their high school verifying the date of graduation and the type of diploma awarded.

General Educational Development (GED). A General Educational Development (GED) test certificate will be considered in lieu of a high school transcript for non-traditional applicants. Applicants whose high school class graduated fewer than five years prior to the semester of enrollment must meet additional requirements (such as completion of College Prep or Required High School Curriculum courses) as a traditional entering freshman.

Entrance Examinations. An applicant who has fewer than 30 semester hours of transferable credit from a regionally accredited college or university must submit either an official SAT score report produced by the College Board or an official ACT report produced by the American College Testing Program. Applicants whose high school class graduated five or more years ago are not required to submit SAT or ACT scores.

Minimum SAT/ACT Requirements:

SAT (UWG Code: 5900)	ACT (UWG Code: 0878)
480 Evidence-Based Reading and Writing	17 English or 17 Reading
450 Math	17 Math

Students must have a minimum Freshman Index of 2120.

Freshman Index Formula:

SAT: Freshman Index = (500 x Academic High School GPA) + 1.06 x (SAT Evidence-Based Reading and Writing + SAT Math) – 74

ACT: Freshman Index = (500 x Academic High School GPA) + (ACT Composite x 42) + 88.

7. **Provide a link to the most relevant admission dates and deadlines for the program**: https://www.westga.edu/admissions/prospective-students.php

8. **Provide a link to the most relevant "Apply Now" information for the program:**

    https://westga.elluciancrmrecruit.com/Apply/Account/Login?ReturnUrl=%2fApply

9. **Program Delivery:**
    a. **If the program is offered online, please describe any face-to-face requirements to be completed as a part of the program:**

       N/A

    b. **If any part of the program requires attendance at an external site, please indicate the site/location:**

       GFA teaching sites include: Pinewood Atlanta Studios (Fayetteville, GA), OFS Studios (Norcross GA,) and Southern Crescent Technical College (Griffin, GA).

10. **Curriculum:**

    All of the curriculum must be in direct alignment with the employment sector endorsed talent development framework. There must be evidence of significant employer involvement and employer value for the degree.

    The creation of the UWG Nexus degree is in direct response to talent demand analysis with employers in the high demand field of film and video career areas. Film industry experts were fully engaged in the design and delivery of the Georgia Film Academy courses which comprise 18 hours of the the curriculum of this nexus degree. The following website supports the extent to which employers are involved in development of GFA courses:

    The GFA courses prepare students for entry level positions in production:

      ● On Set Production Assistant (PA)
      ● Art: set dressers, props
      ● Hair/Make-up/Wardrobe
      ● Sound: mixer, boom operator, utility
      ● Camera: operator, camera assistants (1st and 2nd)

- Electric: on-set lamp operators
- Grip: on-set, dolly grip
- Locations
- Craft Services
- Script Supervision
- Video Assist
- Office PA

Collaboration (emphasis):

a. **Is the program in a cooperative academic arrangement with another USG Institution, TCSG institution, private college or university, or other credit granting entity? Does the program involve a contractual arrangement with an employer? Is the program supported by USG eCampus, Georgia Film Academy, FinTech Academy or other USG unit? Check all that apply:**

- ❏ **Cooperative Academic Arrangement**
- ❏ **Employer arrangement**
- ☑ **USG Supporting Unit**

b. **Briefly describe the collaboration or collaborative program affiliation:**

The Georgia Film Academy (GFA) is a collaboration of the University System of Georgia and the Technical College System of Georgia created by state leadership to meet education and workforce needs for high demand careers in Georgia's film and creative industries. All three entities are a party to a Memorandum of Understanding (MOU) that describes the roles and responsibilities of all parties. The MOU is a cooperative academic arrangement among accredited institutions of USG, including the University of West Georgia.

c. **Does the program carry specialized accreditation?**

- ☑ **No**
- ❏ **Yes   Indicate Accrediting Body _____**

Describe disciplinary accreditation requirements associated with the program.

The Office of the President will be responsible for accreditation oversight of Nexus program. The Office of the Provost will ensure that all SACSCOC, and USG policies, procedures and requirements are followed in the development and implementation of this degree program.

d. **Does the program lead to professional licensure?**

- ☑ **No**

❏ **Yes Indicate licensure _____**

> **e. Courses.**
> **Include the course prefixes, course numbers, course titles, course catalog descriptions, prerequisite courses, and credit hour requirement for each course. Indicate the word "new" beside new courses. Include a program of study.**

The proposed degree consists of 42 credit hours of general education, conforming to the current, common system core requirements, and 18 credit hours of coursework focusing on the skills and knowledge requirements of a major industry- in this instance, Film Production. The 18 credit hours outside the core follow a curriculum developed by discipline faculty in concert with Film Production industry experts and includes a minimum of six credit hours of experiential learning and a minimum of 12 credit hours of upper division coursework. While completing the nexus degree, students will be strongly encouraged to work toward the completion of a bachelor's degree as soon as the nexus is complete. All credit hours earned in the Nexus in Film Production can be applied to any of the film-related major degree programs listed on p. 1 as well as other majors.

Nexus course requirements include:

- 42 credit-hours of general education core *(Areas A-E)*
- 18 credit-hours of coursework focusing on the skills and knowledge requirements of the film production industry with 12 credit-hours of upper-division courses. Six-credit hours are comprised of an apprenticeship.

Coursework for general education areas A-E

General Education Requirements (Core Curriculum)	42 hours

Core Area A1	6 hours

Communication
Skills
Learning Outcomes
Demonstrate the ability to:
- Recognize and identify appropriate topics for presentation in writing
- Synthesize and logically arrange written presentations
- Adapt written communication to specific purposes and audiences.

Both Required:

- ENGL 1101 - English Composition I 3 Credit Hours

- ENGL 1102 - English Composition II 3 Credit Hours

Core Area A2	**6 hours**

Quantitative Skills
Learning Outcomes
- Students demonstrate a strong foundation in college-level mathematical concepts and principles.
- Students demonstrate the ability to apply symbolic representations to model and solve real-world problems.

Choose one of the following:

- MATH 1001 - Quantitative Skills and Reasoning 3 Credit Hours
- MATH 1111 - College Algebra 3 Credit Hours
- MATH 1401 - Elementary Statistics 3 Credit Hours

Core Area B	**4-5 hours**

Institutional Options
Learning Outcomes
Demonstrate the ability to:
- Adapt written and oral communication to specific rhetorical purposes and audiences.
- Identify, evaluate, and use information, language, or technology appropriate to a specific purpose.

Students must take one course from category 1, and any combination of courses to meet the total number of hours of 4 for science majors and 5 for non-science majors.

1 - Written and Oral Communication:

Courses in this area must meet both learning outcomes stated above.
One of the following is required of all majors. Choose from the following:
- ART 2000 - Oral Communication and the Visual Arts 3 Credit Hours
- COMM 1110 - Public Speaking 3 Credit Hours
- ENGL 2050 - Self-Staging: Oral Communication in Daily Life 3 Credit Hours **(or)**
- THEA 2050 - Self-Staging: Oral Communication in Daily Life 3 Credit Hours
-
- FREN 1001 - Elementary French I 3 Credit Hours
- GRMN 1001 - Elementary German I 3 Credit Hours
- SPAN 1001 - Elementary Spanish I 3 Credit Hours
- FREN 1002 - Elementary French II 3 Credit Hours
- GRMN 1002 - Elementary German II 3 Credit Hours
- SPAN 1002 - Elementary Spanish II 3 Credit Hours
- PHIL 2020 - Critical Thinking 3 Credit Hours
- XIDS 1004 - Oral and Technological Communication 4 Credit Hours

2 - Other Institutional Options:

Courses in this area must meet at least one of the learning outcomes stated above. Institutional Elective, choose one of the following:

- ANTH 1100 - Faces of Culture 2 Credit Hours
- ANTH 1101 - Voices of Culture 3 Credit Hours
- BUSA 1900 - Surfing the Internet for Success 2 Credit Hours
- CS 1000 - Practical Computing 1 Credit Hours
- CS 1020 - Computers and Society 2 Credit Hours
- LIBR 2100 - Information Literacy and Research 2 Credit Hours
- MUSC 1110 - Survey of World Music 2 Credit Hours
- XIDS 2001 - What do you really know about: xxx (Special Topics) 1 Credit Hours
- XIDS 2002 - What do you really know about: xxx (Special Topics) 2 Credit Hours

Core Area C   6 hours

Humanities, Fine Arts, and Ethics
Learning Outcomes

- Students will demonstrate knowledge of the foundational concepts of artistic, intellectual, or literary achievement, adapting written communication to specific purposes and audiences.
- Students will recognize and make informed judgements about the fine, literary, or performing arts from various cultures.

Choose one from each category.

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* *XIDS 2100 is listed in both categories, but it may be counted only once.*

Category 1: Fine Arts

- XIDS 2100 - Arts and Ideas: Special Topics 3 Credit Hours *
- ART 1201 - Introduction to Art 3 Credit Hours
- ART 2201 - History of Western Art I 3 Credit Hours
- ART 2202 - History of Western Art II 3 Credit Hours
- ENGL 2060 - Introduction to Creative Writing 3 Credit Hours
- FILM 2080 - Introduction to the Art of Film 3 Credit Hours
- MUSC 1100 - Music Appreciation 3 Credit Hours
- MUSC 1120 - Survey of Jazz, Rock, and Popular Music 3 Credit Hours
- THEA 1100 - Theatre Appreciation 3 Credit Hours

Category 2: Humanities

- XIDS 2100 - Arts and Ideas: Special Topics 3 Credit Hours *
- COMM 1154 - Introduction to Mass Communications 3 Credit Hours
- ENGL 2110 - World Literature 3 Credit Hours
- ENGL 2120 - British Literature 3 Credit Hours
- ENGL 2130 - American Literature 3 Credit Hours
- ENGL 2180 - Studies in African-American Literature 3 Credit Hours
- ENGL 2190 - Studies in Literature by Women 3 Credit Hours
- FREN 1001 - Elementary French I 3 Credit Hours
- GRMN 1001 - Elementary German I 3 Credit Hours

- SPAN 1001 - Elementary Spanish I 3 Credit Hours
- FREN 1002 - Elementary French II 3 Credit Hours
- GRMN 1002 - Elementary German II 3 Credit Hours
- SPAN 1002 - Elementary Spanish II 3 Credit Hours
- FREN 2001 - Intermediate French I 3 Credit Hours
- GRMN 2001 - Intermediate German I 3 Credit Hours
- SPAN 2001 - Intermediate Spanish I 3 Credit Hours
- FREN 2002 - Intermediate French II 3 Credit Hours
- GRMN 2002 - Intermediate German II 3 Credit Hours
- SPAN 2002 - Intermediate Spanish II 3 Credit Hours
- FORL 2200 - Survey of National Literatures 3 Credit Hours
- FORL 2300 - Topics in National Literatures 3 Credit Hours
- PHIL 2010 - Introduction to Philosophy 3 Credit Hours
- PHIL 2030 - Introduction to Ethics 3 Credit Hours

Core Area D	10-11 hours

Natural Sciences, Mathematics, and Technology
Learning Outcomes
Demonstrate the ability to:
- Apply scientific reasoning and methods, mathematical principles, or appropriate information technologies to explain natural phenomena or situations that arise in the real world.
- Use appropriate scientific tools and instruments to acquire data, process information, and communicate results, adapting written communication to specific purposes and audiences.

The student should consult the specific requirements listed in the description of the degree program later in this catalog and work closely with an advisor to fulfill this area of the Core.

1. Science Courses:

Take two from the list below, at least one of which must be a lab class:
*A course listed 3+1 below may be taken without the lab component to be used as a non-lab option here.
- ANTH 1105 - Introduction to Physical Anthropology 3 Credit Hours
- ASTR 2313 - Astronomy 3 Credit Hours
- ASTR 2313L - Astronomy Laboratory 1 Credit Hours
- BIOL 1010 - Fundamentals of Biology 3 Credit Hours
- BIOL 1010L - Fundamentals of Biology Laboratory 1 Credit Hours
- BIOL 1012 - Ecology and Environmental Biology 3 Credit Hours
- BIOL 1013 - Biology of AIDS and Infectious Disease 3 Credit Hours
- BIOL 1014 - Nutrition 3 Credit Hours
- BIOL 1015 - The Unseen World of Microbes 3 Credit Hours
- BIOL 1107 - Principles of Biology I 3 Credit Hours
- BIOL 1107L - Principles of Biology I Laboratory 1 Credit Hours
- BIOL 1108 - Principles of Biology II 3 Credit Hours
- BIOL 1108L - Principles of Biology II Laboratory 1 Credit Hours
- CHEM 1100 - Introductory Chemistry 3 Credit Hours
- CHEM 1100L - Introductory Chemistry Laboratory 1 Credit Hours
- CHEM 1151K - Survey of Chemistry I 4 Credit Hours

- CHEM 1152K - Survey of Chemistry II 4 Credit Hours
- CHEM 1211 - Principles of Chemistry I 3 Credit Hours
- CHEM 1211K - Principles of Chemistry I and Lab 4 Credit Hours
- CHEM 1211L - Principles of Chemistry I Lab 1 Credit Hours
- CHEM 1212 - Principles of Chemistry II 3 Credit Hours
- CHEM 1212K - Principles of Chemistry II and Lab 4 Credit Hours
- CHEM 1212L - Principles of Chemistry II Lab 1 Credit Hours
- CHEM 1230K - Accelerated Principles of Chemistry 4 Credit Hours
- GEOG 1111 - Physical Geography 3 Credit Hours
- GEOG 1112 - Weather and Climate 3 Credit Hours
- GEOG 1112L - Weather and Climate Laboratory 1 Credit Hours
- GEOG 1113 - Landform Geography 3 Credit Hours
- GEOG 1113L - Landform Geography Laboratory 1 Credit Hours
- GEOG 2202 - Environmental Science 3 Credit Hours
- GEOG 2202L - Environmental Science Lab 1 Credit Hours
- GEOG 2553 - Introduction to GIS and Mapping Sciences 3 Credit Hours
- GEOL 1121 - Introductory Geosciences I: Physical Geology 3 Credit Hours
- GEOL 1121L - Physical Geology Laboratory 1 Credit Hours
- GEOL 1122 - Introductory Geosciences II: Historical Geology 3 Credit Hours
- GEOL 1122L - Historical Geology Laboratory 1 Credit Hours
- GEOL 1123 - Environmental Observations 3 Credit Hours
- GEOL 1123L - Environmental Observations Laboratory 1 Credit Hours
- GEOL 2503 - Introduction to Oceanography 3 Credit Hours
- GEOL 2553 - Geology of the National Parks 3 Credit Hours
- PHYS 1111 - Introductory Physics I 3 Credit Hours
- PHYS 1111L - Introductory Physics I Laboratory 1 Credit Hours
- PHYS 1112 - Introductory Physics II 3 Credit Hours
- PHYS 1112L - Introductory Physics II Laboratory 1 Credit Hours
- PHYS 2211 - Principles of Physics I 3 Credit Hours
- PHYS 2211L - Principles of Physics I Laboratory 1 Credit Hours
- PHYS 2212 - Principles of Physics II 3 Credit Hours
- PHYS 2212L - Principles of Physics II Laboratory 1 Credit Hours
- XIDS 2201 - Science Foundations 4 Credit Hours
- XIDS 2202 - Environmental Studies 3 Credit Hours

2. Mathematics, Science, and Quantitative Technology Courses:

Take any one from the list below or the list above as long as no more than two of the three courses in Area D are from the same discipline.
- CS 1030 - Introduction to Computer Concepts 3 Credit Hours
- CS 1300 - Introduction to Computer Science 4 Credit Hours
- MATH 1401 - Elementary Statistics 3 Credit Hours
- MATH 1413 - Survey of Calculus 3 Credit Hours
- MATH 1634 - Calculus I 4 Credit Hours
- MATH 2644 - Calculus II 4 Credit Hours

Core Area E	**12 hours**

Social Sciences
Learning Outcomes

- Students will demonstrate the ability to understand the political, social, economic, or cultural dimensions of world and American history.
- Students will demonstrate that they have developed an understanding of the political and legal processes of the U.S. and Georgia, and an understanding of the terminology of political science and U.S. politics adapting written communication to specific purposes and audiences..
- Students will demonstrate knowledge of the fundamental concepts of a discipline examining the social world.

1. World History

One required from the following two:
- HIST 1111 - Survey of World History/Civilization I 3 Credit Hours
- HIST 1112 - Survey of World History/Civilization II 3 Credit Hours

2. American/Georgia History

Students may exempt HIST 2111 or HIST 2112 by examination. If the course is exempted, however, an additional 3 hours is to be taken from Part 4 of Area E.
One required from the following two:
- HIST 2111 - U S History I (to 1865) 3 Credit Hours *
- HIST 2112 - U S History II (since 1865) 3 Credit Hours *

3. American/Georgia Government

The following is required:
- POLS 1101 - American Government 3 Credit Hours

4. Social Science Elective Courses

One required from the following:
- ANTH 1102 - Introduction to Anthropology 3 Credit Hours
- ECON 2100 - Economics for Everyone 3 Credit Hours
- ECON 2105 - Principles of Macroeconomics 3 Credit Hours
- ECON 2106 - Principles of Microeconomics 3 Credit Hours
- GEOG 1013 - World Geography 3 Credit Hours
- GEOG 2503 - Cultural Geography 3 Credit Hours
- PHIL 2130 - Introduction to World Religions 3 Credit Hours
- POLS 2201 - State and Local Government 3 Credit Hours
- PSYC 1101 - Introduction to General Psychology 3 Credit Hours
- SOCI 1101 - Introductory Sociology 3 Credit Hours
- SOCI 1160 - Introduction to Social Problems 3 Credit Hours
- XIDS 2300 - Interdisciplinary Studies in Social Sciences 3 Credit Hours
- XIDS 2301 - Introduction to Global Studies 3 Credit Hours

The following are required core courses totaling 12 hours in the upper division area:		
Course Title	Course Description	Credit Hours

GFA 3010 Production Design 1	GFA 3010 Production Design I details the process of Production Design as it relates to the film and television industry. Students will work on an assigned project from concept to completion, while solving real-world challenges. Students will examine the various roles of the Art Department in film and television through assigned reading from various books, web articles and periodicals as well as participate in hands-on experiences to gain the knowledge they need to succeed in the Art Department. The course will also include video lessons and use of Vectorworks Student Software. An emphasis will be placed on set etiquette, including but not limited to task completion, teamwork, attitude, professionalism, and punctuality.	(6 credits)
GFA 4000 Film & Television Production Internship Course **OR**	The GFA Film & Television Production Internship course is a 6-hour option as part of the 18 credit hours needed for the Georgia Film Academy (GFA) Certification Program. The course is designed to provide students with a basic level of on-set film production skills, knowledge and experience with film-industry standards, organizational structure, professional equipment and on-set procedures by giving students hands-on experience on the sets and offices of working film productions and film related businesses (vendor companies). The Purpose of these internships is to teach students specific academic outcomes and provide special training in furtherance or the GFA mission and curriculum. A production company or vendor company has unique and specialized knowledge, skills, and resources that it will use to provide students with "hands on" experiential learning that is essential for the pertinent academic outcomes and is key to the academic mission of the Georgia Film Academy as well as its partner higher education institutions. Students will also have an opportunity to network and to build resumes in order to help market themselves with the intention of integrating into the film industry as entry-level workers	(6 credits)
GFA 4010 Production Design II	Students will assume key roles as crew members in completing the pre-production and production workflows within the art department. Working from assigned scripts, students complete and present concept art, mood-boards, architectural drawings, and then manage logistics of building all sets, props and effects for that production. The course begins with design concepts using predetermined scripts. Students will implement their roles as crew	(6 credits)

| | members of the art department and develop working relationships with other crew members, throughout the phases of production. Upon completion of the course, students will have a camera-ready and fully dressed set that GFA film classes can shoot on. | |

Identify courses totaling 6 additional hours of experiential learning:		
Course Title	**Course Description**	**Credit Hours**
GFA 1000 Intro to On-Set Production	GFA 1000: Introduction to On-Set Film Production is the first of an 18-credit hour certification program which will provide an introduction to the skills used in on-set film production, including all forms of narrative media which utilize film-industry standard organizational structure, professional equipment and on-set procedures. In addition to the use of topical lectures, PowerPoint presentations, videos and hand-outs, the course will include demonstrations of equipment and set operations as well as hands-on learning experiences. Students will learn: film production organizational structure, job descriptions and duties in various film craft areas, names, uses and protocols related to various pieces of professional on-set film equipment. Students will also learn how the various film crafts relate to one another on a working set, as well as how and why they all must operate in sync. In addition, students will learn skills related to networking and self-marketing. This course is the pre-requisite for ALL GFA courses.	(6 credits)

      f.   Any prerequisites will require substantive explanation.
         No

      g. Experiential Learning & Employer Arrangements.
         Check All that apply:

   ❏ **An Employer Arrangement provides tuition assistance (emphasis)**
   ❏ **An Employer Arrangement guarantees graduates will receive an interview (emphasis)**
   ☑ **An Employee Arrangement is underwriting the degree (emphasis)**

    11. Provide details about experiential learning and how it will be an integral part of the degree. If the program relies on an Employer Arrangement, MOUs describing the intent to provide substantive experiential learning opportunities should be provided. A minimum of 6 credit hours must be experiential – however, priority consideration is given to Nexus proposals with more emphasis on experiential learning.

a. **Provide evidence and describe how experiential learning is in direct alignment with priority talent demand competencies and capabilities**

The University of West Georgia agreed to enter into a Memorandum of Understanding (MOU) for a collaborative enrollment opportunity exclusively for students enrolled in approved film courses to be delivered through the Georgia Film Academy (GFA) cooperative academic arrangement. The GFA courses will which provide students with:

(i) Multi-disciplinary training by professionals in the film, TV and new media industries.
(ii) In classroom course work coupled with on-set, hands-on training.
(iii) Hands-on instruction and training working with a package of professional equipment (cameras, sound gear, lights, etc.) as well as production trucks, generators and sound studio space.
(iv) Opportunity to work on "real world" projects in order to develop recognized film credits, through partnerships with professional productions.

b. **Describe program relationship to any Industry Certification & Certification Testing**

As a part of the MOU agreement, UWG will offer GFA courses that can lead to the completion of the Georgia Academy of Film (GFA) Production Certificate, an 18-credit hour program. The GFA courses that lead to certification will be embedded in UWG Nexus in Film Production degree. The GFA Certificate offers students a new path to employment in Georgia through connections with film, television, and digital entertainment industry employers.

12. **Student Learning Outcomes: Student Learning outcomes and other associated outcomes of the proposed nexus degree (provide a narrative explanation). Provide substantial evidence the learning outcomes have been informed by high demand career employers (i.e., talent managers) and align with priority talent demand competencies and capabilities valued by the employment sector. An advisory board discussion alone will often not suffice.**

After a robust discussion, the group settled on four Student Learning Outcomes (SLO) for the nexus degree. Those SLOs are:

a. Demonstrate professional skills in the High Demand Career Initiative (HDIC) field of film production.

b. Demonstrate knowledge of film industry standard organizational structure, professional equipment, and onset procedures.

c. Demonstrate knowledge of film industry professional competencies and work habits in a craft department and including standard procedures and protocols.

13. Assessment: Describe institutional programmatic assessments that will be completed to ensure academic quality, viability, and productivity.

Every program at UWG must complete the Annual Peer Review of Academic Assessment Report. Each Spring, faculty members from across campus review all assessment reports on program-level Student Learning Outcomes. These reports are scored against the UWG Assessment Quality Rubric. The purpose of this process is to advance the assessment of student learning and to encourage the use of assessment data for continuous improvement. Department chairs or program coordinators have the primary responsibility for reviewing annual data and completing the submission of the report. The student learning outcomes are established by the respective program faculty. Data are collected and used on a regular basis.

Two faculty representatives from each College/School come together and form a team of 12 reviewers. These 12 reviewers are divided into four teams of three. Teams are responsible for reviewing and scoring around 21 assessment reports, 7 per person, using the UWG Assessment Quality Rubric.

Programs that score below a 3.0 during the initial review, will be given the opportunity to revise and resubmit their program assessment report for a second review. This revision process is intended for minor edits such as including additional information requested by the reviewers. Programs are notified of the opportunity by the Director of Assessment, and are asked to revise and resubmit within one week of being notified.
The components of the UWG Assessment Quality Rubric include:

I.	Student Learning Outcomes
II.	Assessment Measures
III.	Success Criteria
IV.	Results
V.	Interpretation and Analysis of Data
VI.	Improvement Plan

Additionally, Section 3.6.3: Comprehensive Program Review of the Board of Regents Policy Manual requires periodic evaluation of each educational program's quality as well as productivity and viability. UWG's Comprehensive Program Reviews are initiated by the faculty in the department responsible for each degree program on a schedule maintained by the Institutional Effectiveness and Assessment. A Comprehensive Program Review report of the nexus degree in Film Production will be completed every seven years or as mandated by the Board of Regents of the University System of Georgia.

Student data for the Nexus in Film Production will be gathered as each student completes the courses specified in the core curriculum. Assessment will include end of course testing as well as team and individual projects. A common rubric has been developed that measures the learners' mastery of key learning outcomes. Each course in the 18 hours beyond the general education curriculum facilitates the mastery of targeted film industry learning outcomes as described in course syllabi. The student learning outcome data will be compiled and appropriately de-identified

by GFA and distributed to UWG for use in institutional effectiveness and institutional research endeavors. The assessment process will also include course evaluations completed by students.

The nexus assessment measures include portfolios, exams, standardized tests, surveys, thesis papers and exit interviews. Data are collected and used on a regular basis. Based on the analysis of the assessment results, curricular improvements or other changes are implemented to ensure continuous improvement. The Director of Assessment provides training and resources to deans, department chairs, assessment coordinators, and faculty on writing program outcomes, student learning outcomes, understanding the assessment process, and preparing the Annual Program Review and Improvement Report.

14. **Enrollment Requirements: Specify whether the proposed program requires full-time study only, part-time study only, or can be completed either full-time or part-time.**

    ❑ **Part-time study only**
    ❑ **Full-time study only**
    ☑ **Full-time or part-time**

15. **Articulation with eCampus: How does or would the department/ institution use eCore or eMajor to support this program?**

Dual Enrollment: Describe academic pathways/ dual enrollment opportunities?

Courses in the nexus cooperative arrangement program are open to dual enrollment opportunities, with support and coordination provided by the GFA. High school students granted Dual Enrollment status at the University of West Georgia students are accepted under the following conditions:

1. Students are treated the same manner as all other UWG students and must attend courses at the regularly scheduled times and locations.

2. Students will be held to the same expectations, standards, and rigor as all UWG students.

3. Students must be at least 18 years old to serve an internship due to film industry union requirements and restrictions.

Due to administrative constraints, no custom schedules, courses or locations will be built specifically for any new dual enrollment program.

16. **Degree Minor: Will this nexus degree satisfy the role of a minor as a degree requirement?**

☑ **Yes**
❏ **No**

17. **Other: (Check all that apply)**

☑ **Open Educational Resources (OER) will be used**
☑ **Prior Learning Assessment (PLA) or Credit for Prior Learning will be offered. Provide link to institutional CPL webpage**
https://www.westga.edu/student-services/calv/credit_for_prior_learning.php

Both OER and PLA will be offer for general education courses. A list of courses with PLA can be found here:
https://www.westga.edu/student-services/testing/index.php

Enrollment Section

1. **Enrollment Projections: Provide projected enrollments for the program specifically during the initial years of implementation.**

   a) **Will enrollments be cohort-based?**

   ❏ **Yes**
   ❏ **No**

2. **Explain the rationale used to determine enrollment projections**

	First FY	Second FY	Third FY	Fourth FY
Enrollment Projections				
Student majors	10	20	20	20
Shifted from other programs	10	20	20	20
New to the institution	10	20	20	20
Total Majors	30	60	**60** (30 FY1 graduate)	**60** (30 FY2 graduate)

Faculty Section

1. **Faculty**
   a. **Provide the total number of faculty members that will support this program**
      a. **Existing Faculty ___9___**
      b. **New Faculty ____0___**

Faculty members with appropriate expertise will be identified by personnel at the Georgia Film Academy. These faculty are vetted through the program director, dean, and the division of Academic Affairs to ensure that they meet SACSCOC and institutional faculty credential guidelines. The faculty members listed in the roster teach full-time in film production, but are not full-time faculty members at the University of West Georgia. They are funded by the Georgia Film Academy and teach at as UWG well as other institutions affiliated with the Georgia Film Academy.

b. **Faculty Roster: Submit your SACSCOC roster for the proposed degree. Annotate in parentheses the person who will have administrative responsibility for the program. Indicate whether any positions listed are projected new hires and currently vacant.**

Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: University of West Georgia
Name of Primary Department: Center of Interdisciplinary Studies
Discipline: Interdisciplinary Studies

Academic Term(s) Included: Spring 2020 – Fall 2020   **Date Form Completed:**

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Walter, Andy (UWG – Existing Faculty)	(Administrative Responsibility as the Film Production Nexus Program Coordinator)	PhD, Geography, Florida State University	Dr. Walter has five years of experience as the Director of Interdisciplinary Studies as well as three years of experience as the program coordinator of the Bachelor in Interdisciplinary Studies.
Philip Bergquist (GFA– Existing Faculty)	GFA Introduction to On-Set Film Production GFA Construction and Paint	BA in Drama and an MFA in Dramatic Media from the University of Georgia	He has been a teacher of record for the following courses: Visual Storytelling, Art Direction, Set Design, Stagecraft, Special Projects in Drama, and Appreciation of Dramatic Art. Notable credits include ESPN, EA Sports, Epic Games, Storyville Coffee, and Telly Award-winning commercials for Full Sail University.
Akil DuPont (GFA – Existing Faculty)	On-Set Film Production	Bachelor's degree in Economics from Florida A&M University (FAMU) and a MFA in Film Production from Florida State University (FSU).	He is currently a Professor and Interim Director of the Film & Digital Media Center at Clayton State University. He has earned 25 awards in 36 film festivals. His films have played in over 60 countries. In 2014, he was named #7 of the top 100 indie filmmakers in the world.
Brian Gunter	GFA 2020: Lighting and Electrical Work	A.B. in Journalism from UGA	He has spent 10 years as an

(GFA – Existing Faculty)			electrician, 20 years as a gaffer (chief lighting technician), and five years as a camera operator and director of photography, working with some of the most accomplished directors and actors in the world. He worked on close to forty movies as an electrician, and advanced to electrical best boy on several more.
Benjamin Hershleder GFA – Existing Faculty)	GFA Avid Media Composer GFA Prof Editing - Post Prod	B.A. in Film Production from the University of Central Florida, and his M.F.A. in Film Production from the Florida State University Motion Picture Conservatory	He became an Avid Certified Instructor in 1997. He has had a long relationship teaching for Avid Learning Partner institutions, including Moviola Digital Media Training Center in Hollywood (1998 - 2019), and American Film Institute Conservatory (2007 - 2019), where he also taught workshops in Photoshop and After Effects.
Dan A. R. Kelly (GFA – Existing Faculty)	GFA Intro On-Set Film Prod	BFA in Film Directing from the University of North Carolina MFA in Screenwriting from Hollins University	He has teaching experience at both two year and four-year colleges including, He was a screenwriter on the feature films Susie's Hope and Ocean Drive. He has appeared as an actor in many independent films, television programs and commercials. He has also worked as a crew member on over forty television programs and feature films.
Nicole Kemper (GFA– Existing Faculty)	GFA Post Prod/AVID Editing	BA in Theatre Studies from Emory University MFA from Columbia College	She is an Avid Certified Instructor and worked with Avid to develop their certification curriculum in 2016. She freelances as an editor and casting director and runs the production company Critical Crop Top Media. She is known for her work on Vera's Workplace Sensitivity Training (2018), The Mother Load (2015) and 80s Dating Video Remix (2016)

Chuck E. Kerr (GFA– Existing Faculty)	GFA Production Design I GFA Construction & Paint	BS in Digital Cinematography from Sail University	Chuck Kerr has 20 years of experience in the film & television industry. He is a member of IATSE and IBEW. In addition to working as a studio mechanic and stagehand, he has worked as a film instructor for over 11 years.
Bryan Krass (GFA– Existing Faculty)	GFA Grip & Rigging GFA Introduction to On-Set Film Production	BA in History from University of Evansville MFA in Film and Television Production from Savannah College of Art of Design.	He has worked as the gaffer on the TV game show "The Catch: Costa Rica" and documentary "Mayan Blue." He has been an educator since 2011.

Financial Section

1. **Fiscal, Tuition, and Estimated Budget**
   Provide a permanent link to the Institutional Tuition & Fees webpage:

   _____

   Budget Instructions: Complete the form further below and provide a narrative to address each of the following.

   The following budget assumes an enrollment of five students enrolled in Fall 2021-Spring 2022.

   For Expenditures (ensure that the narrative matches the table):

   1. **Institutional Resources: Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).**

   Technology is necessary for delivery of the nexus degree courses and for communication. The technology used in program delivery includes the use of the Internet through the Desire 2 Learn (D2L) learning management system, texting, and use of e-mail. All students and faculty have access to, and training in the use of, technology through multiple means including face-to-face instruction, on line guides, student computer labs, the Student Help Desk, and instruction embedded within courses.

   2. **Personnel**

Person	Duties	Compensation
Dr. Andy Walter	Nexus in Film Program Coordinator	$5,000 /year (Administrative stipend)

As enrollment in the program increases, compensation and personnel determinations will be reviewed at the 50,100, 150 and 200 enrollment levels.

3. **Reassignments: If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g., cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program, or portion of full-time faculty workload and salary allocated to the program).**

4. **Library and Learning Resources**

   The library on our UWG main campus is the primary repository for information resources and services for this degree program. The faculty and staff of the Ingram Library ensures that students and faculty have access to appropriate library resources and have regular and timely instruction in the use of the library. Librarians may provide research assistance via in person or through virtual means such as text-messages, e-mail, toll-free telephone, or virtual chat. Faculty and students can obtain books and articles via traditional mail, fax, and electronic delivery; remote access assistance to library databases; and remote access to the collection. Reciprocal arrangements through universities in the University System of Georgia that provide borrowing privileges at academic institutions around the state. Links to library resources will be provided on the institution's GFA landing page. UWG's existing library resources are sufficient to meet the needs of this degree program.

5. **Physical Resources**

   GFA courses will be taught at Pinewood Studios. All other general education courses will be taught on the UWG campus. UWG has adequate physical resources needed to operate this program successfully. The administrative structure already exists within the university to accommodate the addition of this new program. The program will not have any negative impact on the physical facilities and equipment used for existing programs and services at UWG. The Center for Interdisciplinary Studies housed in University College will serve as the administrative unit for the Nexus in Film Production, if approved.

As noted in a Memorandum of Understanding, the Georgia Film Academy will provide the necessary film production equipment to provide a high quality educational experience for the students in this program. This includes the following equipment at the Pinewood Studios training site:

- HD 4K time code camera packages including professional tripods, dolly, jib;
- Profession al location sound package including digital time code recorder, shotgun, and wireless microphones;
- Lighting package with tungsten, fluorescent, LED and HMI instruments, stands; and
- Full grip package with stand s, hardware, overheads, speed rail, flags, and nets.

For Productions, the Georgia Film Academy also provides:

- Fully equipped grip/electric trucks;
- Industry standard generators;
- Available fully equipped professional sound stage; and
- Professional feature-film camera packages with prime lenses.

For Revenue (ensure that the narrative matches the table):

1. **Existing Funds: If using existing funds, provide a specific and detailed plan indicating the following three items: source of existing funds being reallocated; how the existing resources will be reallocated to specific costs for the new program; and the impact the redirection will have on units that lose funding.**

   As UWG currently offers the full general education curriculum. No existing funds will need to be relocated to cover the cost of delivering general education courses. As articulated in the MOU between the University of West Georgia and the Georgia Film Academy and in the MOU between the University System of Georgia and the Georgia Film Academy, GFA will provide a fully equipped and supported training facility for Film Production at no charge to UWG (See Appendices ? and ?).

   Also, noted in the Memorandum of Understanding, 50% of the $125 per hour Tuition rate goes to the Georgia Film Academy to cover the cost of instructors and equipment. The Georgia Film Academy is also supported by funds allocated by the Georgia Legislature.

   There is no additional cost to UWG to offer this program other than

compensation for the coordination of the program. The Vice President for Academic Affairs will fund initial program costs including recruitment materials. Tuition revenue and state allocations will fund the programs on a permanent bases.

2. **Other Grants: If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.**

   N/A

3. **Other Revenue: If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.**
   N/A

Revenue Calculation: Provide the revenue calculation, in other words, the actual calculation used to determine the projected tuition revenue amounts for each fiscal year involving start-up and implementation of the proposed program.

1.

I. EXPENDITURES	First FY Dollars	Second FY Dollars	Third FY Dollars	Fourth FY Dollars
Personnel – reassigned or existing positions				
Faculty	5000	5000	5000	5000
Part-time Faculty	0	0	0	0
Graduate Assistants	0	0	0	0
Administrators	0	0	0	0
Support Staff	0	0	0	0
Fringe Benefits	0	0	0	0
Other Personnel Costs	0	0	0	0
Total Existing Personnel Costs	0	0	0	0
EXPENDITURES (Continued)				
Personnel – new positions				
Faculty	0	0	0	0
Part-time Faculty	0	0	0	0
Graduate Assistants	0	0	0	0
Administrators	0	0	0	0
Support Staff	0	0	0	0
Fringe Benefits	0	0	0	0

Other personnel costs	**0**	**0**	**0**	**0**
Total New Personnel Costs				
Start-up Costs (one-time expenses)				
Library/learning resources	**0**	**0**	**0**	**0**
Physical Facilities: construction or renovation (see section on Facilities)	**0**	**0**	**0**	**0**
Total One-time Costs	**0**	**0**	**0**	**0**
Operating Costs (recurring costs – base budget)				
Supplies/Expenses				
Travel	**2000**	**2000**	**2000**	**2000**
Equipment	**0**	**0**	**0**	**0**
Library/learning resources	**0**	**0**	**0**	**0**
Internet	**0**	**0**	**0**	**0**
Other – Industry Certification Exam Special Fee costs	**0**	**0**	**0**	**0**
Total Recurring Costs				
GRAND TOTAL COSTS	**0**	**0**	**0**	**0**
III. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds	**0**	**0**	**0**	**0**
New student workload	**0**	**0**	**0**	**0**
New Tuition	**$162,634 (24 hours @$182.13/ credit hour for 30 FY students) 6 credit hours@175/ credit hour for 30 FY students**	**$323,984 (162,634 + 18 hours @$182.13/ credit hour for 30 Y2 students) 12 credit hours@175/ credit hour for 30 Y2 students**	**$323,984**	**$323,984**
Federal funds	**0**	**0**	**0**	**0**
Other grants	**0**	**0**	**0**	**0**

Student fees Exclude mandatory fees (i.e., activity, health, athletic, etc.).	0	0	0	0
Other				
New state allocation requested for budget hearing	0	0	0	0
GRAND TOTAL REVENUES	$162,634	$323,984	$323,984	$323,984
Nature of Revenues	Tuition	Tuition	Tuition	Tuition
Recurring/Permanent Funds				
One-time funds				
Projected Surplus/Deficit (Grand Total Revenue – Grand Total Costs)				

When Grand Total Revenue is not equal to Grand Total Costs:

1. **Shortfall: Explain how the institution will make up the shortfall. If reallocated funds are the primary tools being used to cover deficits, what is the plan to reduce the need for the program to rely on these funds to sustain the program? If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall. If the projected enrollment is not realized, what are your next action steps?**

   There will be no tuition shortfall or deficits.

Nexus in Film Production

Film Production

Student Learning	Strategic	Measure/Method	Success Criterion	AY2	AY2	AY2	AY25
Demonstrate professional skills in the High Demand Career Initiative (HDIC) field of film production.	2A	In GFA 4000 and 4010, students will complete an Expeirence Journal that will document their activities and skills used. The journal will be validated by a site supervisor. The journal will be scored using a performance rubric measuring the student's proficiency in professional skills in film production, including off- and on-set skills.	Average of 4 or higher on a scale of 1-5 on 4000/4010 performance rubric. A score of 85% or higher on Internship Experience Journal.				
Demonstrate knowledge of film industry standard organizational structure, professional equipment, and on-set procedures.	2A	In GFA 4000 and 4010, students will complete an Expeirence Journal that will document their activities and skills used. The journal will be validated by a site supervisor. The journal will be scored during a performance rubric measuring the student's proficiency in (1) film industry standard organizational structure, (2) professional equipment, and (3) onset procedures.	Average of 4 or higher on a scale of 1-5 on 4000/4010 performance rubric. A score of 85% or higher on Internship Experience Journal. Ascore odf 85% or higher on thesis paper.				
Demonstrate knowledge of film industry professional competencies and work habits in a craft department and including standard procedures and protocols.	2A	In GFA 4000 and 4010, students will complete an Expeirence Journal that will document their activities and skills used. The journal will be validated by a site supervisor. The journal will be scored during a performance rubric measuring the student's proficiency in specialized knowledge, habits, and procedures of/in a specific aspect of film production.	Average of 4 or higher on a scale of 1-5 on 4000/4010 performance rubric. A score of 85% or higher on Internship Experience Journal.				

Interpretation & Use of	Improvement Plan

Program Map

YEAR 1		

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
ENGL 1101 – English Comp I	3	ENGL 1102 – English Comp II	3
Choose One: MATH 1001 – Quant. Skills & Reasoning MATH 1111 – College Algebra MATH 1113 – Precalculus MATH 1401 - Elementary Statistics	3	Area E - 2 HIST 1111 or HIST 1112	3
Area D-1 Non-Lab Science + lab	3 + 1	Area B-1 Elective	3
Area E-1 HIST 1111 or HIST 1112	3	GFA 1000 – Intro to On-Set Production	6
XIDS 2002, First Year Seminar or other Area B2 option	2		
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
● Complete ENGL 1101; Required to earn C or higher.		● Complete ENGL 1102; Required to earn C or higher. ● Complete Core Area A and Core Area B. ● Complete GFA 1000; Earn a C or higher. ● Complete 30 hours to obtain sophomore status.	

YEAR 2		

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
Area D -1 Non-Science Majors option	3	Area E-4 Elective	3
FILM 2080 – Introduction to the Art of Film or other Area C-1 Option	3	COMM 1154 or other Area C-2 Elective	3
POLS 1101 – American Government	3	CS 1030 or other Area D -2 option	3
GFA 3010 – Production Design 1	6	GFA 4000 – Film & Television Production Internship Course or GFA 4010 – Production Design II	6
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
● Complete GFA 3010; Earn C or higher		● Complete Core Areas C, D, and E. ● Complete GFA 4000 or GFA 4010	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

CURRICULUM MAPPING TEMPLATE

DEPARTMENT:			PL-SLO 1	PL-SLO 2	PL-SLO 3
PROGRAM:		COURSES	Demonstrate professional skills in the High Demand Career Initiative (HDIC) field of film production.	Demonstrate knowledge of film industry standard organizational structure, professional equipment, and on-set procedures.	Demonstrate knowledge of film industry professional competencies and work habits in a craft department and including standard procedures and protocols.
	1	GFA 1000	Introduced	Introduced	Introduced
	2	GFA 3010	Reinforced	Reinforced	Reinforced
	3	GFA 4000	Mastered	Mastered	Mastered
INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.	4	GFA 4010	Mastered	Mastered	Mastered
	5				
	6				
	7				
REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.	8				
	9				
	10				
	11				
	12				

University of West Georgia Office of Institutional Effectiveness and Assessment

Outcomes (SLO's) are taught throughout your offered courses. In the corresponding aligned box, mark the level of instruction for a SLO: Introduced **"I"**, Reinforced **"R"**, or Mastered **"M"** within the course.	**MASTERED:** Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.	13				
		14				
		15				
		16				
		17				
		18				
		19				
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.	****Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.**	20				
		21				
		22				

University of West Georgia Office of Institutional Effectiveness and Assessment

XIDS - 2100 - Game of Thrones: Tudor-Stuart Britain

Area C1: XIDS 2100 New Course Topic

Introduction

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

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

Desired Effective Semester*	Fall

Desired Effective Year*	2021

Contact Information

Primary Contact Name*	Michael de Nie

Email*	mdenie@westga.edu

College *	College of Arts, Culture, and Scientific Inquiry

Course Information

Course Prefix*	XIDS

Course Number*	2100

Proposed Course Title: Arts and	Game of Thrones: Tudor-Stuart Britain

Title: Arts and Ideas: *

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.

Check at least one of the following disciplines that your course includes *

☑ Art

☑ Music

☑ Theatre

☐ Photography

☐ Film

Check at least one of the following disciplines that your course includes. *

☑ Philosophy

☐ Foreign Language

☑ Literature

☐ English

☑ Other Discipline

Your proposal will need to address the following issues:

Describe, holistically, the theme of the course. *

This class is designed for anyone with an interest in Tudor-Stuart Britain, no previous knowledge or History course is required. The class will explore the history and culture of Britain, Scotland, and Ireland from the late 15th century to the late 17th century. In each unit we will first explore the major forces and events that shaped politics and society, and then examine a collection of primary and secondary sources that reveal some of the major trends in contemporary art, literature, music, and philosophy, among other topics. This course is a 100% online course using CourseDen and your computer as the delivery medium. You are not required to attend class face to face. The midterm and final exams will both be taken online, and there will be no proctored exams for this course.

Describe the contribution of each of the disciplines.*	Art – The class will examine portraits of British monarchs and courtiers to explore visual representations of authority as well contemporary fashion and gender roles, including the curious case of the Elizabethan codpiece. Students will have the option to curate a collection of contemporary art as their final project. Music – The class will listen to a number of compositions from the 16th and 17th century to explore contemporary ideas concerning music and emotion. Students will have the option to compose and perform their own original piece of music in this style as their final project. Theatre – The class will read selections from plays by Shakespeare, Jonson, and Marlowe to examine contemporary conceptions of authority and morality as well as love and gender roles. We will explore various elements of Elizabethan theatre culture via online exhibits and virtual tours. Students will have the option to explore these themes in more detail in a final project paper. Philosophy – This class will read excerpts from a number of contemporary political writings by More, James I, Filmer, Hobbes, and others in order to investigate contemporary ideas regarding authority and sovereignty. Students will have the option to explore these themes in more detail in a final project paper. Literature – The class will read a number of poems and sonnets from the 16th and 17th century, focusing particularly on contemporary ideas of love and gender roles. Students will have the option to write a collection of original poems or sonnets in this style as their final project. Other (Geography) – The class will examine a collection of contemporary maps of Britain, Ireland, and North America in order to explore contemporary conceptions of authority and civilization on both sides of the Atlantic. Students will have the option to create an annotated historical map (e.g. The English Civil War, Shakespeare's London) as their final project.
How does the text bring these perspectives together so that a true interdisciplinary focus is achieved?*	Students will be provided access to online videos as well as both primary and secondary written texts and other source material (via postings on CourseDen or online). These materials will not only take various forms (video, works of art, written texts) but will highlight various aspects of the course topic, helping students appreciate the limits of a single disciplinary perspective in enabling a full understanding of this place during this historical moment.
Discuss how students are required to integrate various disciplines' concepts and perspectives. How will assignments and text motivate students to learn?*	Through prompted/semi-structured class discussions, reflection papers, and final projects (see attached syllabus) whereby students will look at the course topic from the various disciplinary perspectives and synthesize new understandings of or insights about particular questions or topics.
What, specifically, are the attainable and measurable learning outcomes for each student?	Describe distinctive elements of cultural life in early modern Britain and Ireland Summarize early modern British and Irish history, specifying key figures and events and how they shaped the course of history in these two places. Differentiate between primary and secondary sources. Interpret a primary or secondary source document in relation to the historical and geographical context. Construct a clear argument based on evidence. Apply an appropriate citation style.

Describe any other requirements or conditions for the course.*	None

List 5 artistic events (plays, recitals, concerts, shows, etc.) that students will attend during the course of the semester. Please list in numbered bullets.*	This course involves multiple artistic activities and events. These are described in the "contributions of the disciplines" section above.

Describe potential grading criteria (exams, papers, performances, works of art, etc.) Please list in numbered bullets.*	See syllabus.

Potential Primary Reference(s) (text, current literature, etc.) Please list in a numbered bullets.*	Philosophy/Politics primary documents - The Petition of Right (1628), True Law of Free Monarchies (1598), Archbishop Cranmer's Execution (1556), The Act of Supremacy (1534)
	Art - National Portrait Gallery (https://www.npg.org.uk/) - portraits of Henry VIII, Mary, Elizabeth, James I, Charles I, Charles II and various courtiers and officials
	Theater - Shakespeare's Globe Theatre (https://www.shakespearesglobe.com/), Excerpts of Shakespeare's *Much Ado About Nothing*, Jonson's *Volpone*, Marlowe's *Doctor Faustus*
	Music - videos of performances of period music - examples: https://www.youtube.com/watch?v=zZIcA3O3A2g&list=FLALgmOHoiFEOk3NrZNWDooQ&index=1002
	https://www.youtube.com/watch?v=LeHM4qw6iZs
	https://www.youtube.com/watch?v=xw59KAcObFI&list=FLALgmOHoiFEOk3NrZNWDooQ&index=1005
	Geography - a selection of maps of Tudor-Stuart London from British History Online (https://www.british-history.ac.uk/catalogue/maps)
	Literature - Shakespeare, Sonnet 18, Sonnet 20, Sonnet 54, Sonnet 130

Outline of Syllabus unless clearly provided in the attached syllabus. Please list in a numbered bullets, if applicable.	See syllabus.

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ◉	I have attached the REQUIRED syllabus.

/

XIDS 2100
Game of Thrones: Tudor-Stuart Britain

Dr. Michael de Nie
TLC 3204
mdenie@westga.edu
678.839.6033
Virtual Office Hours: T/R 1-3, and by appointment.

Course Objectives

This class is designed for anyone with an interest in Tudor-Stuart Britain, no previous knowledge or
History course is required. The class will explore the history and culture of Britain, Scotland, and Ireland
from the late 15th century to the late 17th century. In each unit we will first explore the major forces and
events that shaped politics and society, and then examine a collection of primary and secondary sources
that reveal some of the major trends in contemporary art, literature, music, and philosophy, among
other topics. This course is a 100% online course using CourseDen and your computer as the delivery
medium. You are not required to attend class face to face. The midterm and final exams will both be
taken online, and there will be no proctored exams for this course.

Learning Outcomes

Describe distinctive elements of cultural life in early modern Britain and Ireland

Summarize early modern British and Irish history, specifying key figures and events and how they
shaped the course of history in these two places.

Differentiate between primary and secondary sources.

Interpret a primary or secondary source document in relation to the historical and geographical context.

Construct a clear argument based on evidence.

Apply an appropriate citation style in a written text.

Required Readings

There are no assigned books for this class, all reading materials will be provided.

Grade

Your grade in this course will be based on class discussion (30%), three 1-2 page reaction papers (20%),
eight quizzes (20%) and the final project (30%) Due dates are noted below. I do not accept late work.

Class Discussion - There will be eight discussions based on that unit's materials. Each discussion will
receive a separate grade that will be applied toward your overall grade. Further instructions and the
grading rubric can be found on CourseDen.

Quizzes – You will take a 20-question timed quiz on each of the eight units covered this semester.

Reaction Papers – You will write three 1-2 page reaction papers based on an assigned prompt. These papers will be creative writing exercises using the assigned materials. The prompts and a guide to writing your papers can be found on CourseDen.

Final Projects – Students will create a final project that examines in detail one of the topics, trends, or people covered in the class. The topic and format of the project will be selected in consultation with the instructor. Some potential project formats include:

-A standard academic paper of 5-7 pages
-A digital history project
-A collection of sonnets written in Elizabethan style
-A curated exhibit of Tudor-Stuart art
-An original piece of music written in the style of the 16th or 17th century
-Annotated historical maps

Please note that these are suggestions and that you are free to propose any potential project format that demonstrates sufficient academic rigor and understanding of the course topics.

Course Outline

The course content will be covered in eight chronological units. For each unit students will view a short lecture by myself, view and/or listen to selected online content, read primary and secondary source material, take a quiz, and contribute to class discussion. The quiz and discussion entries are due on the last day of each unit. Additional due dates are noted below.

Unit 1 (Aug. 11-24)   England in 1485/The War of the Roses and Henry VII

Unit 2 (Aug. 25-Sep. 7)   Henry VIII

Unit 3 (Sep. 8-21)   The Reformation
-Reaction Paper #1 due on 21 September

Unit 4 (Sep. 22-Oct. 5)   The Mid-Tudors

Unit 5 (Oct. 13-26)   Elizabeth
-Reaction paper #2 due on 26 October

Unit 6 (Oct. 27-Nov. 9)   The Stuarts

Unit 7 (Nov. 10-24)   The English Civil War and Commonwealth
-Reaction Paper #3 due on 24 November

Unit 8 (Nov. 25-Dec. 7)   The Glorious Revolution and After

Final Projects Due Dec. 11

XIDS - 2300 - Introduction to Public Service

Area E4: XIDS New Course Topic

Introduction

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Desired Effective Semester* | Fall

Desired Effective Year* | 2021

Contact Information

Primary Contact Name* | Heather Mbaye

Email* | hmbaye@westga.edu

College* | Department of Civic Engagement and Public Service

Course Information

Course Prefix* | XIDS

Course Number* | 2300

Proposed Course Title* | Introduction to Public Service

Title

The Social Sciences template requires the synthesis of at least two disciplines with the social sciences. Check the disciplines that your course includes:*	☐ Anthropology ☑ Economics ☑ Geography ☑ History ☑ Political Science ☑ Psychology ☐ Sociology ☑ Other

Your proposal will need to address the following issues:

Describe, holistically, the theme of the course.*	The purpose of this course is to familiarize students with the structure, issues and "themes" of public service. Throughout the course we will explore and define public service through the exploration of various areas of Public Service, primarily using methods from political science and public administration, but with inputs from many other disciplines as noted within the modules.

Describe the contribution of each of the disciplines. *

1. What is Public Service? / Leadership qualities
This module will focus on broadly defining public service and discussing leadership qualities desirable in a public service setting. (Leadership insights from business and psychology; History of public service and what public service has meant over the centuries; Economics will provide insight into how public service is financed.)

2. Health Policy and Admin
Topics to be covered include: overview of the U.S. Health Care System (private and public sectors), interface between Public Health and U.S. Health Care System, various health care delivery structures, workforce, and financing of health services and health care coverage. The New Zealand Covid response will be our case study. (Public health will provide insights into the administration of health issues and show how health is a public issue; Public Administration will provide insight into how this is structured)

3. Criminal Justice Administration
The primary goal of this module is to introduce the basic structure of justice administration in the areas of police, courts and corrections. Students will explore how these elements balance public safety and community interests with individual rights. We will discuss community policing efforts as a case study. (Criminology provides the theoretical foundation, Psychology of rehabilitation, History of police and jail administration)

4. Fire, Rescue and EMT department administration
This module reviews fundamentals of managing Fire, EMT, and Rescue Services; I will emphasize finding practical solutions to organizational and operational issues. The bushfires in Australia in 2019 will be our case study. (Public Health and Health admin for EMT administration, Public Administration for fire and rescue, History of fire/rescue/EMT services)

5. Emergency Response
Demographic changes, settlement patterns, and environmental change have increased vulnerability to natural disasters. This module will focus on disaster response to things like earthquakes, typhoons, and hurricanes, looking at mitigation, preparation, response, and recovery. We will mostly focus on FEMA's Katrina response will be our case study. (History of emergency response to disasters, Economics of demographics and change, Geography provides insights into the environmental and settlement pattern issues.)

6. Semi-governmental agencies (USPS)
Quasi governmental organizations are established by the government but are separate from it. This module will discuss varieties of these, and the difficult position they occupy. The USPS is the case study here. (History of these types of organizations, Economics of why we might create and administrate these)

How does the text bring these perspectives together so that a true interdisciplinary focus is achieved? *

The course will use a diverse set of texts (students will read excerpts of books, academic articles, and reports) that will illustrate the varied conceptual and methodological dimensions of "public service" that warrant an interdisciplinary approach. As well, these readings will provide concrete, illustrative examples of these dimensions as well as the synthesis of multi-disciplinary insights and methods.

Discuss how students are required to integrate various disciplines' concepts and perspectives. How will assignments and text motivate students to learn? *

See above ("Describe the contribution...") or the description of individual modules in the attached syllabus.

What, specifically, are the attainable and measurable learning outcomes for each student?	1) Define public service; 2) Explain and critique the governmental response in a particular case of public service, and 3) Identify the fundamentals of public service in a variety of areas.

Describe any other requirements or conditions for the course.*	None

Describe potential grading criteria (exams, papers, performances, works of art, etc.) Please list in numbered bullets.*	See attached syllabus.

Potential Primary Reference(s) (text, current literature, etc.) Please list in a numbered bullets.*	See attached syllabus.

Outline of Syllabus unless clearly provided in the attached syllabus. Please list in a numbered bullets, if applicable.	See attached syllabus.

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus*	I have attached the REQUIRED syllabus.

XIDS 2300 Introduction to Public Service

Course Description
The purpose of this course is to familiarize students with the structure, issues and "themes" of public service. Throughout the course we will explore and define public service through the exploration of various areas of Public Service, primarily using methods from political science and public administration, but with inputs from many other disciplines as noted within the modules.

*Most of the policy areas are based in political science in some way, but other disciplines are noted with each module.

Student Learning Outcomes
In addition to all XIDS 2300 outcomes, students will be able to:
- define public service;
- explain and critique the governmental response in a particular case of public service, and
- identify the fundamentals of public service in a variety of areas.

Module list

1. What is Public Service? / Leadership qualities
   This module will focus on broadly defining public service and discussing leadership qualities desirable in a public service setting. (Leadership insights from business and psychology; History of public service and what public service has meant over the centuries; Economics will provide insight into how public service is financed.)

2. Health Policy and Admin
   Topics to be covered include: overview of the U.S. Health Care System (private and public sectors), interface between Public Health and U.S. Health Care System, various health care delivery structures, workforce, and financing of health services and health care coverage. The New Zealand Covid response will be our case study. (Public health will provide insights into the administration of health issues and show how health is a public issue; Public Administration will provide insight into how this is structured)

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   The primary goal of this module is to introduce the basic structure of justice administration in the areas of police, courts and corrections. Students will explore how these elements balance public safety and community interests with individual rights. We will discuss community policing efforts as a case study. (Criminology provides the theoretical foundation, Psychology of rehabilitation, History of police and jail administration)

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6. Semi-governmental agencies (USPS)

Quasi governmental organizations are established by the government but are separate from it. This module will discuss varieties of these, and the difficult position they occupy. The USPS is the case study here. (History of these types of organizations, Economics of why we might create and administrate these)

Grading:
A total of 1000 points will be available.
- 100 points will be distributed via a midterm exam worth 100 points.
- 200 points will be distributed via a cumulative final exam worth 200 points.
- 300 points will be distributed via quiz scores. One quiz will be in each module. (6x50 = 300)
- 300 points will be distributed via discussion scores. One discussion will be in each module. (6x50 = 300)
- 100 points will be distributed through the writing assignment (1x100)

Quizzes
There are 6 quizzes in the class.

Writing Assignments
The writing assignment will be to review a case study from the possible case studies listed in each module. Each case has slightly different questions based on the nature of the case study, but in general, you will be asked what happened, what the response was, and how successful it was, as well as identifying at least one area in which an improvement can be made or offer a solution to a specific problem that I raise. This assignment will be at least 2000 words and will be a formal written assignment.

Required text:
Readings are all to be found within the class. See below for a sample of prospective readings.

Module 1 contains the syllabus and the "Ask Your Professor" discussion board. Please read the syllabus as soon as you have access to the class.

Probable texts

Drucker, Peter F. "Managing the public service institution." The public interest 33 (1973): 43.

Boyne, George A. "What is public service improvement?." Public administration 81.2 (2003): 211-227.

House, Robert J., Norman S. Wright, and Ram N. Aditya. "Cross-cultural research on organizational leadership: A critical analysis and a proposed theory." (1997).

Leadership theory will come from a book I've been co-authoring that as yet doesn't have a title, but has been accepted by UNG press.

Braswell, Michael C., Belinda R. McCarthy, and Bernard J. McCarthy. Justice, crime, and ethics. Taylor & Francis, 2017.

Trastek, Victor F., Neil W. Hamilton, and Emily E. Niles. "Leadership models in health care—a case for servant leadership." *Mayo Clinic Proceedings*. Vol. 89. No. 3. Elsevier, 2014.

Lantz, Paula M. "Gender and leadership in healthcare administration: 21st century progress and challenges." Journal of Healthcare Management 53.5 (2008).

Murphy, Peter, and G. Kirsten. "Fire and rescue services." Nottingham: Springer International Publishing (2018).

Murphy, Pete, and Kirsten Greenhalgh. "Performance management in fire and rescue services." Public Money & Management 33.3 (2013): 225-232.

Bullock, Jane A., George D. Haddow, and Damon P. Coppola. Introduction to emergency management. Butterworth-Heinemann, 2017.

Panzar, John C., and Michael Waterson. "Is postal service a natural monopoly?." Competition and innovation in postal services. Springer, Boston, MA, 1991. 219-231.

The War against the Postal Service: https://www.epi.org/publication/the-war-against-the-postal-service/

Bachelor of Music in Performance: Emphasis in Jazz Studies

2021-2022 Undergraduate Delete Program Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit **here**.

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

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

Desired Effective Semester - Please update* | Fall

Desired Effective Year - Please update* | 2021

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

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being underlined rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department

School/ Department *

Department of English, Film, Language, and Performing Arts

Is this a School of Nursing Program? *   ○ Yes ● No

Is this a College of Education Program? *   ○ Yes ● No

Is the addition/change related to core, honors, or XIDS courses? *   ☐ Yes ☑ No

Program Information

Select *Program* below, unless deleting an Acalog *Shared Core*.

Type of Program *   ● Program
                        ○ Shared Core

IMPORT curriculum data from the Catalog by clicking ⬇ icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

DO NOT edit the underlined imported information below.

Program Name *   Bachelor of Music in Performance: Emphasis in Jazz Studies

Program Type *   Bachelor

Degree Type *   Bachelor of Music

Program Location *   Carrollton

Program Description *   This program is intended for those students who wish to pursue the performance degree with a special emphasis in jazz. Students in this program take specialized courses in jazz improvisation, jazz composition and arranging, and jazz history.

Status *   ○ Active-Visible ● Inactive-Hidden

Prospective Curriculum - Not Applicable *

Justification and Assessment

<table>
<tr><td>**Rationale***</td><td>We propose deleting the Emphasis in Jazz Studies because its structure does not effectively serve the needs of the students. The Emphasis allocates the majority of jazz instruction within the Music Program to just a few students while creating barriers to jazz instruction for all other students. In particular, the Emphasis can only be added to the Concentration in Performance, which comprises only one of three Concentrations within the Bachelor of Music. As a result, the majority of jazz courses are unavailable to students with concentrations in Music Education—currently the majority of music students—as well as those with concentrations in Music Composition. In a concurrent action item, we propose the addition of a Certificate in Jazz Studies to replace the Emphasis in Jazz Studies.</td></tr>
</table>

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to [cjenks@westga.edu](#)

REQUIRED ATTACHMENTS

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

1.) Teach Out Plan

Examples of Teach Out Plans can be found [here](#).

Teach Out Plan* ☑ I have attached the Teach Out Plan

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

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

Administrative Use Only - DO NOT EDIT

Program ID

Bachelor of Music in Performance: Emphasis in Jazz Studies
Teach-Out Plan

This is a small program that only accommodates 1–3 students at a time. There are currently no students enrolled in this program. There is a student with greater than 92 credit hours, who is not currently enrolled. If this student enrolls again, he can complete the Jazz Emphasis portion of his program by simply enrolling in the two-credit course, Jazz Recital, which remains an active class and has no associated fees. The transition from the jazz emphasis to the jazz certificate will not increase the total teaching load required of faculty.

New students will no longer be admitted to this program starting in Fall, 2021. A statement in red font at the top of the program page will indicate to potential incoming students that the emphasis will be replaced with the certificate.

Program Map – Music Performance with Emphasis in Jazz Studies (Keyboard, Strings, Guitar)

- MUSC courses must be taken as scheduled below. Failure to pass a sequential Music course will result in a delay of progression of one year. Having to repeat a course does not affect progression in other courses, except where the unsuccessful course is a prerequisite.
- ENGL 1101, ENGL 1102, XIDS 2002, and MATH 1001, 1111, or 1113 must be taken in the first year of study. Otherwise, CORE curriculum courses may be taken in any order.
- Fall semester Year 1: Music majors are encouraged to select XIDS 2002: WDYKA Worlds of Music

YEAR 1

TERM 1

Course	Credits
ENGL 1101	3
MATH 1001, 1111, or 1113	3
XIDS 2002 – What Do You Know About . . . ?	2
MUSC 1000 – Comp. Music Lab	0
MUSC 1301 – Music Theory I	3
MUSC 1401 – Aural Skills I	1
MUSC 1501 – Keyboard Skills I	1
MUSC 2600 – Principal Applied	2
MUSC 27X0 – March. Band *or* Conc. Choir	1
SEMESTER TOTAL	16

Milestones
- Complete ENGL 1101: grade of C or better
- Complete Area A2 Math
- Complete MUSC 1301, 1401, 1501
- Satisfactory attendance in MUSC 1000
- Satisfactory performance in MUSC 2600

TERM 2

Course	Credits
ENGL 1102	3
MUSC 1000 – Comp. Music Lab	0
MUSC 1302 – Music Theory II	3
MUSC 1402 – Aural Skills II	1
MUSC 1502 – Keyboard Skills II	1
MUSC 2600 – Principal Applied	2
MUSC 27X0 – Concert Choir *or* a conc. band	1
MUSC 4300 – Jazz History and Styles	3
SEMESTER TOTAL	14

Milestones
- Complete ENGL 1102: grade of C or better
- Complete MUSC 1302, 1402, 1502
- Satisfactory attendance in MUSC 1000
- Satisfactory performance in MUSC 2600

YEAR 2

TERM 3

Course	Credits
HIST 111X – Survey of World History	3
POLS 1101 – American Government	3
MUSC 1000 – Comp. Music Lab	0
MUSC 2301 – Music Theory III	3
MUSC 2401 – Aural Skills III	1
MUSC 2501 – Keyboard Skills III	1
MUSC 2600 – Principal Applied	2
MUSC 27X0 – March. Band, Wind Ensemble, or Concert Choir	1
MUSC 4321 Applied Jazz Improvisation	1
SEMESTER TOTAL	15

Milestones
- Complete MUSC 2301, 2401, 2501
- Satisfactory attendance in MUSC 1000
- Satisfactory performance in MUSC 2600

TERM 4

Course	Credits
AREA C2 – Humanities Elective	3
AREA D1 – Lab Science	4
MUSC 1000 – Comp. Music Lab	0
MUSC 2302 – Music Theory IV	3
MUSC 2402 – Aural Skills IV	1
MUSC 2502 – Keyboard Skills IV	1
MUSC 2600 – Principal Applied	2
MUSC 27X0 – Concert Choir *or* a conc. band	1
MUSC 4321 Applied Jazz Improvisation	1
SEMESTER TOTAL	16

Milestones
- Complete MUSC 2302, 2402, 2502
- Satisfactory attendance in MUSC 1000
- Satisfactory performance in MUSC 2600 & level change exam

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

2019-2020 Program Map – Music Performance with Emphasis in Jazz Studies (Keyboard, Strings, Guitar), p. 2

YEAR 3

TERM 5

Course	Credits
AREA C1 – Fine Arts Elective	3
MUSC 1000 – Comp. Music Lab	0
MUSC 3701 – Western Music before 1800	3
MUSC 3850 – Conducting	3
MUSC 4311 Applied Jazz Comp. & Arranging	1
MUSC 4321 Applied Jazz Improvisation	1
MUSC 4600 – Principal Applied	2
MUSC 4730 – Jazz Ensemble	1
MUSC XXXX – Upper-Division Electives	1
SEMESTER TOTAL	15

Milestones
- Complete MUSC 3701 DSW requirement
- Satisfactory attendance in MUSC 1000
- Satisfactory performance in MUSC 4600

TERM 6

Course	Credits
AREA D2 – Math/Sci./Quant. Tech.	3
MUSC 1000 – Comp. Music Lab	0
MUSC 3230 – Tech. in Comp. & Improv.	2
MUSC 3702 – W. Mus. . . . & World Music	3
MUSC 4311 Applied Jazz Comp. & Arranging	1
MUSC 4321 Applied Jazz Improvisation	1
MUSC 4600 – Principal Applied	2
MUSC 4730 – Jazz Ensemble	1
MUSC 4941 – Half Recital	0
MUSC XXXX – Upper-Division Electives	1
SEMESTER TOTAL	14

Milestones
- Complete MUSC 3702 DSW requirement
- Satisfactory attendance in MUSC 1000
- Satisfactory performance in MUSC 4600
- Satisfactory completion of MUSC 4941 Half Recital

YEAR 4

TERM 7

Course	Credits
HIST 211X – US History	3
MUSC 4200 – Orchestration and Arranging	2
MUSC 4240 – Form and Analysis	2
MUSC 4311 Applied Jazz Comp. & Arranging	1
MUSC 4321 Applied Jazz Improvisation	1
MUSC 4600 – Principal Applied	3
MUSC 4730 – Jazz Ensemble	1
MUSC XXXX – Upper-Division Electives	1
SEMESTER TOTAL	14

Milestones
- Apply for Graduation

TERM 8

Course	Credits
AREA B1 – Oral Communication	3
AREA E4 – Social Science Elective	3
MUSC 4600 – Principal Applied	3
MUSC 4730 – Jazz Ensemble	1
MUSC 4800O – Jazz Combo	1
MUSC 4942 – Full Recital	0
MUSC 4943 – Jazz Recital	2
AREA D1 – Non-lab Science	3
SEMESTER TOTAL	16
PROGRAM TOTAL	120

Milestones
- Satisfactory completion of MUSC 4942 Full Recital
- Satisfactory completion of MUSC 4943 Jazz Recital Recital

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

Program Map – Music Performance with Emphasis in Jazz Studies (Woodwind, Brass, Percussion)

- MUSC courses must be taken as scheduled below. Failure to pass a sequential Music course with a minimum grade of C will result in a delay of progression of one year. Having to repeat a course does not affect progression in other courses, except where the unsuccessful course is a prerequisite.
- ENGL 1101, ENGL 1102, XIDS 2002, and MATH 1001, 1111, or 1113 must be taken in the first year of study. Otherwise, CORE curriculum courses may be taken in any order.
- Fall semester Year 1: Music majors are encouraged to select XIDS 2002: WDYKA Worlds of Music

YEAR 1

TERM 1

Course	Credits
ENGL 1101	3
MATH 1001, 1111, or 1113	3
XIDS 2002 – What Do You Know About . . . ?	2
MUSC 1000 – Comp. Music Lab	0
MUSC 1301 – Music Theory I	3
MUSC 1401 – Aural Skills I	1
MUSC 1501 – Keyboard Skills I	1
MUSC 2600 – Principal Applied	2
MUSC 2720 – Marching Band	1
SEMESTER TOTAL	16

Milestones
- Complete ENGL 1101: grade of C or better
- Complete Area A2 Math
- Complete MUSC 1301, 1401, 1501
- Satisfactory attendance in MUSC 1000
- Satisfactory performance in MUSC 2600

TERM 2

Course	Credits
ENGL 1102	3
MUSC 1000 – Comp. Music Lab	0
MUSC 1302 – Music Theory II	3
MUSC 1402 – Aural Skills II	1
MUSC 1502 – Keyboard Skills II	1
MUSC 2600 – Principal Applied	2
MUSC 27X0 – Assigned Concert Band	1
MUSC 4300 – Jazz History and Styles	3
SEMESTER TOTAL	14

Milestones
- Complete ENGL 1102: grade of C or better
- Complete MUSC 1302, 1402, 1502
- Satisfactory attendance in MUSC 1000
- Satisfactory performance in MUSC 2600

YEAR 2

TERM 3

Course	Credits
HIST 111X – Survey of World History	3
POLS 1101 – American Government	3
MUSC 1000 – Comp. Music Lab	0
MUSC 2301 – Music Theory III	3
MUSC 2401 – Aural Skills III	1
MUSC 2501 – Keyboard Skills III	1
MUSC 2600 – Principal Applied	2
MUSC 27X0 – Marching Band or Wind Ens.	1
MUSC 4321 – Applied Jazz Improvisation	1
SEMESTER TOTAL	15

Milestones
- Complete MUSC 2301, 2401, 2501
- Satisfactory attendance in MUSC 1000
- Satisfactory performance in MUSC 2600

TERM 4

Course	Credits
AREA C2 – Humanities Elective	3
AREA D1 – Lab Science	4
MUSC 1000 – Comp. Music Lab	0
MUSC 2302 – Music Theory IV	3
MUSC 2402 – Aural Skills IV	1
MUSC 2502 – Keyboard Skills IV	1
MUSC 2600 – Principal Applied	2
MUSC 27X0 – Assigned Concert Band	1
MUSC 4321 – Applied Jazz Improvisation	1
SEMESTER TOTAL	16

Milestones
- Complete MUSC 2302, 2402, 2502
- Satisfactory attendance in MUSC 1000
- Satisfactory performance in MUSC 2600 & level change exam

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

2019-2020 Program Map – Music Performance with Emphasis in Jazz Studies (Woodwind, Brass, Percussion), p. 2

YEAR 3

TERM 5

Course	Credits
AREA C1 – Fine Arts Elective	3
MUSC 1000 – Comp. Music Lab	0
MUSC 3701 – Western Music before 1800	3
MUSC 3850 – Conducting	3
MUSC 4311 – Applied Jazz Comp. & Arranging	1
MUSC 4321 – Applied Jazz Improvisation	1
MUSC 4600 – Principal Applied	2
MUSC 4730 – Jazz Ensemble	1
MUSC XXXX – Upper-Division Electives	1
SEMESTER TOTAL	15

Milestones

- Complete MUSC 3701 DSW requirement
- Satisfactory attendance in MUSC 1000
- Satisfactory performance in MUSC 4600

TERM 6

Course	Credits
AREA D2 – Math/Sci./Quant. Tech.	3
MUSC 1000 – Comp. Music Lab	0
MUSC 3230 – Tech. in Comp. & Improv.	2
MUSC 3702 – W. Mus. . . . & World Music	3
MUSC 4311 – Applied Jazz Comp. & Arranging	1
MUSC 4321 – Applied Jazz Improvisation	1
MUSC 4600 – Principal Applied	2
MUSC 4730 – Jazz Ensemble	1
MUSC 4941 – Half Recital	0
MUSC XXXX – Upper-Division Electives	1
SEMESTER TOTAL	14

Milestones

- Complete MUSC 3702 DSW requirement
- Satisfactory attendance in MUSC 1000
- Satisfactory performance in MUSC 4600
- Satisfactory completion of MUSC 4941 Half Recital

YEAR 4

TERM 7

Course	Credits
HIST 211X – US History	3
MUSC 4200 – Orchestration and Arranging	2
MUSC 4240 – Form and Analysis	2
MUSC 4311 Applied Jazz Comp. & Arranging	1
MUSC 4321 Applied Jazz Improvisation	1
MUSC 4600 – Principal Applied	3
MUSC 4730 – Jazz Ensemble	1
MUSC XXXX – Upper-Division Electives	1
SEMESTER TOTAL	14

Milestones

- Apply for Graduation

TERM 8

Course	Credits
AREA B1 – Oral Communication	3
AREA D1 – Non-lab Science	3
AREA E4 – Social Science Elective	3
MUSC 4600 – Principal Applied	3
MUSC 4730 – Jazz Ensemble	1
MUSC 4800O – Jazz Combo	1
MUSC 4942 – Full Recital	0
MUSC 4943 – Jazz Recital	2
SEMESTER TOTAL	16
PROGRAM TOTAL	120

Milestones

- Satisfactory completion of MUSC 4942 Full Recital
- Satisfactory completion of MUSC 4943 Jazz Recital Recital

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Embedded Certificate in Entrepreneurship

2021-2022 Undergraduate Delete Program Request

General Information

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

Desired Effective Semester - Please update* `Spring`	**Desired Effective Year - Please update*** `2022`

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

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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School/ Department

School/ Department * [Department of Management]

Is this a School of Nursing Program? * ○ Yes ● No

Is this a College of Education Program? ○ Yes ● No *

Is the addition/change related to core, honors, or XIDS courses? * ☐ Yes ☑ No

Program Information

Select *Program* below, unless deleting an Acalog *Shared Core*.

Type of Program * ● Program
○ Shared Core

IMPORT curriculum data from the Catalog by clicking ⬇ icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

DO NOT edit the underlined imported information below.

Program Name * Embedded Certificate in Entrepreneurship

Program Type * [Certificate]

Degree Type * [Certificate]

Program Location * [Carrollton]

Program Description * This is an embedded certificate in the management major.

Status * ● Active-Visible ○ Inactive-Hidden

Prospective Curriculum - Not Applicable *

Justification and Assessment

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

REQUIRED ATTACHMENTS

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

1.) Teach Out Plan

Examples of Teach Out Plans can be found [here](#).

Teach Out Plan* ☑ I have attached the Teach Out Plan

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

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

Administrative Use Only - DO NOT EDIT

Program ID

Teach Out Plan – Embedded Certificate in Entrepreneurship

We are asking that the embedded certificate in Entrepreneurship continue through 2021.   As some of the courses required for this certificate are typically offered only once per year, this will allow any individual who starts the embedded certificate in Spring '21 to complete the certificate.

During advising for Summer '21, students will be notified of the move to "concentrations." Thus, individuals who complete the requirements later than Fall '21, will be getting a "concentration" and not an "embedded certificate."

 In reality, the requirements for both the certificate and the concentration are the same.   Thus, this should be a smooth transition. We are changing to concentrations for a couple of reasons. In areas such Entrepreneurship (Small Business Management) there are professional certifications. Our students were encountering problems during interviews because hiring managers thought that the students' "Certificates" were actually professional certifications. It almost made the students look like they were exaggerating. In reality, our certificates are actually nothing more than concentrations. We will encourage students who are concentrating their studies to actually pursue professional certifications as well.   Second, the Registrar's Office noted that our embedded certificates are not even reported to the National Student Clearinghouse that employers typically use.

Embedded Certificate in Human Resource Management

2021-2022 Undergraduate Delete Program Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester - Please update*	Spring

Desired Effective Year - Please update*	2022

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

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department

School/ Department * [Department of Management]

Is this a School of Nursing Program? * ○ Yes ● No

Is this a College of Education Program? ○ Yes ● No *

Is the addition/change related to core, honors, or XIDS courses? * ☐ Yes ☑ No

---

Program Information

Select *Program* below, unless deleting an Acalog *Shared Core*.

Type of Program * ● Program
○ Shared Core

IMPORT curriculum data from the Catalog by clicking ⬇ icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

DO NOT edit the <u>imported</u> information below.

Program Name * Embedded Certificate in Human Resource Management

Program Type * [Certificate]

Degree Type * [Certificate]

Program Location * [Carrollton]

Program Description * This is an embedded certificate in our management major.

Status * ● Active-Visible ○ Inactive-Hidden

Prospective Curriculum - Not Applicable *

Justification and Assessment

Rationale*	The management department is creating a concentration in Human Resource Management. We found that hiring professionals are getting confused between the UWG Certificate and professional certifications in the HR field. We believe that students will be best served by concentrating their studies in a particular area and then pursuing recognized professional certifications in their field.

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

REQUIRED ATTACHMENTS

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

1.) Teach Out Plan

Examples of Teach Out Plans can be found [here](#).

Teach Out Plan*	☑ I have attached the Teach Out Plan

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

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

Administrative Use Only - DO NOT EDIT

Program ID	

Teach Out Plan – Embedded Certificate in Human Resource Management

We are asking that the embedded certificate in Human Resource Management continue through 2021.   As some of the courses required for this certificate are typically offered only once per year, this will allow any individual who starts the embedded certificate in Spring '21 to complete the certificate.

During advising for Summer '21, students will be notified of the move to "concentrations." Thus, individuals who complete the requirements later than Fall '21, will be getting a "concentration" and not an "embedded certificate."

 In reality, the requirements for both the certificate and the concentration are the same.   Thus, this should be a smooth transition. We are changing to concentrations for a couple of reasons. In areas such Human Resource Management there are professional certifications. Our students were encountering problems during interviews because hiring managers thought that the students' "Certificates" were actually professional certifications. It almost made the students look like they were exaggerating. In reality, our certificates are actually nothing more than concentrations. We will encourage students who are concentrating their studies to actually pursue professional certifications as well.   Second, the Registrar's Office noted that our embedded certificates are not even reported to the National Student Clearinghouse that employers typically use.

Embedded Certificate in Operations Management

2021-2022 Undergraduate Delete Program Request

General Information

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

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

Desired Effective Semester - Please update*	Spring

Desired Effective Year - Please update*	2022

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

Routing Information

Routes cannot be changed after a proposal is launched.

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Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department

School / Department *
Department of Management

Is this a School of Nursing Program? * ○ Yes ● No

Is this a College of Education Program? ○ Yes ● No *

Is the addition/change related to core, honors, or XIDS courses? * ☐ Yes ☑ No

Program Information

Select *Program* below, unless deleting an Acalog *Shared Core*.

Type of Program * ● Program
○ Shared Core

IMPORT curriculum data from the Catalog by clicking ↓ icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

DO NOT edit the _imported_ information below.

Program Name * Embedded Certificate in Operations Management

Program Type * Certificate

Degree Type * Certificate

Program Location * Carrollton

Program Description * This is an embedded certificate in our management major.

Status * ● Active-Visible ○ Inactive-Hidden

Prospective Curriculum - Not Applicable *

Justification and Assessment

> **Rationale*** The management department is starting a concentration in Supply Chain Management. We have found that hiring managers are getting confused between the UWG Certificates and professional certifications. We hope to encourage students to concentrate their studies in a particular area, while pursing professional certifications in their field of study.

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

REQUIRED ATTACHMENTS

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

1.) Teach Out Plan

Examples of Teach Out Plans can be found [here](#).

> **Teach Out Plan*** ☑ I have attached the Teach Out Plan

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

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

Administrative Use Only - DO NOT EDIT

> **Program ID**

Teach Out Plan – Embedded Certificate in Operations Management

We are asking that the embedded certificate in Operations Management continue through 2021.   As some of the courses required for this certificate are typically offered only once per year, this will allow any individual who starts the embedded certificate in Spring '21 to complete the certificate.

During advising for Summer '21, students will be notified of the move to "concentrations." Thus, individuals who complete the requirements later than Fall '21, will be getting a "concentration" and not an "embedded certificate."

 In reality, the requirements for both the certificate and the concentration are the same.   Thus, this should be a smooth transition. We are changing to concentrations for a couple of reasons. In areas such Operations Management there are professional certifications. Our students were encountering problems during interviews because hiring managers thought that the students' "Certificates" were actually professional certifications. It almost made the students look like they were exaggerating. In reality, our certificates are actually nothing more than concentrations. We will encourage students who are concentrating their studies to actually pursue professional certifications as well.   Second, the Registrar's Office noted that our embedded certificates are not even reported to the National Student Clearinghouse that employers typically use.

Addendum II

HIST - 6101 - Introduction to Digital History

2021-2022 Graduate New Course Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester* `Fall`

Desired Effective Year* `2021`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* `Department of Art, History, and Philosophy`

Is this a School of Nursing or ○ Yes ⦿ No

Is this a College of ○ Y ⦿ N

University College
course?*

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

Course Information

Course Prefix* HIST

Course Number* 6101

Course Title* Introduction to Digital History

Course Type* History

Catalog Course Description* This course is an introduction to the theory and practice of digital history. The digitization of archival records, books, historical newspapers and journals, has enabled historians to ask and answer traditional research questions with recourse to vast amounts of data. At the same time, digital tools offer historians new venues and ways of presenting historical research, but also new methods of interpretation. Through in-class labs, the course will introduce students to a variety of historical databases and research methods, as well as digital platforms to present historical research. Students will explore digital tools and techniques for historical interpretation including data visualization, geographic information systems and network analysis. In addition to learning concrete skills (archival research, database management for archival records, WordPress, Omeka, podcasting and StoryMaps), students will learn to think critically about design, content legibility, data visualization and accessibility.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* NA

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites

Concurrent Prerequisites

Corequisites	
Cross-listing	
Restrictions	

Status * ● Active-Visible ○ Inactive-Hidden

Frequency - How many semesters per year will this course be offered? `1`

Grading * `Graduate Standard Letter`

Type of Delivery (Select all that apply) *
☑ Carrollton or Newnan Campus: Face-to-Face
☑ Entirely Online
☑ Hybrid
☑ Fully Online

Justification and Assessment

What is the rationale for adding this course? *
The History Program wishes to incorporate digital history research methods and methods of interpretation more broadly into the graduate curriculum. The class will offer students a set of concrete tools for historical interpretation and research that will be applicable for completing their degree, as well as for their job prospects.
The class has been offered twice so far under special topics number, and per our guidelines, a class that is a regular offering (meaning, offered more than just once) is required to be added to the catalog and taught under a permanent number.
Finally, there is significant demand for the class, so we anticipate offering it at least once every two years. It serves the Public History program, but counts for other students as well.

Student Learning Outcomes *
●Demonstrate an understanding of the history, theory and practice of digital history

●Conduct historical research and further develop research skills, including how to conduct archival research using digital archives and digitized collections of newspapers and government records.

●Formulate and defend a historical argument in Standard English

●Create a final project that demonstrates digital history capacities in research, design and usability

●Students will be able to use digital technologies in the study, interpretation, and presentation of the past

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ⊙ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⊙ Library Resources are Adequate

○ Library Resources Need Enhancement

Present or Projected Annual Enrollment*   15

Will this course have special fees or tuition required?* ☐ Yes   ☑ No

If yes, what will the fee be?*   NA

Fee Justification

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

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

Introduction to Digital History

HIST 6101: Semester / Year
Location: Room

Instructor: Dr. Aimee M. Genell
                 Office: TLC 3209
                 Tel.: (678) 839-6031
                 Office Hours:
                 E-mail: agenell@westga.edu

Harold Fisk, The alluvial valley of the lower Mississippi River (1944)

Course Description
This course is an introduction to the theory and practice of digital history. The digitization of archival records, books, historical newspapers and journals, has enabled historians to ask and answer traditional research questions with recourse to vast amounts of data. At the same time, digital tools offer historians new venues and ways of presenting historical research, but also new methods of interpretation. Through in-class labs, the course will introduce students to a variety of historical databases and research methods, as well as digital platforms to present historical research. Students will explore digital tools and techniques for historical interpretation including data visualization, geographic information systems and network analysis. In addition to learning concrete skills (archival research, database management for archival records, WordPress,

1

Omeka, podcasting and StoryMaps), students will learn to think critically about design, content legibility, data visualization and accessibility.

Learning Outcomes
- Demonstrate an understanding of the history, theory and practice of digital history
- Conduct historical research and further develop research skills, including how to conduct archival research using digital archives and digitized collections of newspapers and government records.
- Formulate and defend a historical argument in Standard English
- Create a final project that demonstrates digital history capacities in research, design and usability
- Students will be able to use digital technologies in the study, interpretation, and presentation of the past

Labs: Each week, the class has dedicated lab time where we will learn how to use particular applications and digital tools.

Assessment:
Class participation: **10%** (includes attendance, discussion, lab participation and homework)

Portfolio: **55%**
By the end of class, you will produce a portfolio including your mini-research assignments, podcast plan, ArcGIS StoryMap and final digital history project. The portfolios should demonstrate your ability to apply the research and design skills that you have learned in class. Your portfolio should include storyboards and scripts for digital storytelling and podcasts, as well as other archival and visual material you assembled for your final digital history project. Because this class will focus on the rapid development of new skills in digital history, I would suggest that each of these short assignments are based on your existing graduate thesis work.

Your portfolio must include the following items:
Mini-Research Exercises:	20%
Newspapers, Books, Court Records:	10%
Government Records:	10%
Interpretation Exercises:	35%
ArcGIS StoryMap	25%
Plan a Podcast	10%

Final Project: **25%**
You will design and build a digital history project based on original research and using tools learned in the course. Your final project may be a written paper based on research using digital tools introduced in this course. Alternatively, you may opt to present your historical research in a digital format. For instance, you might build a website, create a digital exhibition on Omeka, create a podcast, or present your research in the form of an ArcGIS StoryMap. Your final project

may be based on one of the mini-assignments contained in your portfolio. You should decide on final project idea early in the semester.

Final Reflection Paper: **10%**
Write a brief analysis of your experience of using each digital tool (WordPress, Omeka, Story Maps, Audacity). Reflect upon what each tool did for your research. How did your research change when you presented it in different arenas—as a podcast, a StoryMap, etc. How might digital history tools change how you approach your next research project? Did thinking about scale, data visualization, or narrative change how you might execute future research and writing projects? (Due:)

Grade Scale:
A = 90% and above B = 80-89 % C = 70-79% D = 60-69% F = below 60%

Classroom Policies:
Assignments: Students are expected to complete ALL assigned readings before class. Pay attention to the due date of written assignment and exams. You will receive a worksheet for each writing and digital assignment along with a rubric. Late submissions will lose half a letter grade per day late.

Attendance and Participation: Attendance and participation are essential to perform well in the class.

Academic Honesty: Students are required to abide by the University's Honor Code. **Plagiarism or cheating will result in the automatic failure of the course.**
The code can be found here:
https://www.westga.edu/administration/vpsa/assets/docs/2016-2017-code-of-conduct.pdf

Student Resources: I encourage all students to meet with me at least once during the semester. If you have any questions about the readings, material covered in lectures or the written assignments, please send me an email or visit me in my office.

For assistance with writing, please make use of the University Writing Center (UWC) located in TLC 1201: https://www.westga.edu/academics/coah/writing/.

For assistance with developing study skills and time management please visit the Center for Academic Success (CAS) located in UCC 200: https://www.westga.edu/student-services/cas/index.php.

Disability Services and ADA (Americans with Disabilities Act): The Office of Disability Services will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please notify me using the course email system by the end of the second full week of class and attach a PDF copy of your SAR (Available from the Office of Disability Services).

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at: http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

CourseDen and Required Reading:
All readings are posted on CourseDen.

Please check CourseDen <u>before class</u> for any syllabus adjustments!!!
In addition to readings for each class, you will find supplemental materials

Weekly Syllabus

Session 1 – What is Digital History? Research Methods and Interpretive Frameworks
Discussion and syllabus review

Lab: Examine StoryMaps, online exhibitions and other examples of digital humanities work

Slave Voyages: https://www.slavevoyages.org/
Camera and Locomotive:
https://www.loc.gov/ghe/cascade/index.html?appid=531a16f45bec4008bc19de2e805be362&bookmark=The%20Route
Mapping the Republic of Letters: http://republicofletters.stanford.edu/
The Lomax Kentucky Recordings: https://lomaxky.omeka.net/
Envisioning Baroque Rome: https://www.baroquerome.org/

Session 2 – Digital Archives: Newspapers, Books and Court Records
Read: Jo Guildi and David Armitage, *The History Manifesto*, introduction, chapter 4 "Big Questions, Big Data"

Lara Putnam, "The Transnational and the Text-Searchable: Digitized Sources and the Shadows They Cast," *The American Historical Review*, Volume 121, Issue 2, April 2016, Pages 377–40

Written Homework: Research Brainstorm. Think about possible research topics, come to class prepared to talk about 2-3 potential ideas. Ideally, you should focus on your thesis research. If you have not narrowed down a topic, select an historical event, particular people or stories that you want to learn more about over the course of the semester. Try to select something that will help you figure out your thesis topic. You will focus on one or two of these topics throughout the semester!

Before class: Create a University of Michigan Friend Account (this will enable you to search HathiTrust more effectively):
https://friend.weblogin.umich.edu/friend/

Lab: Digitized newspaper, books and court records

Please experiment with the digital collections below before class
        https://www.oldbaileyonline.org/
        https://www.digitalpanopticon.org/
        https://www.hathitrust.org/
        http://libguides.westga.edu/c.php?g=772498&p=5541792

Mini-research exercise: Newspapers, Books and Court Records
Using newspapers, digitized books, periodicals and court records as historical sources (see worksheet on CourseDen)

Session 3 – Digital Archives: Government Records
Read: David Allen and Matthew Connelly, "Diplomatic History After the Big Bang Using Computational Methods to Explore the Infinite Archive" in *Explaining the History of American Foreign Relations* (March 2016)

Eileen Scully, "Thematic Digital History Archives and Their Wicked Problems: China, America and the Pacific," *The American Historical Review*, Volume 122, Issue 1, 1 February 2017, pp. 115–122

Before class: Set up a free trial account on Adam Matthew. These accounts last for one week, please set them up the day before our class session:
https://www.amdigital.co.uk/login

Lab: Using American and British government records—Foreign Relations of the United States, the Congressional Record, British Parliamentary Debates and the Confidential Print of the British Foreign Office
The Central Foreign Policy Files
https://history.state.gov/historicaldocuments/ebooks
https://uwdc.library.wisc.edu/collections/frus/
https://www.amdigital.co.uk/primary-sources/confidential-print-middle-east-1839-1969
https://www.parliament.uk/business/publications/hansard/commons/

Mini-research exercise: Government Records
Using newspapers, digitized books, periodicals and court records as historical sources (see worksheet on CourseDen)

Session 4 - History in the Age of Computation and Big Data
Read: Joseph Bernstein, "The Most Redacted Men in America"
https://www.buzzfeednews.com/article/josephbernstein/the-most-redacted-men-in-america#.byDlZR34bq

William Brennan, "The Declassification Engine: Reading Between the Black Bars," *The New Yorker* (October 16, 2013)
https://www.newyorker.com/tech/annals-of-technology/the-declassification-engine-reading-between-the-black-bars

Listen: "The Declassification Engine," *On the Media* (October 11, 2013)
https://www.wnyc.org/story/declassification-engine/

Lab: The Declassification Engine and History-Lab (Columbia and Brown)
http://www.history-lab.org/
http://www.sscnet.ucla.edu/polisci/faculty/trachtenberg/documents/doclist.html

Session 5 – Research Databases and Bibliographic Software
Stephen Fortune, "A Brief History of Databases"

Ansley T. Erikson, "Historical Research and the Problem of Categories: Reflections on 10,000 Digital Notecards," in *Writing History in the Digital Age*,
http://quod.lib.umich.edu/d/dh/12230987.0001.001/1:7/--writing-history-in-the-digital-age?g=dculture;rgn=div1;view=fulltext;xc=1#7.

Lab: Research databases and bibliographic software. Overview of FileMaker, Zotero and Scrivener

https://www.zotero.org/
https://www.literatureandlatte.com/scrivener/overview

Session 6 – A Brief History of Data Visualization
Read: Edward R. Tufte, "Visual and Statistical Thinking" in *Visual Explanations: Images and Quantities, Evidence and Narrative*

Edward R. Tufte, "The Cognitive Style of PowerPoint"

Steven Johnson, "Building the Case" in *The Ghost Map: The Story of London's Most Terrifying Epidemic*

Before class: Examine "Diagram of the Causes of Morality in the Army," "US Slave Map based on the 1860 Census" and "John Snow's Cholera Map" and the website "Historiography"
https://histography.io/

Lab: Google Ngram
https://books.google.com/ngrams

Session 7 – Spatial Analysis and Mapping I
Mark Monmonier, *How to Lie with Maps*, chap. 1-3

Richard White, "What Is Spatial History?" Spatial History Lab: Working paper; Submitted 1 February 2010, http://www.stanford.edu/group/spatialhistory/cgi-bin/site/pub.php?id=29

Lincoln Mullen, "Map Literacy," Spatial Humanities Workshop,
http://lincolnmullen.com/projects/spatial-workshop/literacy.html

Lincoln Mullen, "Narrative Maps," Spatial Humanities Workshop,
http://lincolnmullen.com/projects/spatial-workshop/narrative-maps.html

Before class: Set up ArcGIS public account
https://doc.arcgis.com/en/arcgis-online/get-started/create-account.htm

Before Class: Search the Story Maps gallery. Bring examples of at least two StoryMaps to class and be prepared to discuss why you thought they were particularly successful:
https://storymaps-classic.arcgis.com/en/gallery/#s=0

Lab: StoryMaps

Interpretation Exercise: StoryMap (See Worksheet on CourseDen).
StoryMap due November 13th at 11:59 PM. Please email the link to agenell@westga.edu

Session 8 - Spatial Analysis and Mapping II
Mark Monmonier, *How to Lie with Maps*, chap. 10-13

Lincoln Mullen, "Data Maps," Spatial Humanities Workshop,
http://lincolnmullen.com/projects/spatial-workshop/data-maps.html

Cameron Blevins, "Space, Nation, and the Triumph of Region: A View of the World from Houston," *Journal of American History*, June 2014,
http://web.stanford.edu/group/spatialhistory/cgi-bin/site/pub.php?id=93 (reproduced here on the Stanford Spatial History site

Edward Ayers and Scott Nesbit, "Seeing Emancipation: Scale and Freedom in the American South," *The Journal of the Civil War Era* vol. 1, no. 1 (March 2011), 3-24
See too http://mappingoccupation.org/

Lab: ArcGIS
Mapping the Republic of Letters (http://republicofletters.stanford.edu/)
The Stanford Geospatial Network Model of the Roman World (http://orbis.stanford.edu/)

Session 9 – Digital Interpretation: Using Website to Tell Historical Stories
Examine the following websites before class:
https://www.slavevoyages.org/
http://republicofletters.stanford.edu/
http://mediterraneansharedpast.org/home
http://www.teach-mena.org/
https://histography.io/
http://depts.washington.edu/moves/index.shtml
https://eagleeyecitizen.org/
https://digitalarchive.wilsoncenter.org/theme/cold-war-history
http://mallhistory.org/Guide/

Written Homework: Select three websites to analyze. What do they claim to do? In what ways do they diverge from articles or monographs? Who is the audience? What are their limitations compared to traditional methods of presenting research? Pay attention to design and usability, what was your experience like using each website? What did the site do well? What were some of the problems? **Upload to CourseDen on September 28 by 12:30 PM**

Lab: WordPress Demonstration
https://wordpress.com/

Session 10 – Podcasting and Narrative
Hannah Hethmon, *Your Museum Needs a Podcast*, chap. 1, 4

Listen to the following podcasts:
1619 (select one from the list)
https://www.nytimes.com/2020/01/23/podcasts/1619-podcast.html

Ottoman history podcast
https://www.ottomanhistorypodcast.com/2020/03/plague-ottoman-empire.html

Serial episode 1
https://serialpodcast.org/season-one

Lab: Audacity & Garage Band

Introduction to Interpretive Assignment: Planning a Podcast (See "Planning a Podcast" worksheet on CourseDen)

Session 11 - Digital Storytelling
Read: Paige Morgan, "How to Get a Digital Humanities Project off the Ground," *Paige Morgan*, June 5, 2014, http://www.paigemorgan.net/how-to-get-a-digital-humanities-project-off-the-ground/

Stephen J. Pyne, *Voice and Vision: A Guide to Writing History and Other Serious Nonfiction*, part II

Story Corp, "Tips on How to Conduct an Interview"
https://storycorpsorg-staging.s3.amazonaws.com/uploads/The-Great-Thanksgiving-Listen-Toolkit-2019-11.15.19.pdf

Written Homework:
Examine the website below. Analyze two digital stories below (be prepared to discuss your selection in class). How was each story crafted? What kinds of digital tools to the authors use to create the story? Did the author(s) use images, music, infographics, StoryMaps or data visualization? What worked particularly well? What was less successful?
https://www.nytimes.com/interactive/2019/12/30/us/2019-year-in-graphics.html

Lab: Digital Storytelling

Session 12 - Digital Archives and Preservation
Roy Rosenzweig, "Scarcity or Abundance? Preserving the Past in a Digital Era," *American Historical Review* 108 (2003): 735-762

William McAllister, "The Documentary Big Bang, the Digital Records Revolution, and the Future of the Historical Profession," *Passport* 41:2 (September 2010): 12-17.

http://digitalpreservation.gov/
http://digitalpreservation.gov/personalarchiving/

Lab: Omeka
http://mallhistory.org/Guide/

Session 13 - Accessibility, Usability and Intellectual Property
Rosenzweig and Cohen, Chapter 7 "Owning the Past?"
http://chnm.gmu.edu/digitalhistory/

"Accessibility and the Digital Humanities," *Chronicle of Higher Education*,
http://chronicle.com/blogs/profhacker/accessibility-and-the-digital-humanities/42782

How People with Disabilities Use the Web: Overview," Web Accessibility Initiative,
https://www.w3.org/WAI/intro/people-use-web/

"Considering the User Perspective: A Summary of Design Issues," WebAIM,
http://webaim.org/articles/userperspective/

Lab: Making your WordPress site accessible

Session 14 – Conclusion
Final project presentations

HIST - 6200 - Public History Seminar

2021-2022 Graduate New Course Request

General Information

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

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

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

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

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

Desired Effective Semester* `Fall`

Desired Effective Year* `2021`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

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School/ Department* `Department of Art, History, and Philosophy`

Is this a School of Nursing or ◯ Yes ◉ No

Is this a College of ◯ Y ◉ N

Course Information

Course Prefix* | HIST

Course Number* 6200

Course Title* Public History Seminar

Course Type* | History

Catalog Course Description* This course, required for all MA students on the Public History track, is designed to introduce graduate students to the theory and practice of public history. This class will expose students to some classic as well as new scholarship in the field, explore issues in public history practice, and offer hands-on, practical experience.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 0

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?* ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* Not allowed to be taken multiple times!

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites Admission in the MA program in History or another graduate program at UWG.

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions 289/383

Status* ⦿ Active-Visible ⚪ Inactive-Hidden

Frequency - How many semesters per year will this course be offered? `1`

Grading* `Graduate Standard Letter`

Type of Delivery (Select all that apply)*
- ☑ Carrollton or Newnan Campus: Face-to-Face
- ☐ Entirely Online
- ☑ Hybrid
- ☐ Fully Online

Justification and Assessment

What is the rationale for adding this course?*
History program rules require adding to the catalog any course that has been taught more than once under a special topics number. This course has exceeded the number of times that a course can be taught using a special topics number. Since it is a required class that has been offered every year for the past decade, it is long overdue for an official number and place in the catalog!

Student Learning Outcomes*
Course learning outcomes:
This course meets the following Learning Outcomes for the UWG Graduate Program in History:

1: Conduct original historical research
• Conduct original historical research through:
o the class project
2: Formulate and defend a historical argument in Standard English
• Formulate an argument and express that argument in Standard English through:
o book review essays
3: To demonstrate knowledge of historiography and its changes over time
• Demonstrate knowledge of the historiography of public history through:
o book review essays
4: Demonstrate knowledge of the theory and practice of public history
• Demonstrate knowledge of the theory and practice of public history through:
o Final class project
o Reflective project essay
o Georgia Humanities grant proposal

In particular, this course is the main area of assessment for the following MA in History program outcome: Demonstrate knowledge of the theory and practice of public history [for public history tracks only]. An assignment from this class is assessed to fulfill the MA program learning outcome.

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning

objectives/outcomes and includes link to the Common Language for Course Syllabi:
http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ⊙ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⊙ Library Resources are Adequate
○ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 20

Will this course have special fees or tuition required?* ☐ Yes ☑ No

If yes, what will the fee be?* no fee is requested

Fee Justification

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

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

Proposal for HIST 6200

Public History Seminar	Dr. Ann McCleary
Spring 2017	amcclear@westga.edu
HIST 6687-01	678-839-6141

Office hours: Office hours: Monday 11-1; Tuesday, 10-2; Wednesday 2-5; in the Center for Public History, Lower Level, Ingram Library, and by appointment
Class meetings: Monday, 1-3:30, TLC 3-205

Course Description

This course is designed to introduce graduate students to the theory and practice of public history. While historians have been involved with the public for many years, the practice of public history has become increasingly professionalized since the 1970s, marked by the development of the National Council on Public History (NCPH) and an ever-increasing discussion about the philosophy, ethics, and practice of public history.

The National Council on Public History (NCPH) defines public history as "the many and diverse ways in which history is put to work in the world. In this sense, it is history that is applied to real-world issues. In fact, applied history was a term used synonymously and interchangeably with public history for a number of years. Although public history has gained ascendance in recent years as the preferred nomenclature especially in the academic world, applied history probably remains the more intuitive and self-defining term." (NCPH website, accessed December 2015)

A previous definition from the NCPH website described public history as "where historians and their various publics collaborate in trying to make the past useful to the public… That is, public history is the conceptualization and practice of historical activities with one's public audience foremost in mind. It generally takes place in settings beyond the traditional classroom. Its practitioners often see themselves as mediators on the one hand between the academic practice of history and non-academics and on the other between the various interests in society that seek to create historical understanding. Public history practitioners include museum professionals, government and business historians, historical consultants, archivists, teachers, cultural resource managers, curators, film and media producers, policy advisors, oral historians, professors and students with public history interests, and many others."

Working in the field of public history is challenging but extremely rewarding. Public historians are expected to be good historians, proficient in historical research and well-versed in historical scholarship, but also to possess the skills and knowledge of how to present history to a diverse public audience. A growing scholarship on the practice of public history has emerged over the past several decades, providing best practices recommendations on how to accomplish our goals. This class will expose students to some classic as well as new scholarship in the field, explore issues in public history practice, and offer hands-on, practical experience through preparing a grant proposal and completing a "real-world" public history project. In addition, students will

gain experience in professionalism by writing resumes, creating a Linked In page, and participating in a mock interview.

All students are encouraged to join our professional organization, the National Council for Public History, as a student member. Rates are inexpensive for students, and there are many benefits. For more information, please visit http://ncph.org/about/join-us/

Essential information for all UWG syllabi: http://www.westga.edu/UWGSyllabusPolicies/

This course meets the following Learning Outcomes for the UWG Graduate Program in History:

1: Conduct original historical research
- Conduct original historical research through:
    - the class project

2: Formulate and defend a historical argument in Standard English
- Formulate an argument and express that argument in Standard English through:
    - book review essays

3: To demonstrate knowledge of historiography and its changes over time
- Demonstrate knowledge of the historiography of public history through:
    - book review essays

4: Demonstrate knowledge of the theory and practice of public history
- Demonstrate knowledge of the theory and practice of public history through:
    - Final class project
    - Reflective project essay
    - Georgia Humanities grant proposal

This class will:
- Provide field experience in public history
    - develop skills in public history practice including
        - grant writing
        - project planning and development
    - develop professional skills necessary for public history practice
        - collaborative and teamwork skills
        - public presentations
        - critical thinking and writing
        - engaging community partners
    - challenge students to negotiate challenging issues in public history practice

- Provide opportunities for professional development in the history field
    - Identify the types of employment in the field of public history
    - Prepare a professional resume
    - Participate in discussions about work culture and expectations from seasoned, practicing professionals

Required Readings

Books*:

**Denson, Andrew, *Monuments to Absence: Cherokee Removal and the Contest over Southern Memory*. Chapel Hill: University of North Carolina Press, 2017.

Ferguson, Andrew, *Land of Lincoln: Adventures in Abe's America*. New York: Atlantic Monthly Press, 2007.

**Ferentinos, Susan, *Interpreting LGBT History at Museums and Historic Sites*. Rowman and Littlefield, 2014.

Forni, P. M., *Choosing Civility*. St Martin's Griffin, 2002.

**Horton, James Oliver and Lois E., *Slavery and Public History: The Tough Stuff of American Memory*. New York: New Press, 2006.

**Kelman, Ari, *A Misplaced Massacre: Struggling over the Memory of Sand Creek*. Cambridge: Harvard University Press, 2013.

**Miles, Tiya, *Tales from the Haunted South: Dark Tourism and Memories of Slavery from the Civil War Era*. University of North Carolina Press, 2015.

Rosenzweig, Roy and David Thelen, *Presence of the Past: Popular Uses of History in American Life*. New York: Columbia University Press, 2000 or more recent edition.

** Indicates books from you may select for the book reviews, described below under requirements.

History@Work

Students are also expected to read the National Council on Public History blog "History@Work" on a weekly basis. We will discuss articles on the blog in class each week. Each student will be assigned two weeks to discuss issues that appeared on the blog with the class. You can access the blog at http://ncph.org/history-at-work/

Course Requirements

Georgia Humanities grant proposal (25 points):

Each student will write a grant proposal for Georgia Humanities. Students will design a project, identify a potential sponsoring organization, and write the grant proposal, complete with humanities scholars and budget. Each grant must meet the guidelines required by Georgia Humanities grant program. Arden Williams, Senior Program Officer at Georgia Humanities, will come to class to talk about the grant program. For more information on GH and its grant program, visit www.georgiahumanities.org

While this exercise is designed as a "mock" grant proposal, if you envision a project that you would like to undertake or if you are involved with an agency or organization that would like you to develop a grant proposal, you are more than welcome to write a "real" proposal that you could submit to GH for funding.

All students will present their proposals to a review panel and will receive feedback from that panel. The review panel will include Arden Williams and your classmates/peers.

All students will revise their proposals for their final grade. Revised proposals are due on **April 24**.

Class project (25 points):
All graduate students will participate in a real-life public history project. This project will provide an opportunity to work and think as public historians, to research and write about history, to work collaboratively, and to share authority with the community and partnering organizations. The project sponsors will come to class at the beginning of the semester to present their needs. The class will then present the final project to those sponsors at the end of the semester.

Students will work as a team to complete this project. All students must meet the established schedule and team expectations for the project to be successful. The team will divide up the tasks and responsibilities and all members are expected to pull their weight to complete the project. Communication is key to success. Students are required to meet or communicate with team members outside of class. In addition, students **are expected to provide a weekly update to Course Den by Sunday night at 8 p.m.**

At the end of the semester, each student will write a minimum 1,000-word essay that
1. Describes what work *you* personally completed for the project,
2. Reflects on what *you* learned about public history through the project, and
3. Evaluates *your* performance as a team member.

Students will be evaluated individually for the class project. Project grades will be assessed based on:
1. my observations of your work throughout the semester (based on Course Den and other discussions in class)
2. *your* project essay
3. the quality of the work that *you* performed for the project
4. your final presentation of the project

This year, the class will focus on the new Smithsonian Museum on Main Street exhibition that will be touring in Georgia from 2019-2010. You can read more about Crossroads: Change in Rural America at https://museumonmainstreet.org/content/crossroads#More. We will be working with Georgia Humanities to develop ideas for community programs that could be developed with this exhibition.

Rural issues are very important in Georgia right now. Rural legislators are facing issues of how to keep good health care and adequate internet services in rural regions and how to continue to encourage economic development in these communities. But how do we also ensure that these rural communities, which are essential to Georgia life, boast a vibrant culture that engages the full community? And, as importantly, we want to think about how humanities can contribute to the

For your class project, you'll be considering both what are the challenges of rural Georgia and how can we address them in our exhibition tour. The exhibit will travel to six communities in

Georgia, and each host site will be responsible for developing a set of programs and conversations about the future of their communities. As a class, we will brainstorm five ideas for community programs. Then, we will divide into teams, and each team will flesh out the logistics of the program. For each of these programs, the teams will develop a proposal, considering questions like: What are the goals for this program? How do they meet the strategic plan and goals of Georgia Humanities? Who would be potential partners at the state or regional level? What would the costs and overall budget for this program? What are the resources that the community would need to accomplish this program? And, of course, we would want a description of the program. We will flesh out the details of these program proposals when the Georgia Humanities team comes to meet with our class.

Students will make their final presentation to the Georgia Humanities staff on **Monday, April 30.**

Book responses (20 points)
Students will write reviews on four monographs, each worth 5 points. The reviews should be 1,000 words, double-spaced, 12-point font, standard margins, including page numbers. The reviews should include:
- the authors' thesis,
- a discussion about how well s/he or they supported the thesis
- *your* assessment of the authors' contributions to the field of public history.

For these essays, students will choose four books from the five books indicated on the book list with an asterisk. The review must be submitted on the day that we discuss the book. Please submit the assignment via the appropriate drop box on Course Den.

Professional Development Exercises: Resume, Linked-In Page, and Interview (15 points)
Students will complete *three* professional development exercises. Each will be worth five percent of the final grade.

First, students will write a resume geared towards employment in the field of public history. Each student will create a resume that is tailored to a particular aspect of public history that you choose (museum educator, curator, historical society director, archivist, historic preservationist, etc). On the designated class day, students will bring six copies of their completed, copy-edited resumes for a collaborative workshop to strengthen those resumes. Each student will revise his or her essay after the workshop. A final copy will be submitted for grading and another copy will be added to your Linked-in page.

Second, all students will develop a Linked-In page that meets the recommendations offered by Career Services and your instructor.

Third, all students will complete a mock interview with Career Services. Each student will identify a position for which they would like to apply and conduct an interview with Kristi Connor in Career Services for that position. Ms. Connor will evaluate and provide feedback on your interview.

Class participation and attendance (15 points):
Students are expected to come to class having done the reading and be prepared to discuss the topics on the class schedule.

Points in this category will be awarded based on the following three criteria:
1. *Class attendance*. Because this class only meets once a week and much of what I hope we learn will come through class discussions and guest speakers, excessive absences will lower your final course grade.
2. *Class participation*, including contributing to class discussions and raising issues or questions for discussion, including discussions related to the books
3. *Participation in presentations by guest speakers*, including asking questions to or responding to questions asked by our guest speakers
4. *Leading a class discussion about a book (5 points)*
5. *Leading weekly discussions about the History@Work blog*

Course Den

Please note that students are *required* to utilize Course Den on a regular basis for this class.
1. Course announcements will be posted on Course Den. It is your responsibility to be aware of these announcements.
2. Teams will post weekly updates on the class project by Sunday at 8 p.m.
3. Book reviews will be submitted to Course Den.
4. Students may be asked to participate in discussions related to the class on Course Den as requested by the instructor.

Additional Information

Common Language for all UWG Course Syllabi
Please review the link here for essential information:
http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

Academic Integrity
All students are expected to turn in their own work. Adopting someone's words or ideas as your own is a serious violation of academic honesty. If a student turns in any work that is plagiarized from another source (whether a book, article, on-line source, or another student in the class), that student will receive an automatic "F" as the final class grade. The History Department has adopted the American Historical Association's statement on plagiarism. Please visit our website at http://www.westga.edu/~history/statementonplagiarism.pdf so that you are familiar with the definition of plagiarism.

Cell Phone Policy: If special circumstances require you to monitor your phone, take a call, or text during class, please let me know at the beginning of class and step outside of the room to use your phone. Otherwise, cell phones should be turned off and not visible during class.

<div align="center">**Class Schedule**</div>

Readings listed for each class meeting are due on the class day referenced. Additional readings may be assigned. Written assignments are due at the beginning of class on the date listed in Course Den. *This schedule is subject to change.*

January 6:   **Class introduction**
- ***Read*:** *The Public History Navigator: How to Choose and Thrive in a Graduate Public History Program*, Section 2, "Thriving as Public History Graduate Students," available at http://ncph.org/wp-content/uploads/The-Public-History-Navigator-2015-Web.pdf

January 15:   **Martin Luther King Jr. Holiday, no class**

January 22:   **Public Humanities and Grantwriting**
Guest speaker: *Arden Williams, Georgia Humanities*
***Read*:**
- *Choosing Civility*
- NCPH Code of Ethics and Professional Conduct
- Review "Be Here: Main Street Resources," available at http://www.museweb.us/be-here-main-street-resources/
http://www.ncph.org/2006Board/Code%20of%20Ethics%20and%20Professional%20Conduct-Final%20Comittee%20Draft.pdf
- Georgia Humanities website section on "Grantmaking," which is available at www.georgiahumanities.org

January 29:   **Using History and Sharing Authority**
Read:
- *Land of Lincoln*
- *Carl Becker, "*Everyman His Own Historian*," American Historical Review 39 (1934): 219-231[available on JSTOR]*
- "What is Public History," accessible at http://ncph.org/what-is-public-history/about-the-field/

February 5:   **History and the Public**
***Read*:**
- *Presence of the Past*
- "Hamilton: the Musical: Blacks and the Founding Fathers" at http://ncph.org/history-at-work/hamilton-the-musical-blacks-and-the-founding-fathers/
- "It's not 'just a musical," at http://ncph.org/history-at-work/its-not-just-a-musical/

February 12: **Race and Public History**
                        Read: *Slavery and Public History*

February 19: **Historical Memory**
                        Read: *Monuments to Absence: Cherokee Removal and the Contest over Southern Memory.*

February 26: **Heritage Tourism**
                        *Read***:** *Tales from the Haunted South*

March 5: **Interpreting Difficult History**
                        Read: *Interpreting LGBT History at Museums and Historic Sites*

March 12 **Memory in an International Context**
                        Read:

- Rachel Hatcher, "The Work…of a Thousand Different Hands" Holding a Thousand Cans of Spray Paint and Buckets of Glue: How Guatemala's Street Artist-Historians Expand the History of the Country's Violet Past." *The Public Historian*, 39:1 (February 2017), on Course Den
- Stefan Berger, Christian Wiecke and Jana Gotombek, "Heritage, Identity, and the 'Great Transition' in the Ruhr," *The Public Historian*, 39/4 (November 2017), on Course Den
- Kaleigh Herstad, "Reclaiming Detroit: Demolition and Deconstruction n the Motor City, *The Public Historian*, 39/4 (November 2017), on Course Den
- One more article to be announced

March 19: No class, Spring Break

March 26 **Commemoration**
                        Read: *A Misplaced Massacre*

- "Does the NPS have a culture problem?" at http://ncph.org/history-at-work/does-the-national-park-service-have-a-culture-problem/

April 2: **Humanities Council Grant Panel Review**
                        All students will present their grants to a panel of classmates and GH staff.
                        Due:

- Complete copy of your *Humanities Council grant proposal*
- One-page executive summary of your proposal for the review panel (10 copies)

April 9:   **Resumes, Professionalism, and Workplace Culture**
             Read:
             - "Public History Employers: What Do They Want?" at
               http://www.historians.org/perspectives/issues/2003/0309/0309aha6.cfm?
             - https://www.westga.edu/student-services/careerservices/assets-
               careerservices/docs/resume_evaluation_sample.pdf
             - https://www.westga.edu/student-services/careerservices/assets-
               careerservices/docs/history_resume_sample.pdf
             - https://www.westga.edu/student-services/careerservices/assets-
               careerservices/docs/cover-letter-guidelines.pdf

April 16:   **Resume Workshop, Interview Preparation**
             Read:
             - Tips for Getting A Job in Public History at http://vimeo.com/113961817
             - Review other job-seeking resources available at http://ncph.org/publications-
               resources/students/
             - https://www.westga.edu/student-services/careerservices/interviewing.php
             Due: **Your draft resume.** Please bring six copies of your resume to class.

April 24:   **Mock interviews**
             All students will schedule their mock interview this week. ***Please be sure to
             submit your resume and job description to Kristi Connor no later than
             Thursday, April 19 at 5 p.m.***
             Due:
             - **Revised GH grant.** Please note that revisions are *required*, based on
               comments received from the instructor, Arden Williams, and your peers.

April 30:   **Class project presentation**
             - Class project

May 3:   **No class, but the following assignments are due by 5 p.m. in Course Den**
             - Written evaluation of your participation in the class project
             - Final resume
             - Linked-in page (please send a request to connect to me by that time, and I will
               review your page online)

History, M.A.

2021-2022 Graduate Revise Program Request

Introduction

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

CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM

Modifications (Check all that apply) *	
☐	Program Name
☑	Track/Concentration
☑	Catalog Description
☐	Degree Name
☐	Program Learning Outcomes
☑	Program Curriculum
☑	Other

If other, please identify.   Admission requirements (dropping GRE requirement for admission)

Desired Effective Semester *   `Fall`

Desired Effective Year *   `2021`

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being <u>rejected</u> and a new proposal will be required.

Please refer to this document for additional information: <u>UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs</u>.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department *　　Department of Art, History, and Philosophy

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Is this a School of Nursing Program?* ○ Yes ● No

Is this a College of Education Program? ○ Yes ● No *

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below.* ● Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program* ● Program
　　　　　　　　　　○ Shared Core

IMPORT curriculum data from the Catalog by clicking　icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name*	History, M.A.

Program ID - DO NOT EDIT*	16

Program Code - DO NOT EDIT	

Program Type*	Master's

Degree Type*	Master of Arts

Program Description*

The Master of Arts program in History guides students in developing familiarity with issues and literature in selected major and minor fields of history; an understanding of the fundamentals of historiography and its variations over time; and skills in historical research, analysis, and writing. The program emphasizes opportunities for both independent and collaborative learning. Areas of particular strength include American History, Southern History, all periods of European History, Comparative Global History, The Atlantic World, Military History, and Public History. We welcome students seeking admission to a doctoral program in history or similar professional studies, a career teaching history in secondary schools or community colleges, work as a professional public historian, or simply a greater understanding of the historical development of our society and the world. We expect our graduates to function effectively as professionals in their chosen fields of history.

Admissions:

For regular admission to the program, a student must ordinarily have a degree in history or a related field with a 3.0 undergraduate GPA.

Three letters of recommendation, a one-two page statement of purpose, a writing sample (minimum of four pages), and official transcripts are also required.

The department of History offers five distinct tracks leading to the MA in History:

The Thesis Track - (please see the list of concentration available for this track listed above) requires twelve hours in a major field, six hours in a minor field, and six thesis hours. Included in the coursework must be at least two courses in World History.

The Public History Track with thesis project - requires twelve hours in public history courses (including HIST 6200: Public History Seminar), nine hours in a history field, and three hours in an internship. Included in the coursework must be at least one course in World History.

The Public History Track with portfolio - requires twelve hours in public history courses (including HIST 6200: Public History Seminar), nine hours in a history field, and three hours in an internship. Included in the coursework must be at least one course in World History.

The Generalist (non-thesis) Track with Exit Exams - requires nine hours in US History, nine hours in World History, two history electives, and written and oral examinations.

The Generalist (non-thesis) Track with Portfolio - requires nine hours in US History, nine hours in World History, two history electives, and an exit portfolio.

All graduate students, regardless of track or concentration, must complete a course in historiography, a course in historical writing, and at least four seminars at the 6000-level. In addition, all students must meet a global and cultural literacy requirement, which is built into each track in the form of world history coursework.

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Prospective Curriculum *

"Core": required courses for all students on all five tracks

HIST 6684 Historiography
HIST 6694 Historical Methods & Writing

Major Field for student on Thesis track or Public History tracks (thesis project and portfolio tracks available)

(students on Public History track with thesis project OR Public History track with Portfolio must have Public History as their major field): Select 4 courses from either the Public History list OR US History list OR World History list below: *Public History students must include HIST 6200 as one of the 4 courses.

Minor Field for students on the Thesis track or Public History track:

Select 3 courses from either US History list OR World History list below. For Public History track, at least one course must be a World History course.

Additional requirements:

Students on Thesis track must take HIST 6699 twice for a total of 6 credits. Students on Public History track with thesis project and Public History track with Portfolio must take HIST 6486 (Internship) for 3 credits. Students on other tracks in the program may take HIST 6486 as a History elective towards the degree.

Generalist track (two track options -- exit exams OR Portfolio)

Select 3 courses from World History list below: Select 3 courses from US History list below: Select 2 electives (any courses in HIST).

World History List

World History List

The following courses count as "World History" for a Major or Minor field in World History for the MA in History (please note that most of the 5000-level courses are not taught regularly):

HIST 5230 War, State, and Society in Early Modern Europe

HIST 5250 The First World War

HIST 5285 Special Topics in European History

HIST 5310 Comparative Slavery and Emancipation

HIST 5385 Special Topics in World History

HIST 5411 European Renaissance in Global Perspective

HIST 5412 The Reformation

HIST 5417 19th Century Europe, 1789-1914

HIST 5418 20th Century Europe

HIST 5419 The Cold War

HIST 5420 The Holocaust

HIST 5421 Mexico Since Independence

HIST 5422 US-Latin American Relations

HIST 5423 Women and Gender in the Ancient World

HIST 5424 Conflict and Interdependence in South Africa

HIST 5430 The Vietnam War

HIST 5432 The Roman Republic

HIST 5433 Introduction to Modern China

HIST 5436 French Revolution - Napoleon

HIST 5437 France Since 1815

HIST 5440 Modern Germany

HIST 5441 Modern Ireland: 1780 to Present

HIST 5443 Introduction to Modern Japan

HIST 5446 Soviet Russia

HIST 6413 The Atlantic World

HIST 6685 Special Problems

HIST 6686 Topics in European History

HIST 6688 Topics in Latin American History

U.S. History List

The following courses count towards the Major and Minor fields in US History for students pursuing the MA in History:

HIST 5451 Colonial America, 1492-1763

HIST 5452 American Revolution, 1763-1783

HIST 5453 The New American Republic, 1783-1815

HIST 5454 Jacksonian America, 1815-1848

HIST 5455 Civil War and Reconstruction

HIST 5461 Environmental History

HIST 5463 American Military History

HIST 5464 American Sports History

HIST 5465 U.S. Society and Culture to 1865

HIST 5466 U.S. Society and Culture Since 1865

HIST 5467 Women in American History to 1890

HIST 5468 Women in American History Since 1890

HIST 5469 The Civil Rights Movement

HIST 5471 The Gilded Age and Progressive Era, 1877-1920

HIST 5472 The Rise of Modern America, 1920-1945

HIST 5473 Recent America: The U.S. Since World War II

HIST 5474 History of Georgia

HIST 5475 Southern Families and Communities

HIST 5476 The Old South

HIST 5477 The New South

HIST 5478 American Religion to 1800

HIST 5479 American Religion Since 1800

HIST 5485 Special Topics

HIST 5505 American Foreign Policy since 1898

HIST 6580 American Foodways

HIST 6687 Topics in United States History

HIST 6689 Topics in Georgia History

Public History List

The following courses count towards the Public History field in the MA in History:

HIST 5400 Introduction to Public History

HIST 5401 Theory and Practice of Oral History

HIST 5402 Introduction to Archival Theory and Practice

HIST 5403 Introduction to Museum Studies

HIST 5404 History of American Architecture

HIST 6201 Archives Arrangement Practicum

HIST 6202 Theory and Method of Material Culture Studies

HIST 6203 Studies and Research Methods in American Folklife

HIST 6301 Administration of Museums and Historic Sites

HIST 6302 Collections Management in Museums

HIST 6303 Education and Interpretation at Museums

HIST 6304 Exhibits at Museums and Historic Sites

HIST 6486 Public History Internship
[Right] (required class for all studnets tking this field!)

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click <u>here</u> for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

In order to delete courses that you are removing the courses from you program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the X and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the X and proceed.

Step 2 - Adding New Courses

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ▼ icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Justification and Assessment

Rationale*	Here is the full list of changes being requested: 1. Drop GRE requirement for admission 2. Replace Foreign Language requirement for the MA with a built-in Global and Cultural Literacy Requirement with no additional coursework 3. Reduce coursework to degree from 36 to 30 credits for all 5 tracks. 4. Arrange degree coursework into 5 tracks that could be easily programmed into WolfWatch, instead of current arrangement of three tracks with infinite numbers of majors and minors. 5. Two of the new proposed tracks require a portfolio as a culminating experience, in recognition of the changing demands of the job market. The proposed modifications are in line with requirements of MA programs in peer institutions. Many MA programs at UWG as well, in fact, have dropped the GRE requirement for admission over the past few years. The replacement of the Foreign Language requirement for the degree with a built-in global and cultural literacy requirement likewise acknowledges that increasingly more students come into the MA program without two years of a foreign language in their undergraduate studies. History offers a very wide variety of courses in World History each semester, allowing students to fulfill this requirement. Finally, the changes to the FL requirement are also part of the effort to reduce the number of credits for the degree from 36, which is in violation of BOR policy, down to 30 credits. The current BOR Policy Manual sections 3.8.1 General and 3.8.5 Masters Degrees state that Master degree programs should not exceed 30 hours. Anything above 30 hours requires approval of the USG chief academic officer.
If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.	

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

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

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking ⊞ in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](), and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as <u>one </u>document.

2.) Assessment Plan

All major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the assessment template from [here]()complete, and upload.

Program Map* ☑ I have attached the Program Map/Sheet.

☐ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☑ I have attached the Assessment Plan.

☐ N/A

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

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

/

MA HISTORY TEMPLATE

Student Learning Outcome	Strategic Plan Connection	Measure	Success Criterion	AY (year)	Criteria Description	Interpretation	Improvement Plan
Student Learning Outcomes (effective 2015): All students who receive the MA in History from the University of West Georgia will be able to:							
Conduct original historical research	SI 1A.1-3	All MA theses completed were assessed on 4-point scale by each student's thesis director. Data collected on a rolling basis, as each student completed the thesis, and each year's results reported as percentages of each score achieved. For graduating students who did not complete the thesis, HIST 6694 (Historical Writing) final paper was used instead, and assessed on 4-point scale by professor from the course.	The department aims to achieve the following targets, at a minimum: 15% of students scoring a 4 (Exemplary), 55% scoring a 3 (Proficient), 20% scoring a 2 (Satisfactory), and 10% scoring a 1 (Unsatisfactory).		A thesis on an original topic is a standard requirement for the MA in History on a thesis track. The department recognizes, however, that while all students will undertake original research for their thesis/thesis essay, the quality of questions asked and research performed varies.	So far, AY 16 has seen a dramatic increase in student completion over AY 2015. Some of this success is likely due to the creation of the new Graduate Writing class, which has aimed to prepare the students better for success in thesis-writing. Furthermore, the department now encourages students who might not be poised for successful completion of the thesis to switch to the non-thesis track as early as possible.	The department would like to improve both the quality and the quantity of the theses being completed. One issue being examined in Spring 2016 is varying requirement of individual advisers in the Thesis Hours course. The hope is that standardizing the minimum requirements for Thesis Hours, if implemented, will further speed up student progress.
Formulate and defend a historical argument in Standard English	SI 1A.1-3	Final paper for HIST 6694 (Historical Writing) is used to assess this LO; paper graded on 4 point scale by course professor, assessment administered every spring semester, and data reported as percentages	The department aims to achieve the following targets, at a minimum: 15% of students scoring a 4 (Exemplary), 55% scoring a 3 (Proficient), 20% scoring a 2 (Satisfactory), and 10% scoring a 1 (Unsatisfactory)		Successful students must receive 8 or above out of 10 on final Historical Writing paper (assessment instrument used)	Results for this learning outcome demonstrate that with proper guidance and special attention to developing writing skills, students are capable of producing a major work of historical writing. A recurring refrain in faculty conversations regarding the assessment of student LO's since 2010 has been a concern over the declining quality of graduate students' writing ability. While there was no writing-centered learning outcome for the MA program at the time, students who came into the program with poor writing skills simply had a higher drop-out rate, as they were unable to complete the program. The numbers	This is a relatively new learning outcome, and so far it seems to have been very helpful, but the course has been offered just twice. When the assessment results from last spring are available this fall, the department will plan for an improvement plan for next spring, when the course will be offered next.
To demonstrate knowledge of historiography and its changes over time	SI 1A.1-3	Final Historiography essay in HIST 6684, administered every fall semester, assessed on a 4 point scale by the professor for the course. Data reported as percentages.	The department aims to achieve the following targets, at a minimum: 15% of students scoring a 4 (Exemplary), 55% scoring a 3 (Proficient), 20% scoring a 2 (Satisfactory), and 10% scoring a 1 (Unsatisfactory)		Historiography is recognized by the department as an essential skill for all students completing the program, and indeed a B in the course is required for graduation.	Results show that overall, almost all students successfully complete this assessment. At the same time, there are usually few high scores, and the department would like to improve the numbers of students showing excellence on this criterion, since it can predict future success on the thesis as well. In order to improve performance, faculty have required the last two iterations of Historiography, that the final paper be submitted at least three weeks before end of term, in order to allow time for revisions. Improvement in student performance shows that this plan is working, and we would like to continue	Preliminary observations show that students have been improving with the changes that we have made with breaking the Historiography paper-writing process into stages. We plan to continue supporting students through this process in guiding them through each stage. Also, we will be incorporating a more thorough Library orientation for in-coming students, which should prepare them better for the complex process of compiling a bibliography for this paper.
Demonstrate knowledge of the theory and practice of public history (for Public History track only)	SI 1D2 and SI 2A3	Grant Proposal assignment administered in Introduction to Public History course, assessed every spring on 4 point scale by course professor; results reported as percentages	The department aims to achieve the following targets, at a minimum: 15% of students scoring a 4 (Exemplary), 55% scoring a 3 (Proficient), 20% scoring a 2 (Satisfactory), and 10% scoring a 1 (Unsatisfactory)			As a whole, students did well. Those who took the option to revise did much better than those who did not. Everyone had the opportunity to revise with feedback from their peers and faculty. Among the weakest areas were a good, thorough project description and budget.	Developing a project idea and writing grants is a difficult process for many first year graduate students. To improve for the next year, we plan to require a draft about mid-way through the semester. Students will present their proposal to their peers, to the faculty instructor, and to the grants officer for Georgia Humanities. Everyone will provide comments to the students, and the instructor will provide more detailed feedback. ALL students will be required to revise their grant proposals to submit the final week of the class. We are hoping that this feedback will help students improve their understanding of the
Demonstrate practical knowledge of a subfield of public history (for Public History track only)	SI 1A3, SI 2A3, SI 3A3, SI 3B2-3, SI 3C3	Internship portfolio, assessed every summer on a 4 point scale by course professor; results reported as percentages	The department aims to achieve the following targets, at a minimum: 15% of students scoring a 4 (Exemplary), 55% scoring a 3 (Proficient), 20% scoring a 2 (Satisfactory), and 10% scoring a 1 (Unsatisfactory)			As a whole, student performance in these more individualized internship learning experiences has been very good. Working one-on-one with an internship sponsor and with the assistance of the internship faculty member, students have the opportunity to undertake a project with plenty of support. Our assessments are based, in part, on the internship sponsor evaluation, and internship sponsors were all very impressed by the student work.	Students perform better in internships in the summer semester, because they have more attention to focus on the project and the internship itself is a more intensive two-month experience. To improve internships in general, we would like to encourage more graduate students to complete their internships during the summer. We do realize that the issue here may be funding; that some students cannot afford to go to school during the summer. We have been working at developing more financial support for graduate students through assistantships and other forms of paid internships.
Student Learning Outcome (up to 2014)							
Student will demonstrate the ability to undertake advanced historical research	Strategic Imperatives 1A3 and 1D3	All MA theses completed were assessed on 4-point scale by each student's thesis director. Data collected on a rolling basis, as each student completed the thesis, and each year's results reported as percentages of each score achieved.	The department aims to achieve the following targets, at a minimum: 15% of students scoring a 4 (Exemplary), 55% scoring a 3 (Proficient), 20% scoring a 2 (Satisfactory), and 10% scoring a 1 (Unsatisfactory)	15% scored 4, 85% scored 3	Publishable or near-publishable quality thesis on an original topic	Only successful theses that are of publishable or near-publishable quality are allowed to proceed to defense stage, so this LO will always have 100% success rate	Results satisfactory for students who complete, but the results hide a story: student completion rates are low, and the department has been working on strategies to reform the program to boost student completion through focusing on skills in which in-coming graduate students are weakest. Learning Outcomes have been revised accordingly, effective fall 2014. New Graduate Writing class added to help students improve research and writing skills.
Student will show basic familiarity with historical literature in major and minor fields of study	Strategic Imperative 1 A 2	Oral Thesis Defense used for thesis students, or Non-thesis Exit exam for non-thesis students, assuring that every single student completing the program was assessed. Grading done by thesis committee director for thesis track, and non-thesis committee director for non-thesis exit exams. Data collected on rolling basis, as each student completed the program. Data reported as percentages.	The department aims to achieve the following targets, at a minimum: 15% of students scoring a 4 (Exemplary), 55% scoring a 3 (Proficient), 20% scoring a 2 (Satisfactory), and 10% scoring a 1 (Unsatisfactory)	46% scored 4, 54% scored 3	Students demonstrate mastery of material from major and minor fields of study, based on coursework taken for MA	Most students successfully complete the defense or exam, but the department is not happy with the instrument used for this assessment.	Assessment instrument deemed unsatisfactory, and thus this learning outcome has been dropped effective fall 2014. Closing out this LO and explanation of changes to the Program LO's effective Fall 2014: LO on mastery of subject matter – in the past, this LO has been assessed as part of the exit oral exam that the department uses for thesis defense. The problem was that student scores on the two LO's (thesis and thesis defense) were largely indistinguishable, and faculty were effectively assessing the same thing on the two learning outcomes. Thus the need was identified to update learning outcomes to indicate more clearly the
Student will demonstrate an understanding of historiography and its permutations over time	Strategic Imperative 1 A 2	Final Historiography essay in HIST 6684, administered every fall semester, assessed on a 4 point scale by the professor for the course. Data reported as percentages.	The department aims to achieve the following targets, at a minimum: 15% of students scoring a 4 (Exemplary), 55% scoring a 3 (Proficient), 20% scoring a 2 (Satisfactory), and 10% scoring a 1 (Unsatisfactory)	53% scored 4, 29% scored 3, 18% scored 1	Successful students must receive 8 or above out of 10 on final historiography paper (assessment instrument used)	Most student successfully complete this criterion, and it is impossible to graduate without completing it, as unsuccessful students must retake the course	Faculty now require the final paper to be written in stages, and provide more guidance and help with this assignment
Student will demonstrate a knowledge of the theory and ethics of public history [for public history concentration]	Strategic Imperatives 2 A 1-2	Portfolio of assignments in Intro to Public History seminar, HIST 6687, graded on a 4 point scale by the course professor. Assessment administered every spring and reported as percentages.	The department aims to achieve the following targets, at a minimum: 15% of students scoring a 4 (Exemplary), 55% scoring a 3 (Proficient), 20% scoring a 2 (Satisfactory), and 10% scoring a 1 (Unsatisfactory)	No data collected	Successful students demonstrate mastery of theory and ethics of public history, thus showing preparedness for working in their field	Most students successfully complete this LO, and any students who are unsuccessful must retake the class	Offer the Public History course as a graduate student only seminar, instead of as a cross-listed undergrad/grad course
Student will demonstrate knowledge of the standards and practices for at least two fields in public history [for public history concentration]	SI's 1 D 2 and 2 A 3	Public History Internship course, HIST 6686, assessed each semester, since students can take the course any semester. Thus every Public History student fulfills this criterion once. Performance in the practical portions of the internship assessed by course professor on a 4-point scale, and reported as percentages.	The department aims to achieve the following targets, at a minimum: 15% of students scoring a 4 (Exemplary), 55% scoring a 3 (Proficient), 20% scoring a 2 (Satisfactory), and 10% scoring a 1 (Unsatisfactory)	38% scored 4, 54% scored 3, and 8% scored 1	Successful completion of internship amounts to professional preparation for work in the field of public history	Most students successfully complete this LO, and any students who are unsuccessful must retake the class	Encourage students to complete the Internship over the summer, when they can focus exclusively on it

2021 Program Map – MA HIST
Generalist Track

YEAR 1

TERM 1

Course	Credits
Historiography (HIST 6684)	3
US Field Course	3
World Field Course	3
SEMESTER TOTAL	9

Milestones

- Pass all courses with a B or higher
- Choose exam committee chair
- Earn 9 credit hours

TERM 2

Course	Credits
Graduate Methods and Writing (HIST 6694)	3
US Field Course	3
World Field Course	3
SEMESTER TOTAL	9

Milestones

- Pass all courses with a B or higher
- Choose exam committee
- Earn 9 credit hours
- Submit exam paper proposal to committee and receive approval

YEAR 2

TERM 1

Course	Credits
US Field Course	3
World Field Course	3
SEMESTER TOTAL	6

Milestones

- Pass all courses with a B or higher
- Receive exam book list from committee
- Earn 6 credit hours

TERM 2

Course	Credits
Elective	3
Elective	3
SEMESTER TOTAL	6

Milestones

- Pass all courses with a B or higher
- Successfully pass comprehensive examinations
- Earn 6 credit hours

2021 Program Map – MA HIST
Generalist Track

YEAR 1				

YEAR 1

TERM 1			TERM 2	
Course	**Credits**		**Course**	**Credits**
Historiography (HIST 6684)	3		Graduate Methods and Writing (HIST 6694)	3
US Field Course	3		US Field Course	3
World Field Course	3		World Field Course	3
SEMESTER TOTAL	9		SEMESTER TOTAL	9

Milestones	**Milestones**
• Pass all courses with a B or higher • Choose exam committee chair • Earn 9 credit hours	• Pass all courses with a B or higher • Choose exam committee • Earn 9 credit hours • Begin work on portfolio

YEAR 2

TERM 1			TERM 2	
Course	**Credits**		**Course**	**Credits**
US Field Course	3		Elective	3
World Field Course	3		Elective	3
SEMESTER TOTAL	6		SEMESTER TOTAL	6

Milestones	**Milestones**
• Pass all courses with a B or higher • Continue work on portfolio • Earn 6 credit hours	• Pass all courses with a B or higher • Successfully complete and defend portfolio • Earn 6 credit hours

2021 - 2022 Program Map – MA HIST
Public History Track with Portfolio

YEAR 1

TERM 1

Course	Credits
Historiography (HIST 6684)	3
Public History Course	3
History Field Course	3
SEMESTER TOTAL	9

Milestones

- Pass all courses with a B or higher
- Earn 9 credit hours

TERM 2

Course	Credits
Public History Seminar (HIST ????)	3
Public History Course	3
History Field Course	3
SEMESTER TOTAL	9

Milestones

- Pass all courses with a B or higher
- Begin work on portfolio
- Earn 9 credit hours

YEAR 2

TERM 1

Course	Credits
Public History Internship	3
World History Course	3
SEMESTER TOTAL	6

Milestones

- Pass all courses with a B or higher
- Continue work on portfolio
- Earn 6 credit hours

TERM 2

Course	Credits
Graduate Methods and Writing (HIST 6694)	3
Public History Course	3
SEMESTER TOTAL	6

Milestones

- Pass all courses with a B or higher
- Successfully complete and defend portfolio
- Earn 6 credit hours

2021 - 2022 Program Map – MA HIST
Public History Track with Thesis Project

YEAR 1

TERM 1

Course	Credits
Historiography (HIST 6684)	3
Public History Course	3
History Field Course	3
SEMESTER TOTAL	9

Milestones

- Pass all courses with a B or higher
- Earn 9 credit hours

TERM 2

Course	Credits
Public History Seminar (HIST 6200)	3
Public History Course	3
History Field Course	3
SEMESTER TOTAL	9

Milestones

- Pass all courses with a B or higher
- Choose Thesis committee chair and committee
- Earn 9 credit hours
- Submit thesis prospectus to committee

YEAR 2

TERM 1

Course	Credits
Public History Internship	3
World History Course	3
SEMESTER TOTAL	6

Milestones

- Pass all courses with a B or higher
- Prepare and receive approval on thesis prospectus
- Earn 6 credit hours

TERM 2

Course	Credits
Graduate Methods and Writing (HIST 6694)	3
Public History Course	3
SEMESTER TOTAL	6

Milestones

- Pass all courses with a B or higher
- Successfully defend and upload thesis to ProQuest
- Earn 6 credit hours

2021 - 2022 Program Map – MA HIST
Thesis Track

YEAR 1

TERM 1				TERM 2	
Course	**Credits**			**Course**	**Credits**
Historiography (HIST 6684)	3			Graduate Methods and Writing (HIST 6694)	3
Major Field Course	3			Major Field Course	3
Minor Field Course	3			Major Field Course	3
(one of the above is World History course)					
SEMESTER TOTAL	9			SEMESTER TOTAL	9

Milestones	**Milestones**
- Pass all courses with a B or higher - Choose thesis committee chair - Earn 9 credit hours	- Pass all courses with a B or higher - Choose Thesis committee - Earn 9 credit hours - Submit thesis prospectus to committee

YEAR 2

TERM 1				TERM 2	
Course	**Credits**			**Course**	**Credits**
Major Field Course	3			Thesis (HIST 6699)	3
Minor Field course	3			Thesis (HIST 6699)	3
(one of the above is World History course)					
SEMESTER TOTAL	6			SEMESTER TOTAL	6

Milestones	**Milestones**
- Pass all courses with a B or higher - Receive approval on thesis prospectus - Earn 6 credit hours	- Pass all courses with a B or higher - Successfully defend and upload thesis to ProQuest - Earn 6 credit hours

Dyslexia Endorsement

2021-2022 Graduate New Program Request

General Information

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

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

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

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

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

Desired Effective Semester* | Fall

Desired Effective Year* | 2021

Program Type*
- ○ Degree Program
- ○ Embedded Certificate
- ○ Stand-Along Certificate
- ○ Minor
- ● Endorsement

If embedded, please list the parent program.

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being <u>rejected</u> and a new proposal will be required.

Please refer to this document for additional information: <u>UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs</u>.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* | College of Education | Department of Literacy and Special Education

Is this a School of Nursing Program?* ○ Yes ● No

Is this a College of Education Program?* ● Yes ○ No

Program Information

Program Name* Dyslexia Endorsement

Degree Type* | Endorsement

Program Description* The Dyslexia Endorsement program prepares individuals to recognize the characteristics of dyslexia and support students with dyslexia in the classroom setting. The coursework provides a multi-discipline approach from three perspectives: literacy education, special education, and speech-language pathology. The endorsement is comprised of three courses (9 credit hours): READ 7263, SLPA 7720, and SPED 6500.

Program Location* | Online

Status* ● Active-Visible ○ Inactive-Hidden

How will the proposed program be delivered?* ☐ Face-to-Face ☑ Online Only ☐ Hybrid

Curriculum Information

Select *Program* below, unless creating an Acalog *Shared Core*.

Type of Program* ◉ Program
○ Shared Core

PROGRAM CURRICULUM

This section allows departments to create the curriculum schema for the program which will feed directly to the catalog. Please click **here** for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the new program curriculum.

Step 1 - Adding Courses to the Program

In order to build or edit a program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

> If this new program proposal includes the UWG Undergraduate General Education Curriculum, scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia General Education Requirements."
> For courses already in the catalog, click on "Import Course" and find the courses needed. You can select multiple courses at one time.
>   For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number, and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 2 - Adding Courses to the Curriculum Schema

Next, to add cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) click on ☰ "View Curriculum Schema." Click add core and title it appropriately. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add.

Prospective Curriculum*

Admission Requirements

· Undergraduate degree with overall GPA of 3.0 or higher · A level four (4) or higher renewable professional certificate in any teaching, service or leadership field OR a level four (4) or higher Five-Year Induction certificate in any teaching field OR equivalent certificate from another state

Dyslexia Endorsement Courses

READ 7263 Comprehensive Language and Literacy Assessments and Interventions

SLPA 7720 Language Disorders and Literacy

SPED 6500 Dyslexia: Methods and Instructional Strategies

Justification and Assessment

Rationale* To meet Georgia Senate Bill 48, which Governor Kemp signed into law, this graduate endorsement program will prepare Georgia educators to recognize the characteristics of dyslexia and support students with dyslexia in the classroom setting. The coursework provides a multi-discipline approach from three perspectives: literacy education, special education, and speech-language pathology.The endorsement is comprised of 3 courses (9 hours): READ 7263 (already exists), SLPA 7720 (already exists), and SPED 6500 (new course). The endorsement can be completed either stand-alone or embedded within another graduate program in the College of Education.

Program Learning Outcomes - Please provide PLOs in a numbered list format.*

1. Knowledge of Foundations of Literacy Acquisition

2. Knowledge of Diverse Reading Profiles, Including Dyslexia

3. Demonstrate Structured Literacy Instruction

4. Demonstrate ability to Assess Students.

5. Demonstrate Professional Dispositions and Practices

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

Check all that apply to this program*	☐ Significant departure from previously approved programs
	☐ New instructional site at which more than 50% of program is offered
	☑ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking ⊕ in the top right corner.

1.) USGBOR One Step Proposal

The one-step new academic program proposal combines elements of the previous two-stage process into "one-step" for a more accelerated review of final, new program proposals submitted by university system institutions. The one-step proposal requires institutions to provide prioritized academic programs that demonstrate a clear need (and separately demand) for the areas served by the college or university. Programs may be directly tied to state economic development efforts, other initiatives, and may follow disciplinary changes and norms. The one-step new academic program proposal requires that institutions provide evidence that the proposed degree and/or major meets various needs and does not warrant unnecessary program duplication.

2.) Program Map and/or Program Sheet

For advising purposes, all new programs must include program map. Please download the program map template from [here](#), and upload.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the [Academic Assessment Plan/Reporting template](#) and attach to this proposal.

4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map template](#) and attach to this proposal.

Program Map*	☑ I have attached the Program Map.

USGBOR One Step Proposal*	☐ I have attached the USGBOR One Step Proposal.
	☑ N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).

Assessment Plan*	☐ I have attached the Assessment Plan.
	☑ N/A - Assessment Plan is not required (minor is a part of an existing major).

| Curriculum Map Assessment* | ☑ I have attached the Curriculum Map. |

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

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

/

Student Name:		Student ID#:

University of West Georgia
Program: Dyslexia Endorsement

Course Prefix and Number	Course Title	Credit hours	Semester	Grade
READ 7263	Comprehensive Language and Literacy Assessments and Interventions	3		
SLPA 7720	Language Disorders and Literacy	3		
SPED 6500	Dyslexia: Methods and Instructional Strategies	3		
TOTAL		**9**		

Notes:
1. This endorsement is restricted to candidates fully admitted to the endorsement or to another graduate program in the College of Education.
2. To be eligible for the professional Dyslexia Endorsement, candidates must hold a level four (4) or higher renewable professional certificate in any teaching, service or leadership field. To be eligible for the Five-Year Induction Dyslexia Endorsement, the applicant must hold a level four (4) or higher Five-Year Induction certificate in any teaching field.

Student Signature:	Student E-mail:
Student Phone:	Student Mailing Address:
Approved (Advisor Signature):	Approved (Departmental Signature):
Date:	Date:

CURRICULUM MAPPING TEMPLATE

			PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
DEPARTMENT: Literacy & Special Education			Foundations of Literacy Acquisition	Knowledge of Diverse Reading Profiles, Including Dyslexia	Assessment	Sturctured Literacy Instruction	Professional Dispostions and Practices
PROGRAM: Dyslexia Endorsement	**COURSES**						
	1	READ 7263 - A	M	M	M	M	
	2	SPED 6500 - A	M	M	M	M	M
	3	SLPA 7720 - A	M	M	M	M	
INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.	4						
	5						
	6						
	7						
REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.	8						
	9						
	10						
	11						
	12						
MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.	13						
	14						
	15						
	16						
	17						
	18						
	19						
**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.	20						
	21						
	22						

SPED - 6500 - Dyslexia: Methods and Instructional Strategies

2021-2022 Graduate New Course Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester* [Summer]

Desired Effective Year* [2022]

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* [College of Education] [Department of Literacy and Special Education]

Is this a School of Nursing or ⚪ Yes ⚫ No

Is this a College of ⚫ Y... ⚪ N...

University College course?**

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

Course Information

Course Prefix＊ `SPED`

Course Number＊ 6500

Course Title＊ Dyslexia: Methods and Instructional Strategies

Course Type＊ `Special Education`

Catalog Course Description＊ This course entails the study and application of curriculum, methods, classroom organization, and management for students who are struggling readers and/or have diagnosis of high incidence disabilities; specifically, in literacy (reading, writing, English Language Arts).

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?＊ ☐ Yes ☑ No

Lec Hrs＊ 3

Lab Hrs＊ 0

Credit Hrs＊ 3

Can a student take this course multiple times, each attempt counting separately toward graduation? ＊ ☐ Yes ☑ No

If yes, indicate maximum number of credit hours counted toward graduation.＊ 0

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites None

Concurrent Prerequisites None

Corequisites None

Cross-listing None

| **Restrictions** | Admitted to the Dyslexia Endorsement program or a graduate program within the College of Education. Possess a level four (4) or higher renewable professional certificate in any teaching, service, or leadership field; or Five-Year Induction certificate in any teaching field. |

Status* ● Active-Visible ○ Inactive-Hidden

| **Frequency - How many semesters per year will this course be offered?** | 3 | | **Grading*** | Graduate Standard Letter |

Type of Delivery (Select all that apply)*

☐ Carrollton or Newnan Campus: Face-to-Face

☐ Entirely Online

☐ Hybrid

☑ Fully Online

Justification and Assessment

What is the rationale for adding this course?* This new course is part of the 3-course (9 hour) Dyslexia Endorsement proposal currently submitted in Curriculog.

The Dyslexia Endorsement program prepares individuals to recognize the characteristics of dyslexia and support students with dyslexia in the classroom setting. The coursework provides a multi-discipline approach from three perspectives: literacy education, special education, and speech-language pathology.

Student Learning Outcomes*	Students will:
	1. demonstrate the application of knowledge to learning and teaching strategies for dyslexia, including differentiation of instruction and content enhancement strategies, that apply to enhancing thinking, listening, vocabulary development, reading, writing and content areas (Bos & Vaughn, 2006; Flexer et al., 2005; Gallagher, 2000; Henley et al., 2002; Olson & Platt, 2004; Schloss et al., 2007; Smith et al., 2006) (Standards: CEC* 2, 3, 5; IDA** 1-2, 4; INTASC*** 3, 7, 8)
	2. evaluate, select, adapt, and develop materials for diverse reading profiles, including dyslexia for academic, functional, and social areas in grades k-12 based upon principles of best practice, research, and results of standardized and criterion referenced/curriculum-based assessment instruments, as well as other sources of pupil information (Bos & Vaughn, 2006; Brolin, 2004; Greene & Kochhar, 2003; Henley et al., 2002; Gallagher, 2000; Olson & Platt, 2004; Schloss et al., 2007, Smith et al., 2006) (Standards: CEC 1-5,7; IDA 1,3,5; INTASC 1-8)
	3. demonstrate knowledge of instructional strategies, curriculum, and materials in the areas of listening, oral language, written language, basic reading skill, and reading comprehension (Polloway, Patton, Serna, & Bailey, 2013) (Standards: CEC 1-5; IDA 1,4; INTASC 1-8)
	4. demonstrate understanding of current research in the areas of reading assessment (Polloway, Patton, Serna, & Bailey, 2013) (Standards: CEC 6; IDA 3; INTASC 9)
	5. identify ways in which technology can assist with planning and managing the teaching and learning environment by using this tool to accomplish instructional objectives and integrating it into the instructional process. (Heide & Henderson, 1994) (Standards: CEC 1, 5; IDA 4; INTASC 1, 2, 8)

<u>**REQUIRED ATTACHMENTS**</u>

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus*	⊙ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	⊙ Library Resources are Adequate
	◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	15 - 20

Will this course have special fees or tuition required?* ☐ Yes ☑ No	If yes, what will the fee be?* na

Fee Justification

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Demo Course

SPED-6500 Dyslexia: Methods and Instructional Strategies

Fall 2020 Section Demo Section 3 Credits 06/06/2019 to 06/06/2020 Modified 06/16/2020

Description

This course entails the study and application of curriculum, methods, classroom organization, and management for students who are struggling readers and/or have diagnosis of high incidence disabilities; specifically, in literacy (reading, writing, English Language Arts).

This section is imported from Banner. This field cannot be edited.

Contact Information

Meeting Times

This course is offered 100% online.

Materials

Tk20 Subscription (available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.)

**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.

Required Text(s) Bursuck, W. D., & Damer, M. (2014). *Teaching reading to students who are at risk or have disabilities: A multi-tier, RTI approach (3rd Edition)*. Pearson Higher Ed.

Outcomes

Students will:

1. *demonstrate the application of knowledge to learning and teaching strategies for dyslexia, including differentiation of instruction and content enhancement strategies, that apply to enhancing thinking, listening, vocabulary development, reading, writing and content areas* (Bos & Vaughn, 2006; Flexer et al., 2005; Gallagher, 2000; Henley et al., 2002; Olson & Platt, 2004; Schloss et al., 2007; Smith et al., 2006)
(Conceptual Framework Descriptors: Decisive, Adaptive, Culturally Sensitive, Knowledgeable, Inquisitive, Proactive) (Standards: CEC* 2, 3, 5; IDA** 1-2, 4; INTASC*** 3, 7, 8)

2. *evaluate materials for diverse reading profiles, including dyslexia for academic, functional, and social areas in grades k-12 based upon principles of best practice, research, and results of standardized and criterion referenced/curriculum-based assessment instruments, as well as other sources of pupil information* (Bos & Vaughn, 2006; Brolin, 2004; Greene & Kochhar, 2003; Henley et al., 2002; Gallagher, 2000; Olson & Platt, 2004; Schloss et al., 2007, Smith et al., 2006)(Conceptual Framework Descriptors: Decisive, Adaptive, Culturally Sensitive, Knowledgeable, Leading)
(Standards: CEC 1-5,7; IDA 1,3,5; INTASC 1-8)

3. *develop and adapt materials for diverse reading profiles, including dyslexia for academic, functional, and social areas in grades k-12 based upon principles of best practice, research, and results of standardized and criterion referenced/curriculum-based assessment instruments, as well as other sources of pupil information* (Bos & Vaughn, 2006; Brolin, 2004; Greene & Kochhar, 2003; Henley et al., 2002; Gallagher, 2000; Olson & Platt, 2004; Schloss et al., 2007, Smith et al., 2006)(Conceptual Framework Descriptors: Decisive, Adaptive, Culturally Sensitive, Knowledgeable, Leading)
(Standards: CEC 1-5,7; IDA 1,3,5; INTASC 1-8)

4. *demonstrate knowledge of instructional strategies, curriculum, and materials in the areas of listening, oral language, written language, basic reading skill, and reading comprehension* (Polloway, Patton, Serna, & Bailey, 2013) (Conceptual Framework Descriptor: Inquisitive, Knowledgeable)
(Standards: CEC 1-5; IDA 1,4; INTASC 1-8)

5. *demonstrate understanding of current research in the areas of reading assessment* (Polloway, Patton, Serna, & Bailey, 2013) (Conceptual Framework Descriptors: Inquisitive, Adaptive, Knowledgeable)
(Standards: CEC 6; IDA 3; INTASC 9)

6. *identify ways in which technology can assist with planning and managing the teaching and learning environment by using this tool to accomplish instructional objectives and integrating it into the instructional process.* (Heide & Henderson, 1994) Conceptual Framework Descriptors: Adaptive, Knowledgeable)
Standards: CEC 1, 5; IDA 4; INTASC 1, 2, 8)

* CEC refers to the seven standards of the Council for Exceptional Children.

** IDA refers to the five standards of the International Dyslexia Association.

***INTASC refers to the principles of the Interstate New Teacher Assessment and Support Consortium.

Evaluation

Grading

Please include your grading scale, such as:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70% OR less than 75% on the Lesson Plan

Assignment	Course Objective(s) / Key Assessment	Points	Assessment Tools	Submit via:	Due Date
Orientation Module		5	Checklist	Discussion	See class outline
Quizzes	Objectives 1-5	10@ 7 = 70	Percentage	Quizzes	Due on Sunday's at midnight
Discussions	Objectives 1 -5	5 @ 6 = 30	Rubric	Discussion	Due dates are – see class outline
Research Activities	Objectives 1, 2 & 4	10@2 =20	Rubric	Dropbox	(M/D)
Lesson Plan Project	Objectives 1 -5	20	Rubric	Dropbox	(M/D)
Final Exam	Objectives 1-5	30	Percentage	Quizzes	(M/D)
Total Possible Points		175			

Assignments

1. **Introduction Module (5 points):** Students will be expected to complete an online introduction module designed to acclimate students to online instruction. Student introductions are designed to develop a culture of collaboration and support among students and faculty to enhance online learning to the greatest extent possible. **The initial post is due Friday (M/D). Two responses will be due by Sunday (M/D) at midnight.**

2. **Quizzes (10 points each for a total of 70 points):** Students are expected to complete all online quizzes and discussions in a timely manner. Late submissions of online quizzes will not be accepted. **Quizzes will always be due Sunday's at midnight.** (Objectives 1-5).

3. **Discussion Posts (5 points each for a total of 30):** Students will be asked to contribute to discussion posts in two ways. Three of the five points will go towards your posting and the other two points will go towards your two responses. I want you to think critically about what you are posting as well as respond critically and thoughtfully to

classmates' posts. **The first discussion post will always be due the Friday of each week by midnight. The two responses will be due by Sunday of that week by midnight.** (Objectives 1-5).

- There will be 6 discussion post prompts throughout the semester. Students will write their original post and respond to a minimum of 2 others.

4. **Research Activities (10 points each for a total of 20 points):** Students will be asked to demonstrate their understanding of current research by responding to learning prompts on a variety of topics. (Objectives 1,2 & 4).

5. **Lesson Plan Project (20 points)** *Key Assessment***:** Students will design and submit a lesson plan that reflects an understanding of differentiated assessment and instruction designed to support diverse learners in the inclusive classroom. The content area should focus on reading and students may choose the grade level for this assignment. Specific directions will be posted online. (Objectives 1-5) **Due (D/M).**

   This assignment is a required artifact for all Advanced degree programs in the special education program and must be completed and uploaded into Tk20. **You must earn at least a 70% (14 points) to pass this assignment. You must pass the artifact to pass the course.** Additional information is in D2L.

6. **Final Exam:** You will be required to take a final exam at the end of the course. The exam will be online and it will be timed. You must complete the exam in CourseDen by the assigned date in order to receive credit. (Objectives 1-5)

Ungraded Activities

Sound Card I – Students will be provided with 44 phonic cards through CourseDen. Each card will have one of the phonic English sounds. Students are required to learn all 44 sounds. Students are required to create a video or audio file rehearsing each sound.

Sound Card II – Students will be provided with a second set of phonics cards on CourseDen. The sounds cards have the most common letter-sounds, letter-sound combinations, digraphs, blends, and affixes. Students are required to create a video or audio file rehearsing each sound.

DIBLES Assessment – See CourseDen

Schedule

Date	Topic/Reading	Assignment Name & Due Date**
Module 1	Introductions, Overview of Course Syllabus & Assignments	Module 1 Orientation (Introductions) Syllabus Quiz **All module activities are due by 11:59pm on the last day of each module.*
Module 2	Introduction to Systematic, Explicit Reading Instruction Ch.1 Bursuck & Damer	Discussion Post 1: Defend or Refute the following argument: *Virtually all human beings learn to speak without being taught. Yet, we all need to be taught how to read. Since phonemic awareness and phonics are critical skills in learning to read, explicit instruction in phonemic awareness and phonics should be required in all PreK and kindergarten classes.* **Chapter 1 Quiz**
Module 3	**Understanding Dyslexia**	RA: Dyslexia Activity- Find, read, and print off an article of choice from dyslexia website www.interdys.org In a word document, write five details of importance that explain the key ideas from each article. (Can be a list, bullet points, or even in paragraph form) From those articles, and the article you found from intedys.com create a working definition of dyslexia. If you have personal experience with dyslexia, either yourself or someone you know, you can use that experience to help with your definition of dyslexia. Finally, write down a minimum of two questions that you still have about dyslexia, teaching students with dyslexia, how to diagnose dyslexia, etc.

Date	Topic/Reading	Assignment Name & Due Date**
Module 4	**Phonemic Awareness** Ch.2 Bursuck & Damer	**Chapter 2 Quiz** Sound Card I Activity
Module 5	**Alphabetic Principle** Ch.3 Bursuck & Damer	**Chapter 3 Quiz** Sound Card II Activity
Module 6	**Advanced Word Reading** Ch.4 Bursuck & Damer	**Chapter 4 Quiz** Discussion Post 2: Read the Archer et al. (2003) article cited on page 147 in your text. Summarize what they identify as the differences between using syllables and meaningful parts to teach advanced word reading skills. Indicate whether there is research evidence to justify using one method over the other.
Module 7	**Assessment and Progress Monitoring**	DIBLES Activity (see CourseDen)
Module 8	**Reading Fluency** Ch.5 Bursuck & Damer	**Chapter 5 Quiz** Discussion Post 3: Summarize the relationship between reading fluency and comprehension as explained in: Chard, D.J., Pikulski, J.J., & McDonagh, S.H. (2011). Fluency: The link between decoding and comprehension for struggling readers. In T. Rasinski, C. Blachowicz, & K. Lems (Eds.), *Fluency instruction: research –based practices, (2nd ed),* (pp. 90-113). New York: Guilford Press.

Date	Topic/Reading	Assignment Name & Due Date**
Module 9	**Vocabulary** Ch.6 Bursuck & Damer	**Chapter 6 Quiz** Discussion Post 4: *Select one of the below prompts:* Think about when they took a foreign language and describe what methods you found helpful to learn and remember new vocabulary and what methods you did not find helpful. Answer the following question: "When you are reading a textbook for a course, what strategies do you use when you read a new word that you don't know the meaning of?"
Module 10	What Works Clearing House	RA: Go to Find What Works website via this link http://ies.ed.gov/ncee/wwc/findwhatworks.aspx 1. Do an intervention search by clicking the "Reading/Writing", "Literacy", or Early Childhood Education" box under Outcome Domains 2. Select your choice of Grade. Select "General Education" under Population. Leave Effectiveness blank. Do one search selecting "Small" or "Med to Large" under Evidence 3. Read the information on one intervention program from your search,. Create a quick outline and submit a page describe what you like about the assessment and why you would select for your future classroom.

Date	Topic/Reading	Assignment Name & Due Date**
Module 11	**UWG Spring Break – No Class**	
Module 12	**Reading Comprehension** Ch.7 Bursuck & Damer	**Chapter 7 Quiz**
Module 13	**Assessing Writing and Spelling** Vaughn and Bos (2015)	**Work on Lesson Pan**
Module 14	**Technology Based Reading Programs**	Discussion Post 5: Discussion Post: Websites and Apps activity. Determine criteria for good websites and apps. Find one website/app that meets most of your criteria to share. Go to 2 other students' websites/apps and play around. Comment.
Module 15	Prepare for Final Examination	Lesson Plan (D/M)
Module 16	Final Examination	Due Date (D/M)

Course Policies and Resources

APA Style

Work completed for this class must be correct (not detract from content) in mechanics (e.g., spelling, grammar, punctuation). The 6th edition of the Style Manual of the American Psychological Association will be considered the authoritative source related to mechanics. Points will be subtracted for inadequate work. Assignments prepared for this class should be word-processed unless otherwise indicated. NOTE: All assignments are to be turned in to the appropriate CourseDen/Tk20 site.

Person-First Language

Language that is consistent with IDEA and emphasizes people more than disabilities ("people-first" language) is to be used on assignments. For example, we say "students with disabilities" rather than "disabled students". Points will be subtracted for inappropriate work.

Late work

Assignments will be considered late if they are not turned in by the assigned due date listed in the Class Outline at the end of the syllabus. **All assignments that are submitted after the assigned due date and time will receive a point deduction of 20% off per calendar day. All quizzes completed after the assigned due date and time will receive 0 points. All discussion posts that are made after the assigned due date and time will receive 0 points.** In extenuating circumstances, an extension on due dates may be granted to individual students by the instructor, but ONLY when it is requested at least two days prior to the due date indicated on the syllabus. If an extension is not granted at least two days prior to the due date, all late assignments are subject to the late work policy. If you have any unforeseen circumstances that prevent you from doing your work, please contact me as soon as possible!

College Policies

This information will be imported from the College/School template associated with your course. This field cannot be edited.

Institutional Policies

This information will be imported from the Institutional template associated with your course. This field cannot be edited.

Academic Support

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

Center for Academic Success: The Center for Academic Success (http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

University Writing Center: The University Writing Center (https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the UWG Online (https://uwgonline.westga.edu/) site.

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php).

If a student is experiencing distress and needs help, please see the resources available at the UWG Cares

(http://www.westga.edu/UWGCares/) site. Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

Honor Code

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

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses.
The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the Student Handbook (https://www.westga.edu/administration/vpsa/handbook-code-ofconduct.php).

UWG Email Policy

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

Credit Hour Policy

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information# (http://www.usg.edu/hb280/additional_information)

You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus-carry.php (https://www.westga.edu/police/campus-carry.php)

Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services. To report a concern anonymously, please go to UWGcares.

Additional Items

Pedagogy-Only Teaching Certification for Secondary Education

2021-2022 Graduate New Program Request

General Information

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

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

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester* | Fall

Desired Effective Year* | 2022

Program Type*
- ◯ Degree Program
- ◯ Embedded Certificate
- ◯ Stand-Alone Certificate
- ◯ Minor
- ◯ Endorsement
- ⦿ Educator Certification

If embedded, please list the parent program.

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being <u>rejected</u> and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department* Department of Early Childhood through Secondary Education

Is this a School of Nursing Program?* ○ Yes ● No

Is this a College of Education Program?* ● Yes ○ No

Program Information

Program Name* Pedagogy-Only Teaching Certification for Secondary Education

Degree Type* Educator Certification

Program Description* This pedagogy-only secondary education Georgia Educator License program is for students who have already completed a graduate degree in a certification field OR are currently enrolled in a UWG graduate degree program in a certification field. Certification concentration fields in Secondary Education include: Biology, Broad Field Science, Business Education, Chemistry, Economics, English, History, Mathematics, Physics, and Political Science.

Program Location* Carrollton

Status* ● Active-Visible ○ Inactive-Hidden

How will the proposed program be delivered?* ☐ Face-to-Face

☐ Online Only

☑ Hybrid

Curriculum Information

Select *Program* below, unless creating an Acalog *Shared Core*.

Type of Program*	⦿ Program
	○ Shared Core

PROGRAM CURRICULUM

This section allows departments to create the curriculum schema for the program which will feed directly to the catalog. Please click here for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the new program curriculum.

Step 1 - Adding Courses to the Program

In order to build or edit a program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

> **If this new program proposal includes the UWG Undergraduate General Education Curriculum, scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia General Education Requirements."**
> **For courses already in the catalog, click on "Import Course" and find the courses needed. You can select multiple courses at one time.**
> **For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number, and Course Title.**

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 2 - Adding Courses to the Curriculum Schema

Next, to add cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) click on ☰ "View Curriculum Schema." Click add core and title it appropriately. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add.

Prospective Curriculum*

Admission Requirements

Applicants must: - Hold an earned graduate degree, or be enrolled in a UWG graduate degree program, in one of the areas of secondary certification. - Have a 2.7 overall GPA from last conferred degree. - Pass or exempt the GACE Program Admission Assessment (formerly GACE Basic Skills). Exemption options are: · SAT exemptions on score reports dated PRIOR to 7/1/19: minimum combined Critical Reading/Verbal and Mathematics score of 1000 OR Evidence Based Reading/Writing and Mathematics (from new SAT administered March 2016 forward) score of 1000 · SAT exemptions on score reports dated ON or AFTER 7/1/19: minimum combined Evidence Based Reading/Writing and Mathematics score of 1080 · GRE exemption: minimum combined verbal and quantitative score of 297 · ACT exemption: minimum combined English and mathematics score of 43 · GRE exemption: minimum combined Verbal and Quantitative score of 297 (1030 if prior to 8/1/2011) - Pass the GACE Content Assessment in the appropriate field - Pass the GACE Educator Ethics Assessment (Test # 360)

Professional Education Foundation

15 credits total: all courses are required.

CEPD 6101 Psychology of Classroom Learning
EDRS 6342 School and Classroom Assessment
MEDT 6401 Instructional Technology
SEED 6111 Introduction to the Secondary School Field Experience
SEED 7291 Classroom Instruction and Management
SEED 7291L Classroom Instruction and Management Lab
SPED 6706 Special Education in the Regular Classroom

Pedagogical Content Courses

3 credits total: SEED 6260 and the Strategies course that corresponds to the subject area of certification are required.

SEED 6260 Instructional Strategies in Secondary Schools Laboratory
SEED 6261 Instructional Strategies for English Education in Secondary Schools
SEED 6262 Instructional Strategies for

Social Studies Education in Secondary Schools

SEED 6263 Instructional Strategies for Science Education in Secondary Schools

SEED 6264 Instructional Strategies for Math Education in Secondary Schools

SEED 6265 Instructional Strategies for Business Education in Secondary Schools

Internship

6 credits total: both courses are required.

SEED 7288 Teaching Internship
SEED 7289 Teaching Internship Seminar

Comprehensive Examination

0-credit course is required.

SEED 6200 Comprehensive Exam for the Master of Education

Justification and Assessment

Rationale* This program is an alternative to earning a graduate degree with embedded certification through the secondary education Master of Arts in Teaching program. This certification-only program has been approved by the Georgia Professional Standards Commission for educators; see attached site visit approval letter.

Program Learning Outcomes - Please provide PLOs in a numbered list format. *	1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students. 2. The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development. 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. 4. The teacher understands and uses a variety of instructional strategies to encourage students. 5. The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation. 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. 8. The teacher understands and uses formal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. 9. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students.

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

Check all that apply to this program *	☐ Significant departure from previously approved programs ☐ New instructional site at which more than 50% of program is offered ☑ None of these apply

SACSCOC Comments	

<u>REQUIRED ATTACHMENTS</u>

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking ⊞ in the top right corner.

1.) USGBOR One Step Proposal

The one-step new academic program proposal combines elements of the previous two-stage process into "one-step" for a more accelerated review of final, new program proposals submitted by university system institutions. The one-step proposal requires institutions to provide prioritized academic programs that demonstrate a clear need (and separately demand) for the areas served by the college or university. Programs may be directly tied to state economic development efforts, other initiatives, and may follow disciplinary changes and norms. The one-step new academic program proposal requires that institutions provide evidence that the proposed degree and/or major meets various needs and does not warrant unnecessary program duplication.

2.) Program Map and/or Program Sheet

For advising purposes, all new programs must include program map. Please download the program map template from <u>here</u>, and upload.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the <u>Academic Assessment Plan/Reporting template</u> and attach to this proposal.

4.) Curriculum Map Assessment

Please download the <u>Curriculum and Assessment Map template</u> and attach to this proposal.

Program Map*	☑ I have attached the Program Map.

USGBOR One Step Proposal*	☐ I have attached the USGBOR One Step Proposal.
	☑ N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).

Assessment Plan*	☑ I have attached the Assessment Plan.
	☐ N/A - Assessment Plan is not required (minor is a part of an existing major).

Curriculum Map Assessment*	☑ I have attached the Curriculum Map.

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

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

/

Georgia Professional Standards Commission

SITE VISIT REPORT

University of West Georgia
Carrollton, GA

2019 Pedagogy-only Program
April 1 ~ 15, 2020

Chair
Andrea Lewis
Spelman College

Team Members
Lydia Cross
Georgia Southern University

David Hunt
Augusta University

Walker Parish
College of Coastal Georgia

<u>GaPSC Staff Facilitator</u>
Bobbi Ford

I. SUMMARY OF SITE VISITOR TEAM FINDINGS

	1. Content and Pedagogical Knowledge	2. Clinical Partnerships and Practice	3. Candidate Quality, Recruitment and Selectivity	4. Program Impact	5. Provider Quality Assurance and Continuous Improvement	6. Georgia Special Requirements
Pedagogy-only Program (4-8, 6-12, P-12) [Certification-only.] - Developmental	M	--	--	--	--	M

M : Standard Met;   **+** : Strength(s);   **∧** : Stipulation(s);   **∗** : Area(s) for Improvement;   **NM** : Standard Not Met

1) Summary of Strength(s):

No strength(s).

2) Summary of Area(s) for Improvement:

No area(s) for improvement.

3) Summary of Stipulation(s):

No stipulation(s).

4/23/2020

II. INTRODUCTION

The University of West Georgia (UWG) is located in Carrollton, about one hour west of Atlanta. UWG was established in 1906 as the "4th District Agricultural and Mechanical School," and in 1931, it was renamed West Georgia College. In 1939, the College added a three-year program in elementary education, and in 1957, it was authorized to offer the Bachelor of Science in Education, making it a four-year college in the University System. In June 1996, the name was officially changed to the State University of West Georgia, and then in 2005, to the University of West Georgia.

III. CONTEXT OF THE REVIEW

This was an enhanced substantive change review for one program: Pedagogy-only. Because the provider is approved to offer at least one Master of Arts in Teaching (M.A.T.) or certification-only program, this review process covered only Components 1.1 and 1.3 of Standard 1 and Components 6.1 and 6.6 of Standard 6. The review team consisted of four members and was facilitated by the education specialist assigned to group reviews. Since this was a program-only review, Standards 2-5 were not reviewed.

IV. FINDINGS FOR GEORGIA STANDARDS FOR THE APPROVAL OF EDUCATOR PREPARATION PROVIDER AND EDUCATOR PREPARATION PROGRAMS

Standard 1: Content and Pedagogical Knowledge

Teaching/Teaching Endorsement

Component 1.1 Candidate Knowledge, Skills and Professional Dispositions

	Sufficient	Strength(s)	Area(s) for Improvement	Stipulation(s)
Pedagogy-only Program (4-8, 6-12, P-12) [Certification-only.] - Developmental	X	--	--	--

Strength(s):

No strength(s) for component 1.1.

Area(s) for Improvement:

No area(s) for improvement for component 1.1.

Stipulation(s):

No stipulation(s) for component 1.1.

Component 1.3 Candidates' Understanding of Content Standards / Alignment of Key Program Assessments to Standard

	Sufficient	Strength(s)	Area(s) for Improvement	Stipulation(s)
Pedagogy-only Program (4-8, 6-12, P-12) [Certification-only.] - Developmental	X	--	--	--

Strength(s):

No strength(s) for component 1.3.

Area(s) for Improvement:

No area(s) for improvement for component 1.3.

Stipulation(s):

No stipulation(s) for component 1.3.

Recommendation for Standard 1

Pedagogy-only Program (4-8, 6-12, P-12) [Certification-only.]	Standard Met

Standard 6: Georgia Requirements for Educator Preparation Programs

Teaching/Teaching Endorsement

Component 6.1 Admission Requirements

	Sufficient	Strength(s)	Area(s) for Improvement	Stipulation(s)

4/23/2020

	Sufficient	Strength(s)	Area(s) for Improvement	Stipulation(s)
Pedagogy-only Program (4-8, 6-12, P-12) [Certification-only.] - Developmental	**X**	--	--	--

Strength(s):

No strength(s) for component 6.1.

Area(s) for Improvement:

No area(s) for improvement for component 6.1.

Stipulation(s):

No stipulation(s) for component 6.1.

Component 6.6 Field Experiences and Clinical Practice

	Sufficient	Strength(s)	Area(s) for Improvement	Stipulation(s)
Pedagogy-only Program (4-8, 6-12, P-12) [Certification-only.] - Developmental	**x**	--	--	--

Strength(s):

No strength(s) for component 6.6.

Area(s) for Improvement:

No area(s) for improvement for component 6.6.

Stipulation(s):

No stipulation(s) for component 6.6.

Recommendation for Standard 6

Pedagogy-only Program (4-8, 6-12, P-12) [Certification-only.]	**Standard Met**

V. SOURCES OF EVIDENCE

Documents reviewed

Programs Evidence List

Pedagogy-only Program	Component 1.1	1.1a SEED Classroom Management Plan.pdf
Pedagogy-only Program	Component 1.1	1.1a SEED Pedagogy Only Course Alignment InTASC.pdf
Pedagogy-only Program	Component 1.1	1.1a SEED Pedagogy Only Program Map.pdf
Pedagogy-only Program	Component 1.1	1.1b SEED Pedagogy Only Assessment Data Report Template.xlsx
Pedagogy-only Program	Component 1.1	1.3 SEED Pedagogy Only Accreditation Assessments Crosswalk (1).xlsx
Pedagogy-only Program	Component 1.1 -- addendum	1.1a Classroom Management Plan.pdf
Pedagogy-only Program	Component 1.1 -- addendum	1.1a P-12_MG_Pedagogy Only Course Alignment InTASC (1).xlsx
Pedagogy-only Program	Component 1.1 -- addendum	1.1b P-12_MG_Education Pedagogy Only Assessment Data Report Template.xlsx
Pedagogy-only Program	Component 1.1 -- addendum	COE INTERN KEYS (CAPS) ALL PROGRAMS (1).pdf
Pedagogy-only Program	Component 1.1 -- addendum	FE Lesson Observation Form.pdf
Pedagogy-only Program	Component 1.1 -- addendum	Middle Grades Program of Study.docx
Pedagogy-only Program	Component 1.1 -- addendum	P-12 Program of Study.docx
Pedagogy-only Program	Component 1.1 -- addendum	PBDA RUBRIC REVISED copy.pdf
Pedagogy-only Program	Component 1.3	1.1b SEED Pedagogy Only Assessment Data Report Template.xlsx
Pedagogy-only Program	Component 1.3	1.3 SEED Pedagogy Only Accreditation Assessments Crosswalk (1).xlsx
Pedagogy-only Program	Component 6.1	6.1 Admissions Process SEED Pedagogy Only.pdf
Pedagogy-only Program	Component 6.6	6.6 Pedagogy Only Field Experiences.pdf

4/23/2020

| Pedagogy-only Program | Component 6.6 -- addendum | P-12_MS_Program Requirements for Field Placements.xlsx |

VI. People interviewed

No interviews requested.

Pedagogy-Only Teaching Certification for Secondary Education at the Graduate Level

Plan of Study

Name _____ Student ID _____

Courses	Credits	Semester Planned	Grade
Professional Education Foundation	**15**		
1. SPED 6706 Special Education in the Regular Classroom[+]	3		
2. CEPD 6101 Psychology of Classroom Learning[+]	3		
3. SEED 6111 Introduction to the Secondary School Field Experience	0		
4. SEED 7291 Classroom Instruction and Management[+]	2		
5. SEED 7291L Classroom Instruction and Management Lab	1		
6. MEDT 6401 Instructional Technology[+]	3		
7. EDRS 6342 School and Classroom Assessment[+]	3		
Pedagogical Content Courses	**3**		
8. SEED 6261 Instructional Strategies for English Ed*[+], or SEED 6262 Instructional Strategies for Social Studies Ed*[+], or SEED 6263 Instructional Strategies for Science Ed*[+], or SEED 6264 Instructional Strategies for Mathematics Ed*[+], or SEED 6265 Instructional Strategies for Business Ed*[+], or Another approved graduate course in content field instructional strategies*	2		
9. SEED 6260 Instructional Strategies in Secondary Schools Lab	1		
Internship	**6**		
10. SEED 7288 Teaching Internship 11. SEED 7289 Teaching Internship Seminar[+]	3 3		
Comprehensive Examination	**0**		
12. SEED 6200 Comprehensive Exam	0		
Total Professional Education Courses	**24**		
Courses recommended by advisor as graduation requirements	Credits	Semester Planned	

+ These courses are taught 95-100% online.
* Strategies course must match primary content area.

SEE PROGRAM NOTES ON REVERSE SIDE.

STUDENT SIGNATURE: _____ DATE: _____

ADVISOR SIGNATURE: _____ DATE: _____

Pedagogy-Only Teaching Certification for Secondary Education at the Graduate Level

Advisement Sheet

Name: _____ Student ID: _____

Home Telephone: _____ Advisor: _____

Permanent Address: _____

Work/Campus Address: _____

Email: _____

Phone: _____

Undergraduate Degree and Major: _____

Graduate Degree:

      If completed, Major and year earned: _____

      If in progress at UWG, Major and expected completion date: _____

Colleges and Dates Previously Attended: _____

_____

Program Notes

1. Areas of secondary teaching certification are the same as the Secondary Education Master of Arts in Teaching program.
2. Admission is dependent on applicants holding an earned graduate degree or concurrent enrollment in a UWG graduate degree program in one of the areas of secondary certification.
3. All candidates must take and pass a field experience orientation the semester prior to enrolling in a course with a field experience component. The orientation is conducted through the course SEED 6111.
4. Students are required to purchase a TK20 account, where all relevant course and program assessment information will be stored.
5. With the advisor's permission, up to nine semester hours of credit may be transferred to UWG from an accredited institution. Transfer credit must carry at least a grade of B. SEED 7291 and 7291-L, the instructional strategies course and SEED 6260, and SEED 7288 and 7289 must be taken at UWG.
6. Students must earn a grade of B or higher in SPED 6706 to meet state certification requirements.
7. Students must maintain a cumulative 3.0 GPA in graduate coursework and must have a 3.0 GPA to enroll in the student teaching internship courses.
8. Students must meet all requirements imposed by the Office of Graduate Studies, the College of Education, and the Department of Early Childhood Through Secondary Education.
9. All candidates must take and pass a comprehensive examination during their last semester of the program. The exam is administered through the course SEED 6200.
10. Students may transfer from the Pedagogy-Only Certification into the MAT degree program by contacting the Graduate School Admissions Office.

Advising Notes

English Note: The Georgia Professional Standards Commission requires that all English education majors take or have had a young adult literature course in order to be certified.

History Note: The Georgia Professional Standards Commission requires that all history education majors take or have had a Georgia history course in order to be certified.

Academic Year
Program Map
Pedagogy-Only Teaching Certification in
Business, English, or History for
Secondary Education at the Graduate Level

YEAR 1					
TERM 1 (fall)			**TERM 2 (spring)**		
Course	**Credits**		**Course**	**Credits**	
SEED 6111 (fall-only course)	0		SEED 7291 (spring-only section)	2	
SPED 6706	3		SEED 7291L (spring-only section)	1	
MEDT 6401	3		CEPD 6101	3	
SEMESTER TOTAL	6		SEMESTER TOTAL	6	
Milestones			**Milestones**		
• Required to earn C or higher; 3.0 cumulative GPA required for certification.			• Required to earn C or higher; 3.0 cumulative GPA required for certification.		

YEAR 2					
TERM 1 (fall)			**TERM 2 (spring)**		
Course	**Credits**		**Course**	**Credits**	
SEED 6260 (fall-only section)	1		SEED 7288	3	
SEED 6261, 6262, or 6265 (fall-only course)	2		SEED 7289	3	
EDRS 6342	3		SEED 6200	0	
SEMESTER TOTAL	6		SEMESTER TOTAL	6	
Milestones			**Milestones**		
• Required to earn C or higher; 3.0 cumulative GPA required for certification.			• Required to earn C or higher; 3.0 cumulative GPA required for certification.		

NOTE: This program map is intended ONLY as one possible guide for students to plan their course of study. Students who wish to take summer courses should develop a new guide with help from their advisor. This map does NOT replace any information in the Graduate Catalog, which is the official guide for completing degree requirements.

Academic Year
Program Map
Pedagogy-Only Teaching Certification in
Math or Science for
Secondary Education at the Graduate Level

YEAR 1

TERM 1 (fall)		TERM 2 (spring)	
Course	**Credits**	**Course**	**Credits**
SPED 6706	3	CEPD 6101	3
MEDT 6401	3	EDRS 6342	3
SEMESTER TOTAL	6	SEMESTER TOTAL	6
Milestones		**Milestones**	
• Required to earn C or higher; 3.0 cumulative GPA required for certification.		• Required to earn C or higher; 3.0 cumulative GPA required for certification.	

YEAR 2

TERM 1 (fall)		TERM 2 (spring)	
Course	**Credits**	**Course**	**Credits**
SEED 6111 (fall-only course)	0	SEED 6260 (spring-only section)	1
SEED 7291 (fall-only section)	2	SEED 6263 or 6264 (spring-only course)	2
SEED 7291L (fall-only section)	1	SEED 7288	3
		SEED 7289	3
		SEED 6200	0
SEMESTER TOTAL	3	SEMESTER TOTAL	9
Milestones		**Milestones**	
• Required to earn C or higher; 3.0 cumulative GPA required for certification.		• Required to earn C or higher; 3.0 cumulative GPA required for certification.	

NOTE: This program map is intended ONLY as one possible guide for students to plan their course of study. Students who wish to take summer courses should develop a new guide with help from their advisor. This map does NOT replace any information in the Graduate Catalog, which is the official guide for completing degree requirements.

COE Program Assessment System Chart

Pedagogy-Only Teaching Certification for Secondary Education at the master's level

Transition 1:
Program Entry

Transition 1 Progression Criteria:
- Program Application
- Graduate degree or enrollment in a UWG graduate degree program in approved field of study
- Passed GACE Program Content exam in field
- Completed GACE Ethics Assessment
- GaPSC Preservice Certificate
- Background Check
- Proof of Liability Insurance
- Proof of Lawful Presence

Transition 2:
Internship

Transition 2 Progression
- Successful completion of all coursework with a C or better
- Maintain a 3.0 GPA
- Aggregate score of at least 2 on the Dispositions Assessment

Transition 3:
Program Completion

Transition 3 Progression Criteria:
Successful Program Completers will meet all of the following criteria:
- Successful completion of all program coursework (completion of a GaPSC approved program)
- Attempted the GA Educator Ethics Assessment
- Completion of Clinical Practice
- All additional certification requirements

Required Coursework

Professional Education Foundation
SPED 6706
CEPD 6101
SEED 6111
SEED 7291L

MEDT 6401
EDRS 6342
SEED 7291
SEED 6260

Pedagogical Content Course
(one, specific to content area)
SEED 6261   SEED 6262
SEED 6263   SEED 6264
SEED 6265

Required Coursework
(Final Semester)
SEED 7288
SEED 7289
SEED 6200

SEED 7291L

Key EPP Assessment: Candidate Assessment on Performance Standards (Intern Keys)
Key EPP Assessment 3: Professional Dispositions

Candidate Assessment on Performance Standards (AKA Intern Keys, IKES, CAPS): Completed by Cooperating Teacher and University Supervisor at the end of each block. Teacher candidates are expected to perform at a minimum at the the "Needs Development" level and should aspire to perform at the "Proficient" level for most standards. It is expected that teacher candidates will develop during the induction years and continue to move up the continuum of performance. Professional Dispositions: Completed by Cooperating Teacher and University Supervisor between weeks 12-14 each semester. Teacher candidates must have an aggregate score of 2 (meets expectations). Teacher candidates who earn an aggregate score of less than 2 will be counseled and provided a Professional Growth Plan for improvement and reassessed.

SEED 6260

Key EPP Assessment: Candidate Assessment on Performance Standards (Intern Keys)
Key EPP Assessment 3: Professional Dispositions

SEED 7288 and SEED 6200

Key Program Assessment: Comprehensive Exam
Key EPP Assessment: Candidate Assessment on Performance Standards (Intern Keys)
Key EPP Assessment: Professional Dispositions

Candidates complete the program exit survey.

Key Program Outcomes

Standard 1: The Learner and Learning (InTASC # 1,2,3)
Secondary education teacher candidates apply their knowledge of learner development, learning differences, and learning environments to design and implement learning experiences for 6-12 students that enable each learner to meet high standards.

Standard 2: Content Knowledge (InTASC # 4,5)
Secondary education teacher candidates know and understand the subjects they teach. Teacher candidates use this content knowledge to create learning experiences that make the discipline meaningful for learners through connection to authentic local and global contexts.

Standard 3: Instructional Practice (InTASC # 6,7,8)
Secondary education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students. Teacher candidates' plan sinclude varied instructional strategies and multiple, effective methods of assessment to evaluate and monitor student learning.

Standard 4: Professional Responsibility (InTASC # 9,10)
Secondary education teacher candidates demonstrate professional dispositions that encourage collaboration with learners, families, peers, and communities. Teacher candidates engage in ongoing professional learning and demonstrate ethical practice in their roles as classroom teachers and teacher leaders.

⭐ **Data Collection and Reporting System**

The College of Education utilizes TK20, a web-based candidate (student) performance assessment data collection and reporting system . We collect candidate performance data annually for identifying programmatic strengths and areas for program improvement. In addition, we report aggregated data on overall performance to our national accreditation agencies when appropriate. Instructors score student assessments in TK20 and candidates upload assessments that yield scores to TK20.

---

* The above Key Assessments are embedded in coursework throughout the program
* Each assessment is uploaded into TK20 as completed by student
* Each assessment is scored in TK20 by Faculty Instructor, University Supervisor, and/or Cooperating Teacher (as appropriate)
* Feedback must be given in TK20 for any item scored below a 2 (Proficient)

Key

◼ Key Assessment tied to InTASC Standards
▢ Transition Point Progression Criteria
▣ Indicates item related to research and evidence
⌨ Indicates item assesses technology knowledge
◆ Indicates item assesses content knowledge
● Indicates assessment event

UWG | College of Education

Mission Statement

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings within three dynamic areas of focus: *Teaching*, *Leadership*, and *Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

Vision Statement

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

Addendum III

Advanced Placement Policy (AP)

Advanced Placement (AP) scores must be reported to the University of West Georgia directly from the College Board. The UWG college code is 5900. More information can be found by visiting the College Board's website at https://apscore.collegeboard.org/scores

Please refer to the chart below to determine course equivalency, credit earned, and exemption information.

Scores of 4 or 5 on AP exams are granted "Honors credit" for the UWG course equivalents. These courses count toward the 10 honors classes required for Honors College graduation.

Questions concerning the policy should be directed to the Registrar's Office Transfer Team by emailing transfer@westga.edu or calling (678) 839-6438.

Subject	AP Exam	Score	UWG Course Equivalent	UWG Hours
	Art History	3	ART 1201	3
	Art History	4	ART 2201 or ART 2202	3
	Art History	5	ART 2201 and ART 2202	6
Art	2D/3D Art and Design	4	ART 1006 or ART 1009	3
	2D/3D Art and Design	5	ART 1006 and ART 1009	6
	Drawing	4	ART 1007 or ART 1008	3
	Drawing	5	ART 1007 and ART 1008	6
	Biology	4	BIOL 1107 and 1107L	4
Biology	Biology	5	BIOL 1107 and 1107L and BIOL 1108 and 1108L	8
	Chemistry	2	CHEM 1151K	4
Chemistry	Chemistry	3	CHEM 1211 and 1211L	4
	Chemistry	4-5	CHEM 1211 and 1211L and CHEM 1212 and 1212L	8
Computer Science	Computer Science A or B	4-5	CS 1301	4
	Computer Science Principles	5	CS 1300	4
Economics	Economics Macro	3-5	ECON 2105	3
	Economics Micro	3-5	ECON 2106	3
	English Literature and Composition	3-4	ENGL 1101	3
	English Literature and Composition	5	ENGL 1101 and 1102	6
English*	English Language and Composition	3-4	ENGL 1101 or ENGL 1102	3
	English Language and Composition	5	ENGL 1101 and 1102	6

Environmental Science	Environmental Science	3-5	ENVS 2202	3
Foreign Languages	French, German, and Spanish	2	Exemption of 1001 and 1002	0
	French, German, and Spanish	3	2001	3
	French, German, and Spanish	4	2001 and 2002	6
	French, German, and Spanish	5	2001 and 2002 and XIDS Elective	9
Geography	Human Geography	3-5	GEOG 1013	3
History	World History: Modern	3-4	HIST 1111 or 1112	3
	World History: Modern	5	HIST 1111 and 1112	6
	United States History	3-4	HIST 2111 or 2112	3
	United States History	5	HIST 2111 and 2112	6
	European History	3-4	HIST 1111 or 1112	3
	European History	5	HIST 1111 and 1112	6
Mathematics	Calculus AB	3-4	MATH 1113 and 1634	8
	Calculus AB	5	MATH 1113, 1634, and 2644	12
	Calculus BC	3	MATH 1113 and 1634	8
	Calculus BC	4-5	MATH 1113, 1634, and 2644	12
	Statistics	3-5	MATH 1401	3
Physics	Physics C-Mechanics	3-5	PHYS 1111 and 1111L	4
	Physics 1	3-5	PHYS 1111 and 1111L	4
	Physics 2	3-5	PHYS 1112 and 1112L	4
Political Science	Government and Politics: US	3-5	POLS 1101	3
Psychology	Psychology	3-5	PSYC 1101	3

* UWG awards credit for both the English Literature or English Language exam, if both are taken and passed.

Addendum IV

Faculty Handbook
Modification of 104.028 Appeal for Reconsideration

Rationale: With the restructuring of the University of West Georgia the wording has been changed in the faculty handbook to reflect this change.

PROPOSED MODIFIED VERSION

104.0208 Appeal for Reconsideration

The first appeal shall be directed to the committee(s), which originally conducted the faculty member's post-tenure review. Within fifteen (15) University Business Days of receipt of an appeal, the committee(s) shall carefully re-evaluate the faculty member's file in light of the written appeal. This evaluation shall be made in accordance with the procedure established for initial consideration and shall replace this party's previous evaluation of the faculty member. If, upon re-examination of the case, the original review committee(s) see(s) no reason to alter its/their recommendation(s), the faculty member may appeal within thirty (30) University Business Days to the University-wide Appeals Committee for Post-Tenure Review. By March 1 of each year, the Provost and Vice President for Academic Affairs will notify in writing the deans that nominees must be solicited from among the tenured faculty in each of these units and that a university-wide election must take place by the end of the Spring term to select tenured faculty from each unit to constitute a University-wide Appeals Committee for Post-Tenure Review to hear any post-tenure review appeals. ~~Seven d~~Duly elected tenured faculty members, apportioned as follows, will constitute the University-wide Appeals Committee for Post-Tenure Review:

~~College of Science and Mathematics: 1~~
~~College of Social Science: 1~~
~~College of Arts and Humanities: 1~~
College of Arts, Culture, and Scientific Inquiry: 1
School of Mass Communication: 1
Richards College of Business: 1
College of Education: 1
School of Nursing: 1
The Ingram Library: 1
University College: 1

The Provost and Vice President for Academic Affairs shall be responsible for calling the initial meeting of this committee. At the initial meeting, the members of the committee shall elect one of its faculty members as chair, who will be a voting member of the committee.

The committee shall meet at the call of its committee chair. The committee chair shall review the applicable departmental, college, school, library and university policies and procedures governing post-tenure review so that committee members will be aware of these before any review process begins.

Any faculty member appealing for reconsideration shall state in writing the grounds for his or her request and shall include in this appeal such additional material as is pertinent.

The documentation submitted by each faculty member, including that regarding the grounds for his or her appeal, shall be reviewed by committee members prior to committee meetings. 36/59 Within fifteen (15) University Business Days of receipt of an appeal, the University-wide Appeals Committee for Post-Tenure Review shall carefully evaluate the faculty member's file in light of the written appeal. This evaluation shall be made in accordance with the procedure established for initial consideration (e.g., voting on a colleague's status with regard to the posttenure review shall be by secret ballot; each faculty member being reviewed shall be evaluated as either Does Not Meet, Meets or Exceeds Expectations with regard to his or her overall accomplishments; to be adjudged as Does Not Meet Expectations, faculty under review must receive votes of Does Not Meet Expectations from at least sixty percent (60%) of the voting members of the committee). The committee chair, in consultation with the other members of the University-wide Appeals Committee for Post-Tenure Review shall prepare a written evaluation for each faculty member reviewed on appeal during post-tenure review. This evaluation must be signed by all members of the committee and must provide specific reasons for conclusions contained within it. It should report the recommendation arrived at by the University-wide Appeals Committee for Post-Tenure Review with regard to a faculty member's performance; address the faculty member's record of accomplishments and quality of contributions with regard to teaching, academic achievement, service and professional growth and development; clarify any areas needing improvement; and, where applicable, offer specific suggestions on what will be needed to improve performance. This evaluation must be written as clearly and collegially as possible. This evaluation shall take precedence over the previous evaluation of the faculty member. The evaluation of this committee shall be forwarded to the faculty member under review, the appropriate department chair or unit supervisor, the appropriate dean, and the Provost and Vice President for Academic Affairs.

PROPOSED REVISED VERSION

104.0208 Appeal for Reconsideration

The first appeal shall be directed to the committee(s), which originally conducted the faculty member's post-tenure review. Within fifteen (15) University Business Days of receipt of an appeal, the committee(s) shall carefully re-evaluate the faculty member's file in light of the written appeal. This evaluation shall be made in accordance with the procedure established for initial consideration and shall replace this party's previous evaluation of the faculty member. If, upon re-examination of the case, the original review committee(s) see(s) no reason to alter its/their recommendation(s), the faculty member may appeal within thirty (30) University Business Days to the University-wide Appeals Committee for Post-Tenure Review. By March 1 of each year, the Provost and Vice President for Academic Affairs will notify in writing the deans that nominees must be solicited from among the tenured faculty in each of these units and that a university-wide election must take place by the end of the Spring term to select tenured faculty from each unit to constitute a University-wide Appeals Committee for Post-Tenure Review to hear any post-tenure review appeals. Duly elected tenured faculty members from each college,

school, and the library will constitute the University-wide Appeals Committee for Post-Tenure Review:

> College of Arts, Culture, and Scientific Inquiry: 1
> School of Mass Communications 1
> Richards College of Business: 1
> College of Education: 1
> School of Nursing: 1
> The Ingram Library: 1
> University College: 1

The Provost and Vice President for Academic Affairs shall be responsible for calling the initial meeting of this committee. At the initial meeting, the members of the committee shall elect one of its faculty members as chair, who will be a voting member of the committee.

The committee shall meet at the call of its committee chair. The committee chair shall review the applicable departmental, college, school, library and university policies and procedures governing post-tenure review so that committee members will be aware of these before any review process begins.

Any faculty member appealing for reconsideration shall state in writing the grounds for his or her request and shall include in this appeal such additional material as is pertinent.

The documentation submitted by each faculty member, including that regarding the grounds for his or her appeal, shall be reviewed by committee members prior to committee meetings. 36/59 Within fifteen (15) University Business Days of receipt of an appeal, the University-wide Appeals Committee for Post-Tenure Review shall carefully evaluate the faculty member's file in light of the written appeal. This evaluation shall be made in accordance with the procedure established for initial consideration (e.g., voting on a colleague's status with regard to the posttenure review shall be by secret ballot; each faculty member being reviewed shall be evaluated as either Does Not Meet, Meets or Exceeds Expectations with regard to his or her overall accomplishments; to be adjudged as Does Not Meet Expectations, faculty under review must receive votes of Does Not Meet Expectations from at least sixty percent (60%) of the voting members of the committee). The committee chair, in consultation with the other members of the University-wide Appeals Committee for Post-Tenure Review shall prepare a written evaluation for each faculty member reviewed on appeal during post-tenure review. This evaluation must be signed by all members of the committee and must provide specific reasons for conclusions contained within it. It should report the recommendation arrived at by the University-wide Appeals Committee for Post-Tenure Review with regard to a faculty member's performance; address the faculty member's record of accomplishments and quality of contributions with regard to teaching, academic achievement, service and professional growth and development; clarify any areas needing improvement; and, where applicable, offer specific suggestions on what will be needed to improve performance. This evaluation must be written as clearly and collegially as possible. This evaluation shall take precedence over the previous evaluation of the faculty member. The evaluation of this committee shall be forwarded to the faculty member under review, the appropriate department chair or unit supervisor, the appropriate dean, and the Provost and Vice President for Academic Affairs.

Addendum V

UWG Academic Policies Index
UWG Procedure Number 2.4.3, Post-Tenure Review
Authority: UWG Policy 2.4, (Recurring Faculty Evaluations)

Modification of Section F. Appeal for Reconsideration

Rationale: The following Procedure has also been changed to reflect the university reorganization.

PROPOSED MODIFIED VERSION

F. Appeal for Reconsideration

The first appeal shall be directed to the committee(s), which originally conducted the faculty member's post-tenure review. Within fifteen (15) University Business Days of receipt of an appeal, the committee(s) shall carefully re-evaluate the faculty member's file in light of the written appeal. This evaluation shall be made in accordance with the procedure established for initial consideration and shall replace this party's previous evaluation of the faculty member. If, upon re-examination of the case, the original review committee(s) see(s) no reason to alter its/their recommendation(s), the faculty member may appeal within thirty (30) University Business Days to the University-wide Appeals Committee for Post-Tenure Review. By March 1 of each year, the Provost and Vice President for Academic Affairs will notify in writing the deans that nominees must be solicited from among the tenured faculty in each of these units and that a university-wide election must take place by the end of the Spring term to select tenured faculty from each unit to constitute a University-wide Appeals Committee for Post-Tenure Review to hear any post-tenure review appeals. ~~Seven d~~Duly elected tenured faculty members, apportioned as follows, will constitute the University-wide Appeals Committee for Post-Tenure Review:

~~College of Science and Mathematics: 1~~
~~College of Social Science: 1~~
~~College of Arts and Humanities: 1~~
College of Arts, Culture, and Scientific Inquiry: 1
School of Mass Communication: 1
Richards College of Business: 1
College of Education: 1
School of Nursing: 1
The Ingram Library: 1
University College: 1

The Provost and Vice President for Academic Affairs shall be responsible for calling the initial meeting of this committee. At the initial meeting, the members of the committee shall elect one of its faculty members as chair, who will be a voting member of the committee.

The committee shall meet at the call of its committee chair. The committee chair shall review the applicable departmental, college, school, library and university policies and procedures

governing post-tenure review so that committee members will be aware of these before any review process begins.

Any faculty member appealing for reconsideration shall state in writing the grounds for his or her request and shall include in this appeal such additional material as is pertinent.

The documentation submitted by each faculty member, including that regarding the grounds for his or her appeal, shall be reviewed by committee members prior to committee meetings. 36/59 Within fifteen (15) University Business Days of receipt of an appeal, the University-wide Appeals Committee for Post-Tenure Review shall carefully evaluate the faculty member's file in light of the written appeal. This evaluation shall be made in accordance with the procedure established for initial consideration (e.g., voting on a colleague's status with regard to the posttenure review shall be by secret ballot; each faculty member being reviewed shall be evaluated as either Does Not Meet, Meets or Exceeds Expectations with regard to his or her overall accomplishments; to be adjudged as Does Not Meet Expectations, faculty under review must receive votes of Does Not Meet Expectations from at least sixty percent (60%) of the voting members of the committee). The committee chair, in consultation with the other members of the University-wide Appeals Committee for Post-Tenure Review shall prepare a written evaluation for each faculty member reviewed on appeal during post-tenure review. This evaluation must be signed by all members of the committee and must provide specific reasons for conclusions contained within it. It should report the recommendation arrived at by the University-wide Appeals Committee for Post-Tenure Review with regard to a faculty member's performance; address the faculty member's record of accomplishments and quality of contributions with regard to teaching, academic achievement, service and professional growth and development; clarify any areas needing improvement; and, where applicable, offer specific suggestions on what will be needed to improve performance. This evaluation must be written as clearly and collegially as possible. This evaluation shall take precedence over the previous evaluation of the faculty member. The evaluation of this committee shall be forwarded to the faculty member under review, the appropriate department chair or unit supervisor, the appropriate dean, and the Provost and Vice President for Academic Affairs.

PROPOSED REVISED VERSION

F. <u>Appeal for Reconsideration</u>

The first appeal shall be directed to the committee(s), which originally conducted the faculty member's post-tenure review. Within fifteen (15) University Business Days of receipt of an appeal, the committee(s) shall carefully re-evaluate the faculty member's file in light of the written appeal. This evaluation shall be made in accordance with the procedure established for initial consideration and shall replace this party's previous evaluation of the faculty member. If, upon re-examination of the case, the original review committee(s) see(s) no reason to alter its/their recommendation(s), the faculty member may appeal within thirty (30) University Business Days to the University-wide Appeals Committee for Post-Tenure Review. By March 1

of each year, the Provost and Vice President for Academic Affairs will notify in writing the deans that nominees must be solicited from among the tenured faculty in each of these units and that a university-wide election must take place by the end of the Spring term to select tenured faculty from each unit to constitute a University-wide Appeals Committee for Post-Tenure Review to hear any post-tenure review appeals. Seven duly elected tenured faculty members, apportioned as follows, will constitute the University-wide Appeals Committee for Post-Tenure Review:

College of Arts, Culture, and Scientific Inquiry: 1
School of Mass Communication: 1
Richards College of Business: 1
College of Education: 1
School of Nursing: 1
The Ingram Library: 1
University College: 1

The Provost and Vice President for Academic Affairs shall be responsible for calling the initial meeting of this committee. At the initial meeting, the members of the committee shall elect one of its faculty members as chair, who will be a voting member of the committee.

The committee shall meet at the call of its committee chair. The committee chair shall review the applicable departmental, college, school, library and university policies and procedures governing post-tenure review so that committee members will be aware of these before any review process begins.

Any faculty member appealing for reconsideration shall state in writing the grounds for his or her request and shall include in this appeal such additional material as is pertinent.

The documentation submitted by each faculty member, including that regarding the grounds for his or her appeal, shall be reviewed by committee members prior to committee meetings. 36/59 Within fifteen (15) University Business Days of receipt of an appeal, the University-wide Appeals Committee for Post-Tenure Review shall carefully evaluate the faculty member's file in light of the written appeal. This evaluation shall be made in accordance with the procedure established for initial consideration (e.g., voting on a colleague's status with regard to the posttenure review shall be by secret ballot; each faculty member being reviewed shall be evaluated as either Does Not Meet, Meets or Exceeds Expectations with regard to his or her overall accomplishments; to be adjudged as Does Not Meet Expectations, faculty under review must receive votes of Does Not Meet Expectations from at least sixty percent (60%) of the voting members of the committee). The committee chair, in consultation with the other members of the University-wide Appeals Committee for Post-Tenure Review shall prepare a written evaluation for each faculty member reviewed on appeal during post-tenure review. This evaluation must be signed by all members of the committee and must provide specific reasons for conclusions contained within it. It should report the recommendation arrived at by the University-wide Appeals Committee for Post-Tenure Review with regard to a faculty member's performance; address the faculty member's record of accomplishments and quality of contributions with regard to teaching, academic achievement, service and professional growth

and development; clarify any areas needing improvement; and, where applicable, offer specific suggestions on what will be needed to improve performance. This evaluation must be written as clearly and collegially as possible. This evaluation shall take precedence over the previous evaluation of the faculty member. The evaluation of this committee shall be forwarded to the faculty member under review, the appropriate department chair or unit supervisor, the appropriate dean, and the Provost and Vice President for Academic Affairs.

Addendum VI

Optional Extension Policy on Faculty Professional Review – 2021

Given the ongoing potential for disruption to scholarship/research that COVID-19 presents in 2021, the University of West Georgia is providing a **second round** for tenure-track faculty to declare whether they want to "pause" their promotion/tenure review, extending by one year.

Normal progress toward tenure or post-tenure review may be interrupted or slowed because of COVID-19. Consequently, President Kelly exercised his authority to extend timelines for professional review of faculty by one year. In summary:

- Tenure-track faculty may request to extend their third-year review by one year.
- Tenure-track faculty may request to extend their tenure review by one year.
- Tenured faculty may request to extend their post-tenure review by one year.

Save for faculty members in their terminal year, any in these ranks may request an extension, and there are no extra criteria.

This one-year extension will not count toward the Family Medical Leave Act extension available for qualifying events. Further, any faculty member who wants to apply for promotion/tenure according to their standard eligibility schedule may do so.

The optional one-year pause in 2021 is independent of any action that the faculty member may have elected in 2020. As a result, if the faculty elected to extend in 2020 and they elect to extend in 2021, this results in a two-year extension.

Faculty are encouraged to fully understand their options and timeline before making an election to extend promotion/tenure for a year.

Optional Extension on Faculty Professional Review Procedure

The procedure for faculty members who want to obtain an optional one-year extension because of the disruption:

1. The faculty member must inform their Chair, in writing, of their request to extend by one year **by March 10, 2021**.
2. The Chair will confirm receipt, review the faculty member's timeline for review, and seek approval, in writing, from the Dean **by March 17, 2021**.
3. The Dean will confirm receipt, review the faculty member's timeline for review, and seek approval, in writing, from the Provost **by March 24, 2021**.
4. The Provost will confirm receipt, review the faculty member's timeline for review, and review their request. If the request is approved, the Provost will supervise the adjustment to the faculty member's timeline and provide written documentation for the faculty member. All responses will be completed by the Provost **by March 31, 2021**.

Addendum VII

UWG *Polices and Procedure Manual*

Modification of Article IV, Section 2.F

APPROVED REVISED VERSION

F. The Executive Committee of the Faculty Senate

The Faculty Senate shall include an Executive Committee with the following functions and composition.

1. Functions. The Executive Committee shall have broad responsibility for:

   a. Planning and facilitating the activities of the Senate, including the following functions: assign senators to Senate standing committees and subcommittees; create ad hoc Senate committees and assign senators; assign senators to such non-senate university committees, task forces and search committees as may be needed; propose any legislation to the Senate the Executive Committee may deem appropriate.

   b. Overseeing the election of the officers of the Senate, including receiving nominations, organizing and supervising elections, monitoring compliance, adjudicating challenges, and certifying the results.

   c. Interviewing candidates for university-wide positions and provide evaluations to the appropriate search committees.

2. Composition. The Executive Committee shall be composed of the chairs of the Senate standing committees, the Chair of the Senate, the Chair-Elect or Past Chair of the Senate, the Executive Secretary, the President of the UWG Chapter of the AAUP, the President of the University, and the Provost of the University.

Approved by the Faculty Senate on October 16, 2020 with 41 in favor, 4 opposed, and 3 abstentions. See the Faculty Senate October 16, 2020 Meeting Minutes, which were unanimously approved on November 13, 2020.

President Kelly's Veto Statement in Response to the Modifications to UWG Policies and Procedures Manual Article IV, Section 2.F. approved on October 16, 2020

Committee X: Rules Committee (Angela Branyon, Chair)

Action Items:

A) UWG *Policies and Procedures Manual*

    1) Article IV, Section 2.F

       Request: Modify

       Item approved with 41 in favor, 4 opposed, and 3 abstentions. Item will be brought to the General Faculty for a vote according to Article IV, Section 3 of the Policies and Procedures Manual. *This vote will take place in mid-November 2020.*

Recognizing the importance of shared governance and the importance of Faculty Senate as a representative voice of the faculty in shared governance, it is imperative that the Faculty Senate and any Faculty Senate subcommittee, including the Faculty Senate Executive Committee, consist of members of the faculty who are directly selected by the academic units at the University of West Georgia. Modifying the membership of the Faculty Senate or the Faculty Senate Executive Committee to include others who are selected by means outside of the academic units of UWG may dilute the direct, representative voice and work of the UWG faculty. Consequently, I do not accept this motion.

See President Kelly's Response to the October 16, 2020 Faculty Senate Meeting Minutes submitted on January 25, 2021.

"Upon receipt of a recommendation from the Senate, the President within thirty (30) days, shall either approve or disapprove the recommendation. The recommendations will become official policy when approved by the President, except when approval by the Chancellor or Board of Regents is required. If a recommendation from the Senate to the President is not accepted, the President shall report in writing to the Senate his or her reasons for rejecting the recommendation and upon two-thirds vote of the Senate the matter shall be referred to the General Faculty for consideration and recommendation...All actions of the General Faculty shall be in the form of recommendations to the President of the University. Should the President approve these actions, he or she shall inform the General Faculty at the next regular or special meeting, of the actions taken to implement these recommendations. If any action of the General Faculty should be vetoed by the President, the President shall, no later than thirty (30) days after the action by the General Faculty, submit to the General Faculty in writing his or her reasons for rejecting the action. If the matter should be approved again by a two-thirds vote of the General Faculty, a quorum being present and voting, the issue shall be submitted by the President to the Chancellor's Office for consultative purposes." - *Policies and Procedures,* pp. 30, 34.

Addendum VIII

Procedures Relating to the Faculty Discussion of Procedure 1002

1) Procedure 1002
2) Procedure 1.2.1
3) Procedure 1.3.1

Addendum IX

INFORMATION ITEM

TEMPLATE FOR THE BYLAWS OF THE FACULTY SENATE

TEMPLATE PRESENTATION

For the sake of easier access to the information in the Faculty Senate Bylaws, we have prepared an online template.

Word Document We started with a word document based on related work of the Rules Committee.

Online Version We've developed an online version based on an example from Georgia State.

Please enjoy this informational presentation.

TEMPLATE PRESENTATION

A model from Georgia State

   https://senate.gsu.edu/about/senate-bylaws/

The UWG Template

   We have a Word Document as a Source

   We have an Online Template as a new Resource

THANK YOU!

Dr. Harry Nelson

DPA

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