

Memorandum

To: General Faculty
Date: February 19, 2020
Regarding: Faculty Senate Agenda for February 21, 2020 in Nursing 106

1. Call to Order
2. Roll Call
3. Minutes ([Addendum I](#))
4. Committee Reports

Committee I: Undergraduate Programs Committee (Nick Sterling, Chair)

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

- A) Richards College of Business
 - 1) Department of Economics
 - a) [Bachelor's of Business Administration with a Major in Data Intelligence and Business Analytics](#)
Request: Add
 - b) [ECON 3408 - Introduction to Programming for Analytics](#)
Request: Add
 - c) [ECON 4408 - Visual Analytics](#)
Request: Add
 - d) [ECON 4476 - Senior Seminar in Data Intelligence and Business Analytics](#)
Request: Add
 - B) College of Social Sciences
 - 1) Department of Sociology
 - a) [Global and Comparative Studies Certificate](#)
Request: Modify
 - 2) Department of Anthropology
 - a) [ANTH 4184 - Anthropology Capstone](#)
Request: Modify

Committee II: Graduate Programs Committee (Ben Geyer, Chair)

Action Items: (Addendum III)

- A) College of Social Sciences
 - 1) Department of Anthropology
 - a) [ANTH 6103 - Field Methods in Cultural Resources Management](#)
Request: Add
 - b) [ANTH 6885 - Special Topics in Anthropology](#)
Request: Add
 - 2) Department of Mass Communications
 - a) [COMM 5585 - Special Topics in Communication](#)
Request: Add
- B) Tanner Health System School of Nursing
 - 1) [Master of Science in Nursing, M.S.N.](#)
Request: Modify
- C) College of Education
 - 1) Department of Early Childhood through Secondary Education
 - a) [ECED 8200 - Oral Comprehensive Exam for the Elementary Ed.S.](#)
Request: Add
 - b) [Secondary Education, Ed.S., Concentrations in Biology, Broad Field Science, Business Education, Chemistry, Economics, English, History, Mathematics, Physics, and Political Science](#)
Request: Modify
 - 2) Department of Educational Technology and Foundations
 - a) [Media, Ed.S., Concentrations in Instructional Technology, School Library Media](#)
Request: Modify
 - b) [Media, M.Ed., Concentrations in Instructional Technology, School Library Media](#)
Request: Modify
 - 3) Department of Sport Management, Wellness, and Physical Education

- a) [PHED 6630 - Assessment and Program Evaluation in Health and Physical Education](#)
Request: Add
 - b) [PHED 6675 - Current Issues and Trends in Health, Physical Education, and Sport](#)
Request: Add
 - c) [PHED 7660 - Developing the Whole Child for 21st Century Learning](#)
Request: Add
 - d) [PHED 7665 - Analysis of Research on Teaching in Health and Physical Education](#)
Request: Add
- 4) Department of Literacy and Special Education
- a) [Reading Instruction, M.Ed.](#)
Request: Modify

Information Items:

A) Graduate School

- 1) Procedure for Requesting Degree Time Limit Extension (**Addendum IV**)

Committee III: Institutional Planning Committee (Felix Tweraser, Chair)

Action Item: (Addendum V)

A) UWG “Flame of Knowledge” Proposal, Patrick Erben

Committee IV: Intercollegiate Athletics and University Advancement Committee (Scott Gordon, Chair)

Information Item: (Addendum VI)

A) UWG Athletics and Student Success, David Haase

Committee V: Rules Committee (Anja Remshagen, Chair)

Action Items:

A) *UWG Faculty Handbook*, Section 102.0201

- 1) Section 102.0201 The Probationary Period (**Addendum VII**)

Request: Modify

B) UWG Academic Affairs Policies Index, UWG Procedure 2.4.2

- 1) UWG Procedure 2.4.2, Pre-Tenure Review (**Addendum VIII**)

Request: Approve

C) *UWG Faculty Handbook*, Section 103.0201

- 1) Section 103.0201.A.1, Faculty Promotion and Tenure Evaluation (**Addendum IX**)
Request: Modify
- D) UWG Academic Affairs Policies Index, UWG Procedure 2.2.3
 - 1) UWG Procedure 2.2.3, Evaluation Process (**Addendum X**)
Request: Approve
- E) UWG *Faculty Handbook*, Section 103.0402
 - 1) Section 103.0402, Time Limitations (**Addendum XI**)
Request: Modify
- F) UWG Academic Affairs Policies Index, UWG Procedure 2.3.1
 - 1) UWG Procedure 2.3.1, Time Limits for Tenure (**Addendum XII**)
Request: Approve
- G) UWG *Faculty Handbook*, Section 104.01
 - 1) Section 101.01 – 104.0101 Administrative Evaluation of Faculty (**Addendum XIII**)
Request: Modify
- H) UWG Academic Affairs Policies Index, UWG Procedure 2.4.1
 - 1) UWG Procedure 2.4.1, Annual Evaluation (**Addendum XIV**)
Request: Approve
- 5. Old Business
- 6. New Business
- 7. Announcements
 - A) QEP Impact Report, Nadya Williams (**Addendum XV**)
 - B) Senate Liaison Reports
- 8. Adjournment

Addendum I

Faculty Senate
Draft Meeting Minutes
January 24, 2020

1. Call to Order

Chair Butler called the meeting to order at 1:06 p.m.

2. Roll Call

Present:

Barbour, Bertau, Besnosov, Boumenir, Branyon (sub. Willox), Cheng, Chwialkowska, Dahms, Dutt, Elman, Faucette, Fuentes, Gault, Geyer, Gezon, Gordon, Green, Hansen, Hodges, Hong, Ivory, Kellison, Khodkar, Kimbrel, Koczkas, Lanier, McKendry-Smith, MacKinnon, McLean, Miller, Moon, Morris, Neely, Nickell, Ogletree, Pashia, Pazzani, Penco, Pidhainy, Remshagen, Richter, Scullin, Self (sub. Breckling), Sterling, Tweraser, Wadlington

Absent:

Rebber, Rees, Taylor, Towhidi, Wang

3. Minutes

A) December 6, 2019 meeting minutes were approved electronically on December 12, 2019

4. Committee Reports

Committee I: Undergraduate Programs Committee (Nick Sterling, Chair)

Action Items:

A) College of Arts and Humanities

1) Department of English and Philosophy

a) [Accelerated Bachelor's to Masters \(ABM\) in English](#)

Request: Modify

b) [Accelerated Bachelor's to Masters \(ABM\) in English, Education Track](#)

Request: Modify

Items a-b were taken as a block and approved unanimously.

c) [ENGL 2000 - American Speech](#)

Request: Delete

Item approved unanimously.

d) [PHIL 3105 - Medieval to Early Modern Philosophy](#)

Request: Add

Item approved unanimously.

- e) [PHIL 3115 - Political Philosophy](#)

Request: Add

Item approved unanimously.

- f) [PHIL 3180 - Moral Theories](#)

Request: Add

Item approved unanimously.

B) College of Science and Mathematics

1) Department of Biology

- a) [BIOL 1011 - Biology of Human Reproduction](#)

Request: Delete

Item approved unanimously.

- b) [BIOL 4730 - Emerging Pathogens](#)

Request: Modify

Item approved unanimously.

2) Department of Computer Science

- a) [Computer Science, B.S.](#)

Request: Modify

Item approved unanimously.

- b) [Data Science Certificate](#)

Request: Add

Item approved unanimously.

- c) [CS 1301 - Computer Science I](#)

Request: Modify

- d) [CS 1302 - Computer Science II](#)

Request: Modify

Items c-d were taken as a block and approved unanimously.

- e) [CS 4180 - Advanced Web Development](#)

Request: Add

Item approved unanimously.

- f) [CS 4275 - Machine Learning Foundations](#)

Request: Add

Item approved unanimously.

- 3) Department of Geosciences

- a) [GEOG 4086 - Internship](#)

Request: Modify

Item approved unanimously.

- 4) Department of Mathematics

- a) [MATH 0996 - Support for Elementary Statistics](#)

Request: Add

- b) [MATH 1401 - Elementary Statistics](#)

Request: Add

Items a-b were taken as a block and approved unanimously.

Committee II: Graduate Programs Committee (Ben Geyer, Chair)

Action Items:

- A) College of Education

- 1) Department of Communication Sciences and Professional Counseling

- a) [CEPD 9151 - Doctoral Independent Study](#)

Request: Add

Item approved unanimously.

- B) College of Social Sciences

- 1) Department of Anthropology

- a) [ANTH 6175 - Southeastern Archaeology and Ethnohistory](#)

Request: Add

Item approved unanimously.

Information Items:

- A) College of Education

- 1) Department of Leadership, Research, and School Improvement

- a) [Educational Leadership, M.Ed.](#)

Request: Delete

Rationale

There are no students in the program, and Academic Affairs requested this action.

B) College of Social Sciences

1) Department of Sociology

a) [Sociology, M.A.](#)

Request: Modify

These modifications update and change several items in the "Admission" section of the catalog description for the MA in Sociology. A description of the admission process has been added, as well as more concise language describing what is expected in applicants' 750 word personal statement. Revised language also notes the implementation a minimum undergraduate GPA of 3.0 for admission to the MA, the removal of the GRE requirement, and the possibility of provisional admission. Finally, they now request a resume or curriculum vitae as part of the application process, and informs applicants that in addition to going to the website, they must visit the "Admissions" tab.

C) Tanner Health System School of Nursing

1) [Doctorate in Nursing Education Program](#)

Request: Modify

These modifications update the Ed.D. program admission criteria based upon relevancy and assist with program recruitment. No changes to program learning outcomes have taken place.

2) [Master of Science in Nursing, post-master's certificate – all role options](#)

Request: Modify

These modifications update the MSN program post-master's certificate admission criteria based upon relevancy and assist with program recruitment. No changes to program learning outcomes have taken place.

3) [Masters of Science in Nursing – all role options](#)

Request: Modify

These modifications update the MSN program admission criteria based upon relevancy and assist with program recruitment. No changes to program learning outcomes have taken place.

Committee III: Academic Policies Committee (Agnieszka Chwialkowska, Chair)

Information Item: (Figure 1)

A) Sustainability Courses and Attribute Designation in Banner

Not only is there growing interest from the student body in environmental sustainability and courses in this area, but designating courses with sustainability content enables us to alert students of their availability, raise awareness and interest in this campus core value, and help publicize and track UWG's sustainability efforts. Furthermore, tracking these courses will enable campus stakeholders to easily inventory and compile information needed for sustainability reports, assessments, as well as build and manage a BIS major, minor, and/or certificate in sustainability.

Committee IV: Rules Committee (Anja Remshagen, Chair)

Action Items:

I) UWG Faculty Handbook

9) 103, Procedures and Criteria for Promotion and Tenure

a) 103.0403, Specific Minimum Criteria for the Award of Tenure (Figure 2)

Request: Modify

Item approved unanimously.

J) UWG Academic Affairs Policies Index

1) UWG Procedure 2.3.2, Criteria for Tenure (Figure 3)

Request: Approve

Item approved unanimously.

Committee V: Diversity and Internationalization Committee (Angela Pashia, Chair)

Action Item:

A) Resolution on Curricular Diversity in the Core (Figure 4)

Item approved unanimously.

5. Old Business

Chair-Elect Insenga discussed the redesign efforts of the Faculty Senate website. She noted that the site is not only more user-friendly, but also will make it much easier to find items such as committee resolutions.

6. New Business

7. Announcements

A) Senate Liaison Reports

No Liaison reports.

8. Adjournment

The meeting adjourned at 1:27 p.m.

Respectfully submitted by
Colleen Vasconcellos
Executive Secretary of the Faculty Senate

Figure 1

Sustainability Courses and Attribute Designation University of West Georgia

Rationale: Why Designate Courses with Sustainability Content?

- 1) The designation will significantly help in accurately tracking courses with sustainability content. This is important as UWG assesses its sustainability credentials every three years using the Association for the Advancement of Sustainability in Higher Education's (AASHE) Sustainability Tracking and Rating System (STARS). A key component of this assessment survey entails offering an accurate inventory of sustainability related courses offered at UWG.
- 2) There is a growing interest in environmental sustainability by incoming students, yet it is a topic that is not captured in any one discipline or college. Course designations will alert students to the various courses that engage this increasingly important area of knowledge and skill building.
- 3) For students unaware of "sustainability", the designations will raise awareness of and interest in one of the core values at UWG.
- 4) It allows the institution to track sustainability related courses, which can be used to more easily build and manage a BIS major, minor or certificate in sustainability.
- 5) It counts as an "exemplary sustainability practice" in AASHE's STARS sustainability assessment system, which UWG uses to track and publicize its sustainability efforts.

APPROVED DESIGNATION

Sustainability Courses and Attribute Designation University of West Georgia

UWG's Definition and Criteria of Sustainability Courses

For the purposes of designation sustainability courses, UWG will adopt the criteria established by the Association for the Advancement of Sustainability in Higher Education (AASHE), of which UWG is a member. AASHE distinguishes between "sustainability focused" courses and "sustainability inclusive" courses. There would therefore be two distinct designations. The following is a direct excerpt from the AASHE's STARS Technical Manual:

A. Sustainability-focused courses (a.k.a. "sustainability courses")

To count as sustainability-focused, the course title or description must indicate a primary and explicit focus on sustainability. This includes:

- *Foundational courses with a primary and explicit focus on sustainability (e.g., Introduction to Sustainability, Sustainable Development, Sustainability Science).*
- *Courses with a primary and explicit focus on the application of sustainability within a field (e.g., Architecture for Sustainability, Green Chemistry, Sustainable Agriculture,*

Sustainable Business). As sustainability is an interdisciplinary topic, such courses generally incorporate insights from multiple disciplines.

- *Courses with a primary and explicit focus on a major sustainability challenge (e.g., Climate Change Science, Environmental Justice, Global Poverty and Development, Renewable Energy Policy). The focus of such courses might be on providing knowledge and understanding of the problems and/or the tools for solving them.*

The course title or description does not have to use the term “sustainability” to count as sustainability-focused if the primary and explicit focus of the course is on the interdependence of ecological and social/economic systems or a major sustainability challenge. If the course title and description do not unequivocally indicate such a focus, but it is evident from the course description or syllabus that the course incorporates sustainability challenges, issues, and concepts in a prominent way, the course may qualify as sustainability-inclusive (see below).

B. Sustainability-inclusive courses (a.k.a. “sustainability-related courses”)

Courses that are not explicitly focused on sustainability may contribute towards scoring if sustainability has clearly been incorporated into course content. To count as sustainability-inclusive, the course description or rationale provided in the course inventory must indicate that the course incorporates a unit or module on sustainability or a sustainability challenge, includes one or more sustainability-focused activities, or integrates sustainability challenges, issues, and concepts throughout the course.

While a foundational course such as chemistry or sociology might provide knowledge that is useful to practitioners of sustainability, it would not be considered “sustainability-inclusive” unless the concept of sustainability or sustainability challenges and issues are specifically integrated into the course. Likewise, although specific tools or practices such as GIS (Geographic Information Systems) or engineering can be applied towards sustainability, such courses would not count unless the description or rationale provided in Banner clearly indicates that sustainability is integrated into the course.

Process for Approving Sustainability Courses:

1. Sustainability Designation committee (All faculty on the Sustainability Council) sends call for sustainability course proposals via all-faculty listserv.
2. Proposals will need to specify which sustainability designation is being sought and should contain a brief description of the course including an explanation of any learning outcomes, modules, or assignments that contribute to warranting a sustainability designation.
3. Committee reviews proposals and recommends those that meet approved criteria.

4. Committee chair sends the list of shortlisted classes/sections to the Faculty Senate Undergraduate Programs Committee (UPC) and Graduate Programs Committee (GPC), which is then sent to Faculty Senate for final approval.

5. Committee chair sends list of approved classes/sections to the Registrar for SFAD* or SIAD* attribute designation in Banner.

*SFAD=Sustainability Focused Attribute Designation

*SIAD=Sustainability Inclusive Attribute Designation

Figure 2

UWG Faculty Handbook

Modification of 103.0403 Specific Minimum Criteria for the Award of Tenure

Rationale: The wording has been updated to match the wording in Section 103.0302 Specific Minimum Criteria for Promotion of the Faculty Handbook.

APPROVED REVISED VERSION

103.0403 Specific Minimum Criteria for the Award of Tenure

1. **Teaching.** Same as criteria for promotion to Associate Professor
2. **Service.** Same as criteria for promotion to Associate Professor
3. **Academic Achievement.** Same as criteria for promotion to Associate Professor
4. **Professional Growth and Development.** Same as criteria for promotion to Associate Professor

Figure 3

UWG Academic Affairs Policies Index

Approval of UWG Procedure 2.3.2, Criteria for Tenure

Rationale: Currently no university procedure exists for the criteria for promotion.

APPROVED PROCEDURE



UWG PROCEDURE NUMBER: 2.3.2, Criteria for Tenure

Authority: UWG POLICY 2.3, (Tenure)

The University of West Georgia (UWG) faculty, pursuant to the authority of UWG Policy 2.3, establishes the following procedures for compliance with UWG Policy 2.3 on Tenure:

The purpose of the procedure is to clearly communicate to the University of West Georgia faculty the minimum criteria for the award of tenure.

A. Definitions.

1. **Tenure** – Employment status that may be awarded to tenure-track faculty after the probationary period. Per BoR Policy 8.3.7.2: Institutional responsibility for employment of a tenured individual is to the extent of continued employment on a 100 percent workload basis for two out of every three consecutive academic terms until retirement, dismissal for cause, or release because of financial exigency or program modification as determined by the Board of Regents.

B. Procedure.

The minimum criteria for the award of tenure are the same as the minimum criteria for promotion to Associate Professor as specified in UWG Procedure 2.2.2.

C. Compliance.

UWG follows the Board of Regents policies on this matter, and to the extent the language conflicts, the Board of Regents language prevails. ([BOR Academic and Student Affairs Handbook](#), 4.4 Award of Tenure and [BOR Policy Manual](#), 8.3.7 Tenure and Criteria for Tenure)

Issued by the [title of person charged with writing procedure], **the** ____ **day of** _____, 2020.

Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Previous version dated: N/A

Figure 4

UWG Faculty Senate Resolution on Curricular Diversity in the Core

WHEREAS, the University of West Georgia states that inclusiveness is a core value that guides the mission and operations of the institution;

WHEREAS, understanding cultural differences will better prepare students for their careers and responsibilities as citizens;

WHEREAS, diversity in our core curriculum will contribute to achieving the University of West Georgia's strategic imperatives by attracting diverse faculty members to the institution, facilitating collaboration, encouraging community outreach, and increasing cultural sustainability; AND

THEREFORE, BE IT RESOLVED that the University of West Georgia ensure that revisions to the core curriculum require courses that engage substantially with a range of perspectives on race, class, gender, religion, nationality, ethnicity, and/or sexuality.


Addendum II

Bachelor's of Business Administration with a Major in Data Intelligence and Business Analytics

2020-2021 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*

2020

Program Information

Program Name* Bachelor's of Business Administration with a Major in Data Intelligence and Business Analytics

Program Type*

Bachelor

Degree Type*

Bachelor of Business Administration

Program Description*

This is a Bachelor of Business Administration with a Major in Data Intelligence and Business Analytics. The degree centers around learning different programming, visualization, statistical, and research techniques necessary to analyze many different types of data-driven business problems. In this degree program, students will learn the basics of programming in a variety of languages, including SAS, R, SQL, and Python. They will learn how to use cross-sectional, panel, and time series data to make forecasts, conduct statistical inference, and present results associated with their work. Students will also learn the basics of data mining and data management within the context of SQL and will learn the basics of data visualization within the context of R and Tableau. Additionally, students will learn within the context of a Bachelor's of

Business Administration, which allows them to contextualize specific techniques and skills within a broader set of business tenets.

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 entities. 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 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

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  it appropriately. When you click on "Add

"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 **X** and proceed.

Prospective Curriculum*

Requirement

Core Areas A, B, C, D, E: 42 Hours

Core Curriculum

Core Area A

(Grade of C or higher) must include:

- MATH 1111 College Algebra [Right] (or)**
- MATH 1113 Precalculus**

Core Area D

should include:

- MATH 1413 Survey of Calculus**

Core Area F: 18 Hours

A: 6 Hours

- ACCT 2101 Principles of Accounting I**

ACCT 2102 Principles of Accounting II**B: 6 Hours**

**ECON 2105 Principles of
Macroeconomics**
ECON 2106 Principles of Microeconomics

C: 3 Hours

**BUSA 2106 Legal and Ethical
Environment of Business**

D: 3 Hours

**CISM 2201 Foundations of Computer
Applications**

Required Supporting Courses:

The following courses must be taken as electives if not taken to satisfy the Core requirements:

**ECON 2105 Principles of
Macroeconomics**
ECON 2106 Principles of Microeconomics
ACCT 2101 Principles of Accounting I
ACCT 2102 Principles of Accounting II
[Before] and
MATH 1111 College Algebra
[Right] (or)
MATH 1113 Precalculus
[After] and
MATH 1413 Survey of Calculus
**BUSA 2106 Legal and Ethical
Environment of Business**
**CISM 2201 Foundations of Computer
Applications**

Major Courses

22/368

These are the courses that are required as part of the Business Intelligence and Data Analytics Degree.

Business Core: 27 Hours

These classes are required of all Bachelor's in Business Administration majors. Students must complete the 24 hours of coursework listed here and must take one of the four International Select classes.

ABED 3100 Business Communication
CISM 3330 Management of Information Systems
ECON 3402 Statistics for Business I
ECON 3406 Statistics for Business II
FINC 3511 Corporate Finance
MGNT 3600 Management
MGNT 3615 Operations Management
MKTG 3803 Principles of Marketing

International Select Elective: 3 Hours

As part of the Business Core, students must take one of the following international select classes.

ECON 4450 International Economics
[Right] (or)
MKTG 4866 International Marketing
[Right] (or)
FINC 4521 International Finance
[Right] (or)
MGNT 4625 International Management

Major Classes: 24 Hours

These are the major classes within the Data Intelligence and Business Analytics Degree. Students must take the seven required classes listed here as well as an "Analytics Select" elective course.

CISM 3340 Data Resource Management and Design
CISM 4390 Business Intelligence and Data Mining
ECON 4408 Visual Analytics

ECON 4476 Senior Seminar in Data Intelligence and Business Analytics

ECON 3408 Introduction to Programming for Analytics

ECON 3460 Forecasting

MGNT 4660 Strategic Management

Analytics Select Elective: 3 Hours

Students must complete one of the following electives as part of the Business Intelligence and Data Analytics program.

ACCT 4233 Strategic Cost Management

[Right] (or)

ACCT 4241 Accounting Information Systems

[Right] (or)

ECON 4475 Introduction to Econometrics and Analytics

[Right] (or)

MGNT 3627 Managing Cultural Differences

[Right] (or)

MGNT 4621 Applications in Human Resource Management

[Right] (or)

MKTG 3808 Business Research

[Right] (or)

MKTG 4808 Marketing Research

[Right] (or)

MKTG 4864 Consumer Behavior

[Right] (or)

MKTG 4868 Marketing Metrics

[Right] (or)

RELE 4706 Residential Appraisal

Electives: 9 Hours

At least one elective must be taken within the RCOB.

Justification and Assessment

Rationale* We are proposing a B.B.A. with a Major in Data Intelligence & Business Analytics to fill a gap in our current business degree offerings. The economics department currently offers both a SA 24/368 certificate in Data and Analytics and participates

heavily in and manages the Interdisciplinary Certificate in Data and Analytics. Across the RCOB, there are various efforts to increase the number of and quality of classes intended to expose students to the uses of data in the business environment. The AACSB (the accrediting body of the RCOB) places an emphasis on developing new opportunities for students to acquire data skills. The demand for business graduates with data analytics knowledge and statistical skills has exploded, and business schools have been encouraged to respond with innovative programs and curricular approaches that, at the undergraduate level, involve real-world business experience over the purely theoretical.

The needs for the program were developed in conjunction with faculty from other business disciplines that will be providing class seats for students in the program. The marginal cost of the program is not expected to be significant, as many of the classes currently under consideration for the degree are regularly taught across business disciplines. Other courses are taught occasionally as special topics or as independent study classes or internships.

Modern businesses have extensive need for new data experts who can collect, manage, and analyze the vast amounts of information that is produced as part of an increasingly heterogeneous and integrated network of social and business interactions. Indeed, businesses that used to obtain data exclusively from transactions or existing supply relationships now collect many other types of data, such as social media engagement and website usage. Furthermore, smaller businesses that previously did not collect data now collect data and develop strategies to increase efficiency, reduce waste, and increase their customer base. As a consequence, there is a significantly greater volume of data being produced relative to the qualified professionals who can manage, analyze, and interpret it.

As evidence of the demand associated with a new B.B.A with a Major in Data Intelligence & Business Analytics, as of October 31, 2019, there were 279 unfilled jobs for data analysts, with salaries ranging from \$52,000 to \$83,000 listed at Glassdoor.com for the 25-mile radius extending from the center of the City of Atlanta. Companies searching for business data analysts include Suntrust, AT&T, Home Depot, Coca-Cola, Delta Airlines, Cox Communications, HD Supply, and Equifax. The Department of Economics already prepares students with some of the skills required for these positions and has placed our graduates in positions of significant responsibility in the aforementioned firms.

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

- 1) Organize and analyze large data sets.
- 2) Perform basic SQL programming.
- 3) Perform basic programming tasks in SAS.
- 4) Build statistical models.
- 5) Create visual representations of data and statistical models within professional reports.
- 6) Create professional reports of data analysis and statistical models.
- 7) Interpret results of statistical analysis.

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 The program does not constitute substantive change for SACSCOC. It is a repackaging of existing curriculum.

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

2.) Program Map

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

3.) Program Sheet

4.) Assessment Plan

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 assessment template from [here](#) complete, and upload.

4.) Curriculum Map Assessment

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 (minor is a part of an existing major)

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* <input type="text" value="Department of Economics"/>	
Is this a School of Nursing Program?* <input type="radio"/> Yes <input checked="" type="radio"/> No	Is this a College of Education Program?* <input type="radio"/> Yes <input checked="" type="radio"/> No
Is the addition/change related to core, honors, or XIDS courses?* <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

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.

Institution: University of West Georgia

Date Completed at the Institution: Spring 2020

Name of Proposed Program/Inscription: Bachelor's of Business Administration with a Major in
Data Intelligence and Business Analytics

Degree: Bachelor of Business Administration

Major: Data Intelligence and Business Analytics

CIP Code: 30300101

Anticipated Implementation Date: Fall 2020

Delivery Mode (check the most appropriate delivery mode in the box below):

On-campus, face-to-face only	X
Off-campus location, face-to-face only (specify the location):	
Online Only	
Combination of on-campus and online (specify whether 50% or more is offered online for SACS-COC)	
Combination of off-campus and online (specify whether 50% or more is offered online for SACS-COC)	
Hybrid, combination delivery, but less than 50% of the total program is online based on SACS-COC	
Contractual Location (specify the location):	

School/Division/College: Richards College of Business

Department: Economics

Departmental Contact: Dr. Hilde Patron Boenheim and Dr. Michael Sinkey

Approval by President or Vice President for Academic Affairs:

Approval by Vice President for Finance/Business (or designee) and contact information:

Approval by Vice President for Facilities (if different from VP- Finance or designee) and contact information:

We request approval to establish an undergraduate major in Data Intelligence & Business Analytics. It will reside in the Richards College of Business and will be offered by the Department of Economics.

1. Rationale: (Provide the rationale for proposing the new academic program.)

We are proposing a Bachelor's of Business Administration with a Major in Data Intelligence & Business Analytics to fill a gap in our current business degree offerings. The economics department currently offers both a SAS Certificate in Data and Analytics and participates heavily in and manages the Interdisciplinary Certificate in Data and Analytics. Across the RCOB, there are various efforts to increase the number of and quality of classes intended to expose students to the uses of data in the business environment. The AACSB (the accrediting body of the RCOB) places an emphasis on developing new opportunities for students to acquire data skills. The demand for business graduates with data analytics knowledge and statistical skills has exploded, and business schools have been encouraged to respond with innovative programs and curricular approaches that, at the undergraduate level, involve real-world business experience over the purely theoretical.

The needs for the program were developed in conjunction with faculty from other business disciplines that will be providing class seats for students in the program. The marginal cost of the program is not expected to be significant, as many of the classes currently under consideration for the degree are regularly taught across business disciplines. Other courses are taught occasionally as special topics or as independent study classes or internships.

Modern businesses have extensive need for new data experts who can collect, manage, and analyze the vast amounts of information that is produced as part of an increasingly heterogeneous and integrated network of social and business interactions. Indeed, businesses that used to obtain data exclusively from transactions or existing supply relationships now collect many other types of data, such as social media engagement and website usage. Furthermore, smaller businesses that previously did not collect data now collect data and develop strategies to increase efficiency, reduce waste, and increase their customer base. As a consequence, there is a significantly greater volume of data being produced relative to the qualified professionals who can manage, analyze, and interpret it.

As evidence of the demand associated with a new B.B.A. with a Major in Data Intelligence & Business Analytics, as of October 31, 2019, there were 279 unfilled jobs for data analysts, with salaries ranging from \$52,000 to \$83,000 listed at Glassdoor.com for the 25-mile radius extending from the center of the City of Atlanta. Companies searching for business data analysts include Suntrust, AT&T, Home Depot, Coca-Cola, Delta Airlines, Cox Communications, HD Supply, and Equifax. The Department of Economics already prepares students with some of the skills required for these positions and has placed our graduates in positions of significant responsibility in the aforementioned firms.

2. Mission Fit and Disciplinary Trends: Description of the program's fit with the institutional mission and nationally accepted trends in the discipline (explain in narrative form). If the program is outside of the scope of the institutional mission and sector, provide the compelling rationale for submission.

The proposed B.B.A. with a Major in Data Intelligence and Business Analytics coalesces well with both UWG's institutional mission and the RCOB's college mission. The official mission of the university is one

that “aspires to be the best comprehensive university in America—sought after as the best place to work, learn and succeed.” Similarly, the RCOB is “in the business of transforming lives through education, engagement, and experiences.” Both our institutional mission and college mission place emphasis on providing a wide variety of experiences that have the potential to transform lives. Our degree track would provide a new path for students to enter society with a mix of practical training (via coding, learning how to use diverse software packages, primary data collection, and data manipulation), problem solving (via research projects), and critical thinking, all of which are highly sought-after by businesses, government agencies, and even non-profits. This path would be transformational. In short, it would be a credible outlet for students wishing to directly enter the workforce as data analysts, business intelligence analysts, or other related fields who do not desire to immediately pursue graduate study. To this point, preferred qualifications for many entry-level positions do not require a Master’s degree, but do require knowledge of different programming languages, an ability to interpret and analyze data, and an ability to produce dashboards and other deliverables to diverse audiences. This degree would provide those skills, which are in high demand, as we describe later in this proposal.

Moreover, this degree program fits well with existing university priorities to expand undergraduate research and to provide opportunities for signature work under the LEAP initiative. As part of the B.B.A. with a Major in Data Intelligence and Business Analytics, all graduates would engage in original research using data and would present this research in a senior capstone class. However, a broader goal of the program is to identify students as juniors and seniors who may be interested in doing undergraduate research. These students could present their work at conferences such as NCUR, GCUR, and the university’s own “Research Day.” Indeed, the program map for this degree has students take two statistics classes, an introductory coding class, a forecasting class, and a visual analytics class prior to their senior year. These classes provide students with ample tools necessary to credibly complete an undergraduate research program. As it stands, under LEAP, UWG seeks to provide students with more opportunities for signature work—this is an explicit objective of the program.

3. Description and Objectives: Program description and objectives (explain in narrative form).

The proposed undergraduate program will prepare students for jobs as data analysts, business analysts, data scientists, econometricians, forecasters, and other related positions, or for graduate degrees in these same disciplines, by training them in the fundamentals of business intelligence and data analytics. More specifically, the degree will provide students with programming and data management skills, knowledge of theoretical and practical statistical methods, business disciplines and rules, effective communication, and legal environments. After completing the degree, students will:

- be proficient at performing data processing and manipulation for analytical purposes,
- be proficient creating a wide range of basic charts appropriate for the underlying data,
- be able to design and implement interactive charts and dashboards,
- demonstrate a working knowledge of modern statistical learning techniques and their applications together with data visualization tools.
- be familiar with various programming languages, including Python, R, and SAS,
- be able to create and manipulate datasets, perform basic data exploratory analysis, in one or more programming language,

- be able to design and implement SQL computer code to solve business problems,
- understand and use widely used terms pertaining to database management systems,
- be able to design and implement on a microcomputer normalized data structures to solve business problems
- differentiate, design and assess various business intelligence (BI) and data mining models,
- identify and translate real-world business problems into BI and data mining problems,
- implement efficient data mining strategies to solve business problems, and
- develop proficiency in data mining software tools such as SAS Enterprise Miner and SAS Visual Analytics.

4. Need: Description of the justification of need for the program. (Explain in narrative form why the program is required to expand curricular academic offerings at the institution, the data to provide graduates for the workforce, and/or the data in response to specific agency and/or corporation requests in the local or regional area.)

The B.B.A. with a Major in Data Intelligence and Business Analytics fills a large gap in the existing curriculum both within the Richards College of Business and the University of West Georgia as a whole. First, within the RCOB, both the Economics department and Management department (via Management Information Systems faculty) provide courses related to this degree, but the classes are nested within their respective majors, and unless students choose to double-major, they are unlikely to take both sets of classes. As a consequence, UWG only has certificates related to Business Intelligence or Data Analytics. Two of these certificates are housed within the department of Economics—the SAS Certificate in Data and Analytics and the Interdisciplinary Certificate in Data and Analytics, while another is housed in the department of Computer Science and is eligible to Mathematics and Computer Science majors. All of these certificates provide depth to their respective majors, but none of these certificates, on their own, provide students with a breadth of knowledge about the foundations of business, coding skills, and statistical and graphical techniques within the same program.

Part of the desire to create this program stems from experiences associated with a signature event on campus: the SAS Analytics Summit. For nearly a decade, the University of West Georgia has hosted a SAS Analytics Summit every April, which has brought together current UWG undergraduates, members of the local community, and alumni who now work locally within the field of data analytics. The SAS Analytics Summit has been successful, as attendance ranges between 30-60 and many students have made meaningful connections resulting in job offers at places like Georgia Power, Supply.com, Delta Airlines, Southwire, and the Georgia Department of Health. Students present original research done while taking classes within the SAS Certificate in Data and Analytics certificate and receive feedback from industry professionals. A drawback is that students often present their work as graduating seniors, which limits the ability of students to use feedback about their work to improve their skills prior to entering the job market. The B.B.A. in Data Intelligence and Business Analytics would allow students to attend and participate in this event much earlier and would allow students to network as juniors to improve their skills as seniors.

Additionally, many students, even if they do not graduate with degrees as data analysts, are expected to have skills related to business intelligence and data analytics. According to a report from Price Waterhouse Coopers, 67 percent of job openings across six industries¹ are “analytics-enabled,” and require “hands-on

¹ These industries are finance and insurance, health care and social assistance, information, manufacturing, professional, scientific, and technical services, and retail trade. PWC based their findings on Burning Glass Technologies data, collected in January 2017.

experience with reporting and visualization software to aid in the collection and examination of data.” While we present data for the demand of “data analysts” in the next section, it is worth noting that many other types of job descriptions seek the skills learned in this program.² Broadly speaking, we expect that many classes within the program will be taken as electives by business students seeking to enhance their education by learning new skills. Taken together, we believe the degree program adds to the university’s mission by increasing the scope of possible degree paths—making it more “comprehensive”—and adds to the college’s mission of providing a transformational educational experience.

5. Demand: Description of how the program demonstrates demand. (Explain in narrative form the data that supports demand for the program from existing and potential students and requests from regional industries.)

As of January 9th, 2020, there were 283 job listings for “data analysts” within 50 miles of Atlanta with salaries ranging from \$22,000 to \$144,000, and 100 job listings under “data scientist,” with salaries ranging between \$58,000 and \$119,000, in companies such as Riskconnect, Edible Arrangements, Instacart, The Coca Cola Company, Delta Airlines, Home Depot, and Equifax, among others. There were an additional 332 listings for internships for undergraduate students. While the job descriptions vary from company to company, a representative job description was provided to us by Epsilon, a Publicis-owned company operating in Atlanta:

² A non-exhaustive list of such positions includes “Technical Business Analyst,” “Data Standard Analyst,” “Business Systems Analyst,” “Marketing Analytics Manager,” “Fiscal Policy Analyst,” “Sourcing Analyst,” “Strategy Associate,” among others.



Job Title: **Data Analyst**
Department: **Analytic Consulting Group**

Summary:

The Analytic Consulting Group partners with both internal and external clients, and data providers, leveraging predictive analytics and advanced statistical techniques to drive strategic thought and effective decision making. The **Data Analyst** is responsible for conducting data analyses using SAS/SQL and other resources in support of a variety of analytic solutions.

Responsibilities:

- Provide SAS/SQL programming, with detailed direction, in the execution of data analysis that will contribute to the final project deliverables
- Appropriately account for the timeliness and quality of all assignments
- Collaborate with internal stakeholders to manage data logistics - including data transfers, understanding data structures, business rules, etc. - to enable project execution
- QA/QC data and report output to ensure accuracy
- Support the development of reports by providing requisite content
- Participate in presentation of reports to key internal stakeholders, effectively communicating the steps taken to create the output
- Manage multiple projects concurrently
- Monitor project progress relative to timeline and scope

Minimum Qualifications:

- Bachelor's degree in a quantitative discipline (e.g., statistics, economics, mathematics, marketing analytics) or significant relevant coursework
- 1-3 years' professional experience with data mining, segmentation, and/or predictive modeling using large, marketing databases
- Demonstrated proficiency in SAS/SQL programming; minimum 2 years
- Working knowledge of MS Office; including PowerPoint, Word, Excel and Outlook
- Strong analytic thought process and ability to interpret findings
- Ability to work on multiple assignments concurrently
- Excellent verbal and written communication skills
- Highly motivated and collaborative team player with strong interpersonal skills
- Acute attention to detail (QA/QC)
- Effective organization and time management skills
- Professional judgment

Desirable Qualifications:

- Advanced degree (Master's/PhD) in Statistics, Economics or other quantitative discipline
- Database marketing experience/knowledge
- Ability to program in newer and emerging languages such as R and Python; working knowledge of Hadoop and other big data technologies

In the most recent exit survey of UWG Economic students, 23% of graduating seniors suggested adding more data-focused courses or programs, 27% said that obtaining a job in the field of data analytics was a short-term or long-term goal, and two students reported wanting to pursue a graduate degree in statistics or data analysis.

Below we created an “improvement” word cloud based on the students’ responses and reproduced the students’ responses.



Selected suggested improvements from Spring 2019 Economics graduates:

“Add a data analytics pathway that’s more focused on analytics. Teaching us more software and coding.”

“I would love to see more data analysis classes and more integration of the modern analytic techniques for majors who want to go data-heavy.”

“Offer coding classes, offer healthcare econ, use research papers/long-term projects, not just tests to improve understanding. More classes in advanced level. Offer classes in business research to help career readiness.”

“Two directional paths once taking major class, one treated like a data analytics degree, while the other being economics (R, Tableau, python, etc.)”

“Implement skill-based classes. Develop a masters program that is more tied to economics statistics.”

“I would offer some concentration in economics, allowing students to study different fields in economics and I would teach more data analytics as well. This work field is all around analytics.”

- 6. Duplication:** Description of how the program does not present duplication of existing academic offerings in the geographic area and within the system as a whole. If similar programs exist, indicate why these existing programs are not sufficient to address need and demand in the state/institution’s service region and how the proposed program is demonstrably different.

Currently, there are no undergraduate programs within the USG system that center on Data Intelligence and Business Analytics. The academic offerings that relate to our proposed program either do not have a business focus or are offered at the graduate level, creating a void at the undergraduate level. For example, the closest offerings are both master’s degrees, offered at the J. Mack Robinson College of Business at Georgia State University and the Terry College of Business at the University of Georgia. Georgia State offers an M.S. in Data Science and Analytics while Georgia offers an M.S. in Business Analytics. Georgia Tech offers an M.S. in Analytics. Likewise, Kennesaw State offers a doctoral program in Data Analytics and a number of different Master’s degrees, but does not offer any programs at the undergraduate level.

Notably, the University of Georgia offers a Bachelor's in Data Science. This program is similar to the program we are proposing but has a different focus and seeks to attract students with detailed computer science and mathematics backgrounds. In our program, we emphasize business applications and embed the degree within the broader curriculum of the B.B.A. Students who complete the degree will have completed classes across all business disciplines, including accounting, finance, economics, management, and marketing. As it stands, this is the only undergraduate degree of its type in the region.

- 7. Collaboration:** Is the program in collaboration with another USG Institution, TCSG institution, private college or university, or other entity?
Yes ___ or No **X** (place an X beside one)

If yes, list the institution below and include a letter of support from the collaborating institution's leadership (i.e., President or Vice President for Academic Affairs) for the proposed academic program in the appendix.

- 8. Forecast:** If this program was not listed on your academic forecast for the 2021 – 2022 academic year, provide an explanation concerning why it was not forecasted, but is submitted at this time.

N/A

- 9. Admission Criteria:** List the admission criteria for the academic program.
a) Include all required minima scores on standardized tests.

No minimum scores are required.

- b) Include the required grade point average requirement.

Students must complete one of the following courses with a grade of "C" (2.0) to remain in the Data Intelligence and Business Analytics major: Econ 3402 and Econ 3406. To complete the Data Intelligence and Business Analytics major, students must have a GPA of C or better in major courses, and only one D is allowed.

10. Curriculum (See the form below this series of questions and please complete.)

- a) List the entire course of study required to complete the academic program. Include the course prefixes, course numbers, course titles, and credit hour requirement for each course. Indicate the word "new" beside new courses.

C.0. Summary of Course Requirements and Prerequisites:

The course requirements for the B.B.A with a Major in Data Intelligence and Business Analytics are listed below. The coursework consists of 120 semester hours, of which 60 are in the core curriculum (areas A-F), 27 are of the shared business core, 24 are major hours, and 9 are electives.

☐ CORE CURRICULUM (60 hours)

- Area A (9 hours)
 - ENGL 1101 (3) – English Composition I
 - ENGL 1102 (3) – English Composition II
 - MATH 1111 (3) – College Algebra or MATH 1113 (3) – Precalculus

- Area B (5 hours)
 - Elective (3): Choose one
 - Area B1 Elective
 - Elective(2): Choose one
 - XIDS 2002 (2)—First Year Seminar or Area B2 Elective

- Area C (6 hours)
 - Fine Arts Elective (3)
 - Humanities Elective (3)

- Area D (10 hours)
 - Lab Science (4)
 - Non-Lab Science (3)
 - Math 1413 (3) – Survey of Calculus

- Area E (12 hours)
 - History (3): Choose one
 - HIST 1111 – Survey of World History/Civilization I / or
 - HIST 1112 – Survey of World History/Civilization II
 - History (3): Choose one
 - HIST 2111 – US History I (to 1865) / or
 - HIST 2112 – US History II (since 1865)
 - Elective (3): Choose one
 - PSYC 1101 – Introduction to General Psychology / or
 - SOCI 1101 – Introductory Sociology
 - POLS 1101 (3) – American Government

- Area F (18 hours)
 - ACCT 2101 (3) – Principles of Accounting I
 - ACCT 2102 (3) – Principles of Accounting II
 - BUSA 2106 (3) – Legal and Ethical Environment of Business
 - CISM 2201 (3) – Foundations of Computer Applications
 - ECON 2105 (3) – Principles of Macroeconomics
 - ECON 2106 (3) – Principles of Microeconomics

☐ BUSINESS CORE (27 hours)

ABED 3100 (3) – Business Communication

CISM 3330 (3) – Management of Information Systems
ECON 3402 (3) – Business Statistics I
ECON 3406 (3) – Business Statistics II
FINC 3511 (3) – Corporate Finance
MGNT 3600 (3) – Management
MGNT 3615 (3) – Operations Management
MKTG 3803 (3) – Principles of Marketing
INTERNATIONAL SELECT (3): Choose one
 ECON 4450 – International Economics
 FINC 4521 – International Finance
 MGNT 4625 – International Management
 MKTG 4866 – International Marketing

MAJOR COURSES (24 hours)

ECON 3408 (3) – Introduction to Programming for Analytics (NEW)
ECON 3460 (3) – Forecasting
CISM 3340 (3) – Data Management and Design
ECON 4408 (3) – Visual Analytics (NEW)
ECON 4476 (3) – Senior Seminar in Data Intelligence and Business Analytics (NEW)
CISM 4390 (3) – Business Intelligence and Data Mining
MGNT 4660 (3) – Strategic Management

Major Elective (Choose ONE)

ACCT 4233 (3) – Strategic Cost Management
ACCT 4241 (3) – Accounting Information Systems
ECON 4475 (3) – Intro to Econometrics
MGNT 3627 (3) – Managing Cultural Differences
MGNT 4621 (3) – Applications in Human Resource Management
MKTG 3808 (3) – Business Research
MKTG 4808 (3) – Marketing Research
MKTG 4864 (3) – Consumer Behavior
MKTG 4868 (3) – Marketing Metrics
RELE 4706 (3) – Residential Appraisal

ELECTIVES (9 hours): At least one of the electives must be taken in the RCOB.

- b) Provide a sample program of study that includes the course prefixes, course numbers, and course titles and credit hour requirement for each course. Indicate the word “new” beside new courses.

Please see Appendix A for a sample program of study.

- c) List and reference all course prerequisites for required and elective courses within the program. Include the course prefixes, numbers, titles, and credit hour requirements.

Please see Appendix B.

- d) State the total number of credit hours required to complete the program, but do not include orientation, freshman year experience, physical education, or health and wellness courses per the Academic and Student Affairs Handbook, Section 2.3.1.

Program of Study Form

(Modify appropriately for undergraduate versus graduate programs.)

The core curriculum for the University of West Georgia can be found at <https://www.westga.edu/student-services/registrar/core-curriculum.php>. Preferred courses for this major are included in the table.

Area A1: Communication Skills ENGL 1101, English Composition I ENGL 1102, English Composition II	First Year, Fall First Year, Spring	3 3
Area A2: Quantitative Skills MATH 1111, College Algebra or MATH 1113, Precalculus	First Year, Fall	3 4
Area B: Written and Oral Communication Area B1 Elective XIDS 2002, First Year Seminar or Area B2 Elective	First Year, Spring First Year, Fall	3 2
Area C: Humanities, Fine Arts, and Ethics Fine Arts Elective Humanities Elective	Second Year, Fall Second Year, Spring	3 3
Area D: Natural Sciences, Math, & Technology Lab Science Non-Lab Science Math 1413, Survey of Calculus	First Year, Spring First Year, Fall Second Year, Fall	4 3 3
Area E: Social Sciences HIST 1111, Survey of World History/Civilization I or HIST 1112, Survey of World History/Civilization II HIST 2111, US History I (to 1865) or HIST 2112, US History II (from 1865) POLS 1101, American Government Social Science Elective	Second Year, Fall Third Year, Fall First Year, Spring Third Year, Spring	3 3 3 3 3 3
Area F: ACCT 2101, Principles of Accounting I ACCT 2102, Principles of Accounting II BUSA 2106, Legal and Ethical Environment of Business CISM 2201, Foundations of Computer Applications ECON 2105, Principles of Macroeconomics ECON 2106, Principles of Microeconomics	Second Year, Fall Second Year, Spring Second Year, Spring First Year, Spring First Year, Fall Second Year, Fall	3 3 3 3 3 3

Business Core		
ABED 3100, Business Communication	Second Year, Spring	3
CISM 3330, Management of Information Systems	Third Year, Fall	3
ECON 3402, Business Statistics I	Second Year, Spring	3
ECON 3406, Business Statistics II	Third Year, Fall	3
FINC 3511, Corporate Finance	Third Year, Spring	3
MGNT 3600, Management	Third Year, Fall	3
MGNT 3615, Operations Management	Fourth Year, Spring	3
MKTG 3803, Principles of Marketing	Third Year, Spring	3
International Select: Choose one	Fourth Year, Fall	
ECON 4450, International Economics		3
FINC 4521, International Finance		3
MGNT 4625, International Management		3
MKTG 4866, International Marketing		3
Major Area Courses – Common Curriculum		
ECON 3408, Introduction to Programming for Analytics (NEW)	Third Year, Fall	3
ECON 3460, Forecasting	Fourth Year, Fall	3
CISM 3340, Data Management and Design	Third Year, Spring	3
ECON 4408, Visual Analytics (NEW)	Third Year, Spring	3
ECON 4476, Senior Seminar in Data Intelligence and Business Analytics (NEW)	Fourth Year, Spring	3
CISM 4390, Business Intelligence and Data Mining	Fourth Year, Fall	3
MGNT 4660, Strategic Management	Fourth Year, Fall	3
Analytics Select Elective (Choose one)	Fourth Year, Spring	3
ACCT 4233, Strategic Cost Management		3
ACCT 4241, Accounting Information Systems		3
ECON 4475, Intro to Econometrics		3
MGNT 3627, Managing Cultural Differences		3
MGNT 4621, Applications in Human Resource Management		3
MKTG 3808, Business Research		3
MKTG 4808, Marketing Research		3
MKTG 4864, Consumer Behavior		3
MKTG 4868, Marketing Metrics		3
RELE 4706, Residential Appraisal		
Electives		
General Elective	Fourth Year, Fall	3
General Elective	Fourth Year, Spring	3
General Elective	Fourth Year, Spring	3
Total Semester Credit Hours		120

List below health and physical education, basic health, orientation, etc. per Board Policy 3.8.1		

- e) If this is a doctoral program, provide the names of four external reviewers of aspirational or comparative peer programs complete with name, title, institution, e-mail address, and telephone number. External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.

N/A

- f) If internships, assistantships, or field experiences are required to complete the academic program, provide information documenting internship or field experience availability and how students will be assigned, supervised, and evaluated.

Internships are optional, but not required. Students may take one of the following courses:

- ACCT 4286 – Business Internship (Accounting)
- ACCT 4390 – Accounting Internship
- CISM 4386 – Business Internship (Mgmt Info Sys)
- ECON 4486 – Internship in Economics
- FINC 4586 – Business Internship (Finance)
- MGNT 4686 – Business Internship (Management)
- MKTG 4886 – Marketing Internship

- g) Within the appendix, append the course catalog descriptions for new courses. Include the course prefixes, course numbers, course titles, and credit hour requirements.

- 11. Waiver to Degree-Credit Hour** (if applicable): State whether semester credit-hours exceed maximum limits for the academic program and provide a rationale.

N/A

- 12. Student Learning Outcomes:** Student Learning outcomes and other associated outcomes of the proposed program (provide a narrative explanation).

All graduates earning a B.B.A with a Major in Data Intelligence and Business Analytics offered by the Richards College of Business will learn the essential skills necessary to pursue data-oriented careers, including data analysis, data management, business forecasting, and unstructured problem solving, for both private companies, governmental and public sector organizations, and non-profits, or pursue graduate degrees in statistics, business, or data analytics. All graduates will be able to:

- Organize and analyze large data sets.
- Perform basic SQL programing;

- Perform basic programming tasks in SAS;
- Build statistical models;
- Create visual representations of data and statistical models with professional reports.

13. Assessment and Quality: Describe institutional assessments throughout the program to ensure academic quality, viability, and productivity as this relates to post-approval enrollment monitoring, degree productivity, and comprehensive program review.

Students will be assessed on the common B.B.A. learning objectives every two years along with other B.B.A. programs in the Richards College of Business. Additionally, students completing B.B.A with a Major in Data Intelligence and Business Analytics will be required to complete a capstone course, ECON 4476: Senior Seminar in Data Intelligence and Business Analytics.

Student learning objectives will be assessed at a number of points throughout the program. Many of these objectives will be assessed in ECON 4476. Students will create professional reports of data analysis and statistical models as part of a capstone project for this class; additionally, they will collect, organize, and analyze large data sets to complete this project. Thus, those two objectives will be assessed in that class. Still, to ensure academic quality through the duration of the program, students will be assessed at other points in time in other classes. Students will perform basic SQL programming in CISM 3340—Data Management and Design—and will be assessed in this class. While students will perform basic programming tasks in SAS and R, build statistical models, and interpret results of statistical analysis in a number of classes in the program, they will be assessed on their performance in R, building statistical models, and interpreting results in ECON 3460: Forecasting. They will be assessed on their performance in SAS in ECON 3408: Introduction to Programming for Analytics. They will be assessed on visual representations of data and statistical models in ECON 4408: Visual Analytics.

The student learning outcomes will be assessed in each class and reviewed every year. Assessment reports will be prepared and reviewed by the department faculty and the Richards College of Business Undergraduate Programs Committee.

Faculty will monitor enrollment in ECON 3408: Introduction to Programming for Analytics, and ECON 4476: Senior Seminar in Data Intelligence and Business Analytics. Low enrollments in either class may suggest a lack of viability for the degree as a whole. If low enrollments are observed, faculty will work to recruit new majors from within the campus and will make special efforts to advertise the degree to incoming freshmen at events such as Preview Day. Additionally, faculty will make special efforts to reach out to students after graduation to learn about job outcomes via platforms such as LinkedIn. Graduates will be invited back to speak about their job experiences to students currently in the program.

14. Accreditation: Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate NA).

The B.B.A. with a Major in Data Intelligence and Business Analytics does not constitute substantive change for SACSCOC. It is a repackaging of existing curriculum.

The B.B.A. with a Major in Data Intelligence and Business Analytics will share common learning objectives with other B.B.A. degrees in the Richards College of Business. As a consequence, students in the program will be held to the same expectations as other B.B.A. majors for purposes of AACSB accreditation.

15. Enrollment Projections: Provide projected enrollments for the program specifically during the initial years of implementation.

- a) Will enrollments be cohort-based? Yes ____ or No **X** ____ (place an X beside one)
- b) Explain the rationale used to determine enrollment projections.

The University of West Georgia has an existing base of students in the *SAS Certificate in Data and Analytics* offered by the Department of Economics and the University of West Georgia's Interdisciplinary *Certificate in Data and Analytics*. Our enrollment projection assumes that in the first year, 2 of the students in the interdisciplinary certificate and 10 will enter the major. We believe that the numbers shifted from other programs will increase a little ever year thereafter, and that new enrollments will also increase moderately every year at a rate of 2 new students per year. We expect to reach reaching a projected total number of 66 majors by 2024.

If projections are not met, the directors of the program and teaching faculty will develop a recruitment strategy to increase enrollment.

In the projected credit hours below, we only include projected majors. We do not include non-majors who take these courses making these conservative projections.

	First FY 2021	Second FY 2022	Third FY 2023	Fourth FY 2024
I. ENROLLMENT PROJECTIONS				
Student Majors				
Shifted from other programs	4	4	4	4
New to the institution	8	8	8	8
Total Majors (Previous + new)	12	24 (12+12)	36 (24+12)	48 (36+12)
Course Sections Satisfying Program Requirements				
Previously existing	38	39	39	39
New	3	0	0	0
Total Program Course Sections	39	39	39	39
Credit Hours Generated by Those Courses				
Existing enrollments	24	24	24	24
New enrollments	0	0	48	144

Total Credit Hours	24	24	72	168
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16) Faculty

- a) Provide the total number of faculty members that will support this program: 16
- b) Provide an inventory of faculty members directly involved with the administration and instruction of the program. Annotate in parentheses the person who holds the role of department chair. For each faculty member listed, provide the information below in tabular form. Indicate whether any positions listed are projected new hires and currently vacant. (Multiple rows can be added to the table.) *Note: The table below is similar to the SACS-COC faculty roster form. * (see narrative at the end of table)*

Faculty Name	Rank	Courses Taught (including term, course number & title, credit hours (D, UN, UT, G))	Academic Degrees & Coursework (relevant to courses taught, including institution & major; list specific graduate coursework, if needed)	Current Workload	Other Qualifications & Comments (related to courses taught)
Adrian Austin	Professor	Fall 2019: ECON 2106: Principles of Microeconomics (D), 3.0 2 sections; Fall 2019: ECON 4475 Intro to Econometrics (UN), 3.0; Spring 2019: Econ 3402 Business Statistics I (UN), 3.0; Spring 2019: Econ 3406 Business Statistics II (D), 3.0; Spring 2019: Econ 3411 Intermediate Microeconomics (UN), 3.0; Summer 2019: Econ 3406 Business Statistics II (D), 3.0 2 sections	Ph.D. in Economics from Duke University. MA in Economics from Duke University. B.S. in Economics from the University of Memphis	3/3	Professional Certifications in Python Basics for Data Science, Visualizing Data with Python and, Analyzing Data with Python from IBM
Trung Ly	Assistant Professor	ECON 3402 Business Statistics I (UN), 3.0 3 sections	Ph.D. in Economics from University of Notre Dame. MA in Economics from University of	3/3	Advanced Teaching Scholar Certificate, Kaneb Center for Teaching and Learning, University of Notre Dame. Striving for Excellence in College and University Teaching Certificate, Kaneb Center for Teaching and Learning, University of Notre Dame

			<p>Notre Dame. MA in Economics from University of Missouri-St. Louis. B.S., summa cum laude, Economics from University of Missouri-St. Louis. B.S., summa cum laude, Business Administration from University of Missouri-St. Louis.</p>		
Hilde Patron Boenheim	Professor	<p>Fall 2019: ECON 3410 Economic Policy (UN), 3.0; Fall 2019: ECON 3402 Business Statistics I (UN), 3.0 ; Fall 2019: ECON 3402 Business Statistics I (D), 3.0; Spring 2019: Econ 3402 Business Statistics I (UN), 3.0; Spring 2019: Econ 3402 Business Statistics I (D), 3.0; Summer 2019: Econ 3402 Business Statistics I (D), 3.0; Summer 2019: Econ 3406 Business Statistics I (D), 3.0 ; Summer 2019: Econ 4410 Money and Banking (D), 3.0</p>	<p>Ph.D. in Economics from Michigan State University. Major field of study in Economic Theory and minor in Econometrics . Masters Degree in Economic Development from Universidad de los Andes (Bogota, Colombia) and B.A. in Economics from from Universidad de los Andes (Bogota, Colombia) . Professional Certifications in Python Basics for Data Science, Visualizing Data with Python and,</p>	3/3	<p>Director of the Center for Business and Economics Research where we do and direct student research focusing on data intensive projects. Co-Organize UWG's annual SAS Analytics Summit, a yearly symposium that brings together data analytics professors, students and business professionals. The Director also produces a variety of reports, including the Regional Updates (4/year), economics impact studies, state government consulting (e.g., Department of Audits, Georgia Senate Budget Office) and internal reports (e.g., Newnan Center Impact).</p>

			Analyzing Data with Python from IBM, and in Matlab and Octave for Beginners from Ecole Polytechnique Federale de Lausanne.		
Lizhong Peng	Assistant Professor	Fall 2019: ECON 2106 Principles of Microeconomics (UN), 3.0 3 sections; Spring 2019: ECON 2106 Principles of Microeconomics (UN), 3.0 3 sections; Summer 2019: ECON 2106 Principles of Microeconomics (D), 3.0	Lehigh University, Ph.D. in Economics. Shanghai Jiao Tong University, B.A. in Economics	3/3	Previous research experience at American Institutes for Research (2015-2017). Primary fields of research: Primary Fields: Health Economics, Applied Econometrics.
Michael J. Sinkey	Associate Professor	Fall 2019: ECON 3406: Business Statistics II (UN), 3.0, 3 sections; Spring 2019: ECON 3406: Business Statistics II (UN) (hybrid), 3.0, 2 sections,	Ph.D. in Economics from The Ohio State University. M.A. in Economics from The Ohio State University Magna Cum Laude. B.S. in Business Economics from the University of Louisville; minor in Mathematics.	3/3	
William "Joey" Smith	Professor	Fall 2019: ECON 3460 Forecasting (UN), 3.0; Fall 2019: ECON 6430 Business Forecasting (G), 3.0; Spring 2019: ECON 4475 Econometrics (UN); Summer 2019: Econ 4480 Urban Economics (UN), 3.0; Summer 2019: ECON 6485 Business Analytics (G), 3.0;	Ph.D. in Economics from Georgia State University. M.A. in Economics from Georgia State University. B.S. in Economics from the University of West Georgia, B.A. Philosophy	1/1/1	Chair of Department of Economics and Distinguished Lecturer. Worked with the CBER Director also produces a variety of reports, including the Regional Updates (4/year), economics impact studies, state government consulting (e.g., Department of Audits, Georgia Senate Budget Office) and internal reports (e.g., Newnan Center Impact).

			University of West Georgia		
Joan Deng	Associate Professor	Fall 2019: CISM 2201 Foundations of Computer Applications (D), 3.0; Fall 2019: CISM-3340 Data Resource Management and Design (UN), 3.0; Fall 2019: CISM-4390 Business Intelligence and Data Mining (UN), 3.0; Spring 2019: CISM-3340 Data Resource Management and Design (UN), 3.0; Spring 2019: CISM-4390 Business Intelligence and Data Mining (UN), 3.0 2 sections; Summer 2019: Foundations of Computer Applications (D), 3.0;	Ph.D., MIS, Texas A & M University, M.A., Economics, Fudan University, B.A., Economics, Fudan University, 1997. Ph.D. dissertation topic “Beyond Usability: Affect in Web Browsing”	3/3	
Thomas Gainey	Professor	Fall 2019: MGNT-4621 Applications in Human Resource Management (UN), 3.0; Fall 2019: MGNT-4620 Human Resource Management (UN), 3.0;	Ph.D., University of South Carolina. Major: Organizational Behavior. Minor: Human Resource Management. M.B.A., Wake Forest University. B.S., Francis Marion College. Double Major: Computer Science and Management.	1/1	Chair of Department of Management
Kimberly Green	Associate Professor	Fall 2019: MGNT-4660 Strategic Management (D), 3.0 2 sections; Fall 2019: WMBA-6070 Entrepreneurship-New Vent Anal (G), 3.0; Spring 2019: Spring 2019: MGNT-4660 Strategic Management (D), 3.0 2 sections; WMBA-6070 Entrepreneurship-New	Ph.D., Indiana University. Major: Entrepreneurship. Minor: Strategic Management. MBA from Georgia Institute of Technology.	3/3	Chartered Financial Analyst designation CFA Institute. Previous business experience at BellSouth Corporation, Atlanta, GA as manager – financial planning & analysis: Developed models for valuation of the Domestic Communications Group and for forecasts of wireline retail and wholesale products and competitive

		Vent Anal (G), 3.0; Summer 2019: MGNT-4660 Strategic Management (D), 3.0	Bachelor of Science from Auburn University with a major in Management.		impacts.
John Upson	Associate Professor	Fall 2019: MGNT- 6681 Strategic, Ethical, and Global Management (G), 3.0; Fall 2019: MGNT- 4660 Strategic Management (UN), 3.0 2 section; Spring 2019: MGNT-4660 Strategic Management (UN), 3.0 2 sections; Spring 2019: MGNT- 4682 Special Problems in Management (UN), 3.0; Summer 2019: MGNT-4625 International Management (UN) 3.0	Ph. D. in Strategic Management from Florida State University. MBA from Florida State University. Bachelor of Science in Financec from Florida State University.	3/3	
Susana Velez- Castrillon	Associate Professor	Fall 2019: MGNT- 3645 Corporate Social Responsibility (UN), 3.0; Fall 2019: MGNT-4660 Strategic Management (UN), 3.0 2 sections; Spring 2019: MGNT-3645 Corporate Social Responsibility (UN), 3.0; Spring 2019: MGNT-4660 Strategic Management (UN), 3.0 2 sections; Summer 2019: MGNT-3600 Management (UG), 3.0	Ph.D. University of Houston. Major: Strategic Management. Minor: Research Method and Statistics Dissertation: The Strategic Fit between Board of Directors Characteristic s and the External Environment, and its Effect on Firm Reputation. M.Phil. BioScience Enterprise - University of Cambridge, UK. B.Sc. (Hons) Biology - Pontifical Javeriana University, Colombia	3/3	

Beheruz Sethna	Professor	Fall 2019: MKTG-3808 Business Research (UN), 3.0, 2 sections; Fall 2019: MKTG-3808 Business Research (D), 3.0; Spring 2019: MKTG-6850 Analytical Methods in Marketing (G), 3.0; Spring 2019: MKTG-3808 Business Research (UN), 3.0, 3 sections;	PhD, Business (Marketing), Columbia University. M. Phil., Master of Philosophy, Columbia University. M.B.A., Master of Business Administration, Indian Institute of Management. BS, B. Tech. (Honors) Electrical Engineering, Indian Institute of Technology.	3/3	Regents' Professor of Business and President Emeritus of The University of West Georgia
David Nickell	Associate Professor	Fall 2019: MKTG-6815 Marketing Strategy (G), 3.0; Fall 2019: MKTG-4868 Marketing Metrics (UN), 3.0; Fall 2019: MKTG-4870 Marketing Management (UN), 3.0; Spring 2019: MKTG-4870 Marketing Management (UN), 3.0 2 sections; Spring 2019: MKTG-3803 Principles of Marketing (UN), 3.0; Summer 2019: MKTG-3808 Business Research (D), 3.0; Summer 2019: MKTG-4870 Marketing Management (D), 3.0	Ph.D. Georgia State University. Major: Marketing. Emory University, MBA. University of Kentucky, B.B.A. Major: Marketing. Minor: Mathematics.	3/3	
James Burton	Professor	Fall 2019: RELE-4706 Residential Appraisal(D), 3.0; Fal 2019: MKTG-3801 Art of Selling and Personal Dynamics (UN), 3.0; Fall 2019: MKTG-3805 Real Estate Principles (D), 3.0; Spring 2019: MKTG-3801 Art of Selling and Personal Dynamics (UN), 3.0;	Ph.D., Business Administration, Real Estate and Urban Affairs, Georgia State University. M.B.A., Real Estate, Georgia State University.	3/3	

		Spring 2019: MKTG-3805 Real Estate Principles (D), 3.0; Summer 2019: MKTG-3801 Art of Selling and Personal Dynamics (UN), 3.0; Summer 2019: MKTG-3805 Real Estate Principles (D), 3.0; Summer 2019: MKTG-4805 Sales Management (D), 3.0	B.B.A, Real Estate, Georgia State University		
Ron Colley	Professor	Spring 2019: ACCT-6242 Strategic Information Systems (G), 3.0; Summer 2019: ACCT-4241 Accounting Information Systems (D), 3.0	Ph.D., Accounting, Georgia State University, B.A., Accounting, University of South Florida	1/1/1	Chair of Department of Accounting
Christine Haynes	Professor	Fa;ll 2019: ACCT-6233 Seminar in Cost Accounting (G), 3.0; Fall 2019: ACCT-3232 Managerial Accounting (UN), 3.0; Fall 2019: ACCT-3232 Managerial Accounting (D), 3.0; Spring 2019: ACCT-2102 Principles of Accounting II (UN) 3.0; Summer 2019: ACCT-4233 Strategic Cost Management (D), 3.0; Summer 2019: ACCT-5233 Strategic Cost Management (G) 3.0	Ph.D., Accounting, University of Texas at Austin, BS, Accounting, University of Utah	3/3	Director, Master of Professional Accounting Program

F, P: Full-time or Part-time: D, UN, UT, G: Developmental, Undergraduate Non-transferable, Undergraduate Transferable, Graduate

c) Explain how faculty workloads will be impacted by the proposed new program.

Faculty teaching loads will not be affected. The new courses in the program will be taught by William Smith (ECON 3408), Lizhong Peng (ECON 4408), and Trung Ly (ECON 4476). Michael Sinkey will teach ECON 3460, while Joan Deng will teach CISM 3340 and CISM 4390. Since MGNT 4660 is a capstone course required of all students that receive a B.B.A., there are multiple sections offered by the Management department every semester by various faculty members.

- d) Explain whether additional faculty will be needed to establish and implement the program. Describe the institutional plan for recruiting additional faculty members in terms of required qualifications, financial preparations, timetable for adding faculty, and whether resources were shifted from other academic units, programs, or derived from other sources.

No additional faculty will be required to establish or implement the program. However, some of the courses will utilize guest speakers, and we will, on occasion, utilize adjunct instructors from the business community from the Atlanta area to increase student exposure to the industry.

17) Fiscal and Estimated Budget

- a) Describe the resources that will be used specifically for the program.

All the resources needed for the program, including facilities, computer hardware and software, faculty and staff, already exist at the department, college, or university level.

b) Budget Instructions: Complete the form further below and **provide a narrative to address each of the following:**

c) For Expenditures:

- i. 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).

No new resources will be required to establish or implement the program. Economics, Management, and other Business faculty will teach the courses, and we will use library and other departmental, college, and university resources that are already pre-existing.

- ii. 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).

The program does not require reassigning faculty.

d) For Revenue:

- i. 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.

The proposal doesn't require redirection of funds.

- ii. Explain how the new tuition amounts are calculated.

The projected tuition was calculated using the current undergraduate tuition rate (\$182.13 per credit hour), multiplied by the credit hours projected, which in turn are based on the number of students projected each fiscal year.

- iii. Explain the nature of any student fees listed (course fees, lab fees, program fees, etc.). Exclude student mandatory fees (i.e., activity, health, athletic, etc.).

There are no additional student fees listed.

- iv. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.

Revenues from other grants are not included in this proposal.

- v. If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.

No other revenue sources are included in this proposal.

- e) When Grand Total Revenue is not equal to Grand Total Costs:

- i. 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?

N/A

- ii. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.

We anticipate that the demand for the program will exceed the number enrolled. However, if projected enrollment falls below expectations, plans for adjunct instructors will be eliminated, and a more aggressive recruitment plan devised.

I. EXPENDITURES	First FY Dollars	Second FY Dollars	Third FY Dollars	Fourth FY Dollars
Personnel – reassigned or existing positions				
Faculty (see 15.a.ii)				
Part-time Faculty (see 15 a.ii)				
Graduate Assistants (see 15 a.ii)				
Administrators(see 15 a.ii)				
Support Staff (see 15 a.ii)				
Fringe Benefits				
Other Personnel Costs				
Total Existing Personnel Costs				

EXPENDITURES (Continued)				
Personnel – new positions (see 15 a.i)				
Faculty				
Part-time Faculty				
Graduate Assistants				
Administrators				
Support Staff				

Fringe Benefits				
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Other personnel costs				
Total New Personnel Costs				
Start-up Costs (one-time expenses) (see 15 a.i)				
Library/learning resources				
Equipment				
Other				
Physical Facilities: construction or renovation (see section on Facilities)				
Total One-time Costs				
Operating Costs (recurring costs – base budget) (see 15 a.i)				
Supplies/Expenses				
Travel				
Equipment				
Library/learning resources				
Other				
Total Recurring Costs				
GRAND TOTAL COSTS				
III. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds (see 15 b.i)				
New student workload				
New Tuition (see 15 b.ii)	\$4,371	\$4,371	\$8,742	\$26,227
Federal funds				
Other grants (see 15 b.iv)				
Student fees (see 15 b.iii) Exclude mandatory fees (i.e., activity, health, athletic, etc.).				
Other (see 15 b.v)				
New state allocation requested for budget hearing				
GRAND TOTAL REVENUES	\$4,371	\$4,371	\$8,742	\$26,227
Nature of Revenues				
Recurring/Permanent Funds				
One-time funds				
Projected Surplus/Deficit	\$4,371	\$4,371	\$8,742	\$26,227

(Grand Total Revenue – Grand Total Costs) (see 15 c.i. & c.ii).	\$4,371	\$4,371	\$8,742	\$26,227

18) Facilities/Space Utilization for New Academic Program Information

Facilities Information — Please Complete the table below.

		Total GSF
a.	Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years.	
b.	Indicate if the new program will require new space or use existing space. (Place an “x” beside the appropriate selection.)	
	Type of Space	Comments
i.	Construction of new space is required (x).- →	N/A
ii.	Existing space will require modification (x). →	N/A
iii.	If new construction or renovation of existing space is anticipated, provide the justification for the need.	N/A
iv.	Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe the projected impact.	No
v.	Will this program cause any impact on the campus infrastructure, such as parking, power, HVAC, other? If yes, indicate the nature of the impact, estimated cost, and source of funding.	No
vi.	Indicate whether existing space will be used.	X Existing facilities will be sufficient
c.	If new space is anticipated, provide information in the spaces below for each category listed:	
i.	Provide the estimated construction cost.	N/A
ii.	Provide the estimated total project budget cost.	N/A
iii.	Specify the proposed funding source.	N/A
iv.	What is the availability of funds?	N/A
v.	When will the construction be completed and ready for occupancy? (Indicate semester and year).	N/A
vi.	How will the construction be funded for the new space/facility?	N/A
vii.	Indicate the status of the Project Concept	N/A

	Proposal submitted for consideration of project authorization to the Office of Facilities at the BOR. Has the project been authorized by the BOR or appropriate approving authority?			
d. If existing space will be used, provide information in the space below.				
Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if this is part of a multi-campus institution and not physically located on the main campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use.				
Boyd Graduate Studies building (home of Computer Science) and Brooks Hall (4 th and 5 th Floor; home of Statistics) will house and support the program. Classroom spaces on south campus will be used for computer science classes, whereas classrooms in Caldwell Hall, Sanford Hall, and Park Hall will be used for Statistics classes.				
e. List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.)				
i.	No. of Spaces	Type of Space	Number of Seats	Assignable Square Feet (ASF)
	15	Classrooms		
	2	Labs (dry)		
		Labs (wet)		
		Meeting/Seminar Rooms		
		Offices		
		Other (specify)		
Total Assignable Square Feet (ASF)				
ii.	If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location.			
Chief Business Officer or Chief Facilities Officer Name & Title		Phone No.	Email Address	
		Signature		

Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.

APPENDIX

Use this section to include letters of support, curriculum course descriptions, and recent rulings by accrediting bodies attesting to degree level changes for specific disciplines, and other information.

Appendix A: Program of Study

Academic Year Program Map Bachelor's of Business Administration with a Major in Data Intelligence and Business Analytics			
YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101	3	ENGL 1102	3
MATH 1111	3	CISM 2201	3
Non-Lab Science	3	POLS 1101	3
ECON 2105	3	Area B1 Elective	3
XIDS 2002, First Year Seminar or other Area B2 Elective	2	Lab Science	3 + 1
SEMESTER TOTAL	14	SEMESTER TOTAL	16
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete ENGL 1101; Required to earn C or higher. • Complete MATH 1111; Required to earn C or higher. 		<ul style="list-style-type: none"> • Complete ENGL 1102; Required to earn C or higher. • Complete Core Area A and Core Area B. • Complete 30 hours to obtain sophomore status. 	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
MATH 1413	3	ACCT 2102	3
ACCT 2101	3	ECON 3402	3
Fine Arts Elective	3	ABED 3100	3
HIST 1111 or HIST 1112	3	Humanities Elective	3
ECON 2106	3	BUSA 2106	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete Core Area B. 		<ul style="list-style-type: none"> • Complete Core Area D. • Complete Core Area F; 2.0 GPA within Area F required for graduation. • Complete ECON 3402; C or better required for major. • Start Junior Core with RCOB. • Pass 60 hours; obtain junior status. 	

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ECON 3408	3	MKTG 3803	3
CISM 3330	3	ECON 4408	3
ECON 3406	3	CISM 3340	3
HIST 2111 or HIST 2112	3	FINC 3511	3
MGNT 3600	3	Social Sciences Elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> Take introductory class for BBA in Data Intelligence and Business Analytics (ECON 3408). Pass CISM 3330 with C or better; pre-requisite for CISM 3340 and CISM 4390. 		<ul style="list-style-type: none"> Complete Core Area C and Core Area E. Pass 90 hours; obtain senior status. 	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
CISM 4390	3	MGNT 3615	3
ECON 3460	3	ECON 4476	3
MGNT 4660	3	Elective*	3
Elective*	3	Elective*	3
International Select	3	Analytics Select Elective*	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
* at least one Elective must be taken within the RCOB. It is suggested that students take CS 1301 to augment programming knowledge within degree.		* at least one Elective must be taken within the RCOB.	

Appendix B: Course Titles, Credits, Descriptions

ABED 3100 (3) – Business Communication

Credits: 3.00

A study of written and oral business communication to develop process and theory skills including writing, speaking, listening, business meetings, teamwork, presentations, and cross-cultural communication. Students write standard business letters and deliver oral and written presentations and reports. Management concepts of business ethics and problem analysis are integrated with communication process and theory.

Prerequisite: (COMM 1110 or XIDS 1004 or ENGL 2050 or THEA 2050 or ART 2000 or PHIL 2020 or COMM 1100 or SPAN 1001 or SPAN 1002 or FREN 1001 or FREN 1002 or GRMN 1001 or GRMN 1002) and ENGL 1101 with a minimum grade of C

ACCT 2101 - Principles of Accounting I

Credits: 3.00

A study of the underlying theory and application of financial accounting concepts. Requires overall GPA of 2.0.

ACCT 2102 - Principles of Accounting II

Credits: 3.00

A study of underlying theory and application of managerial accounting concepts. Requires overall GPA of 2.0.

Pre-requisites: ACCT 2101 and GPA 2.00 or above required 2.0

ACCT 4233 (3) – Strategic Cost Management

Credits: 3.00

The study of contemporary management control tools and business strategy.

Prerequisite: ACCT 2101

ACCT 4241 (3) – Accounting Information Systems

Credits: 3.00

A specialized in-depth accounting course which addresses documentation of accounting systems, including flowcharts; evaluation of internal control and the audit trail; impact of computers on internal control; and design of accounting systems.

Prerequisite: ACCT 2101 with a minimum grade of C and ACCT 2102 with a minimum grade of C

BUSA 2106 – Legal and Ethical Environment of Business

Credits: 3.00

An introduction to the legal, regulatory, and ethical environment of business, considering the interrelationship and impact of political, social, cultural, environmental, technological, international, and diversity issues. Requires overall GPA of 2.0.

CISM 2201 – Foundations of Computer Applications

Credits: 3.00 (2 Lecture Hours 2 Lab Hours 3 Credit Hours)

An introduction to management information systems that focuses on emerging technologies and examines how programs such as Microsoft Office can be used in making business decisions. There is a heavy emphasis on Excel as students format and modify worksheets, use advanced formulas, and create charts and pivot tables. Requires overall GPA of 2.0.

CISM 3330 (3) – Management of Information Systems

Credits: 3.00

This course introduces students to the study of organizations as systems supported by information processing. Students will be able to distinguish needs for information at different levels in organizations. They will be able to evaluate information system decisions. They will analyze business information problems using formal methods.

Prerequisite: CISM 2201

CISM 3340 (3) – Data Management and Design

Credits: 3.00

Application of development tools and languages (e.g., DBMS, Visual Basic, etc.) for business problem solving in a database environment.

Prerequisite: CISM 3335 with a minimum grade of C.

CISM 4390 (3) – Business Intelligence and Data Mining

Credits: 3.00

This course introduces students to the fundamental concepts of business intelligence and several data mining software tools that enable organizations to strive for business intelligence.

Prerequisite: ECON 3402

ECON 2105 – Principles of Macroeconomics

Credit: 3.00

A study of the economy as a whole including production, economic fluctuations, inflation, unemployment, public policy, and international economics. Requires overall GPA of 2.0.

ECON 2106– Principles of Microeconomics

Credits: 3.00

A study of the individual elements of an economy, including demand, supply, price, firms, production, costs, profits, market structures, income determination and international trade. Requires overall GPA of 2.0.

ECON 3402 – Business Statistics I

Credits: 3.00

Course emphasis is on applications of statistics in business. Topics include methods of presenting data, numerical measures and correlation, probability theory and probability distributions, sampling distributions, estimation, and hypothesis testing.

Prerequisite: (MATH 1111 or MATH 1113) and CISM 2201

ECON 3406 (3) – Business Statistics II

Credits: 3.00

This course covers basic quantitative tools for use in strategic and business decision making. Topics include decision analysis, linear regression, forecasting, linear programming and waiting line models.

Prerequisite: (ECON 3402 or MATH 1401) and MATH 1413

ECON 3408 (3) – Introduction to Programming for Analytics (NEW)

Credits: 3.00

This course is an introduction to basic concepts in computer programming with emphasis in business applications. It seeks to help students develop fundamental programming logic and the tools necessary to analyze and investigate various business-related problems and data structures using SAS programming. The topics covered in this course include Importing, exporting, manipulating, transforming, and combining data, creating reports using SAS procedures, descriptive statistics and regression analysis in SAS, and creating macros in SAS.

Prerequisites: C or better in ECON 3402

ECON 3460 (3) – Forecasting

Credits: 3.00

A study of the nature of business fluctuations and their underlying causes. Emphasis is on the application of various forecasting techniques with regard to analyzing and projecting future business and economic conditions at the national, regional, industry, and firm levels.

Prerequisite: ECON 2105 and ECON 2106 and ECON 3402.

ECON 4408 (3) – Visual Analytics (NEW)

Credits: 3.00

This course provides a rigorous treatment to modern tools in data visualization and analytics. The materials will be organized around two overarching themes: 1) creating professional-looking charts in popular statistical software, and more importantly, 2) processing data and presenting analysis results in an effective and visually appealing manner. The first module of the course will demonstrate how to make in Microsoft Excel charts commonly used in business reports (e.g. trend graphs, pie charts, bar graphs). We will also cover data management and preparation for various data structures and formats, such as importing and exporting data, merging and joining datasets, and reshaping, collapsing or aggregating data for analysis purposes. In the second module, we will dive into more advanced topics in visual analytics mainly using Tableau and R. We will cover how to

create more sophisticated visualization tools such as thematic maps and interactive dashboards. Students will have the opportunity to work with various data examples and create their own interactive graphs (e.g. with publicly available financial data or healthcare data). Finally, we will cover how to combine data visualization tools with state-of-the-art data science techniques such as cluster analysis and regression trees.

Prerequisites: C or better in ECON 3402 and ECON 3408.

ECON 4450 – International Economics

Credits: 3.00

The course covers the history, institutions, policy and theory of international economic relations.

Prerequisite: ECON 2105 and ECON 2106

ECON 4475 (3) – Intro to Econometrics

Credits: 3.00

The course emphasis is on applications of econometrics and techniques in business analytics. Topics include methods of presenting data, numerical measures and correlation, estimation, linear/non-linear regression, limited dependent variables, simultaneous equations/instrumental variables, models of duration, and the use of these models in decision making processes. SAS business analytics software will be used in this course.

Prerequisite: ECON 3402 and ECON 3460 and MATH 1413

ECON 4476 (3) –Business Analytics Capstone Featuring R (NEW)

Credits: 3.00

This class is a capstone seminar in Analytics. After completing this class, a student should be able to analyze a data set that has been gathered either from a primary data source, such as a survey, or manipulated from a second data source, such as a large longitudinal data set like the NLSY79.

Students will be required to propose a unique project from this data source and will be required to produce a dashboard that can be presented as a stand-alone analysis of the data. Analytical techniques learned to facilitate this project will include basic data visualization and statistical techniques in R. These topics will include data visualization features such as base, grid, and lattice graphics, and statistical techniques, such as regression, forecasting, and hypothesis tests.

Prerequisites: GPA of C or better in major courses and no more than one D. ECON 3402 and ECON 3460 and MATH 1413.

FINC 3511 (3) – Corporate Finance

Credits: 3.00

Financial functions in the modern corporation with emphasis on its managerial aspects.

Prerequisite: ACCT 2101 and (GPA2 2.00 and COBM 1)

FINC 4521 – International Finance

Credits: 3.00

Designed to focus on the application of finance concepts in the international environment.

Prerequisite: FINC 3511

MGNT 3600 (3) – Management

Credits: 3.00

A study of the basic concepts and processes of management. The course includes the study of legal, social political environment with specific emphasis on the behavioral perspectives in organizations.

Prerequisite: BUSA 2106 and GPA 2.00

MGNT 3615 (3) – Operations Management

Credits: 3.00

This course is designed to emphasize the strategic importance of operations management to the overall performance of the organization. Students will study the basic principles required to organize and manage both service and manufacturing firms. Topics include issues such as work design, inventory control, supply chains, scheduling, quality control, lean operating systems, and project management.

Prerequisite: ECON 3402 and MATH 1413

MGNT 3627 (3) - Managing Cultural Differences

Credits: 3.00

A course designed to enable students to become more competitive in their chosen career fields by developing in them an understanding of the importance of increasing global economic interdependence and the challenges of relating to people from other countries or cultures. Same as SOCI 3273.

MGNT 4625 – International Management

Credits: 3.00

International operations of American firms, impact of international competition in the domestic market; organization for international production, marketing, financing, international markets, resources, institutions, managerial problems arising out of governmental relations.

Prerequisite: MGNT 3600 or MGT 3000

MGNT 4660 (3) – Strategic Management

Credits: 3.00

An integrative approach to the study of the total enterprise from the executive management's point of view—the environment in which it operates, the direction management intends to head, management's strategic plan and the task of implementing and executing the chosen strategy. Must be taken no earlier than one semester before graduation and provided completion of Core Area F business courses and MGNT 3600, MKTG 3803, FINC 3511 and ECON 3402. Must have senior standing.

Prerequisite: FINC 3511 and MGNT 3600 and MKTG 3803 and (ECON 3402 or MATH 1401) and ACCT 2101 and ACCT 2102 and BUSA 2106 and CISM 2201 and ECON 2105 and ECON 2106

MKTG 3803 (3) – Principles of Marketing

Credits: 3.00

Study of marketing policies and practices in the flow of goods and services to the customer/consumer.

Prerequisite: GPA2 2.00 and COBM 1

MKTG 3808 (3) – Business Research

Credits: 3.00

This course is designed to meet the rapidly growing need for a systematic approach to the business research process, and its implementation in terms of strategic decision making. Both primary and secondary sources of information are considered along with research design, measurement, sampling, data collection, processing, analyses, and interpretation.

Prerequisite: CISM 2201 and (ECON 3402 or MATH 1401)

MKTG 4808 (3) – Marketing Research

Credits: 3.00

The emphasis in this course is on conceptualizing and conducting a marketing research project as well as using research as an aid for marketing decision making. Both primary and secondary sources of information are considered, along with defining the research problem, research design, measurement and scaling, questionnaire construction, sampling, data analysis, and interpretation. The SPSS statistical software package is used for data management and analysis.

Prerequisite: ECON 3402 and MKTG 3803

MKTG 4864 (3) – Consumer Behavior

Credits: 3.00

A comprehensive analysis of the factors in human behavior which influence the choice and the use of products and service.

Pre-requisites: MKTG 3803 or MKT 303 and (GPA 2.00 or above required 2.00 and College of Business Maj-Minor 1) and Richard College Upper Division RCUD

MKTG 4866 – International Marketing

Credits: 3.00

This course deals with the problems and perspectives of marketing across national boundaries. It focuses on cultural, legal, social, economic, and behavioral differences that affect marketing strategies, and the marketing mix in global markets. The importance of international trade agreements and organizations and the global business environment is emphasized.

Prerequisite: MKTG 3803 or MKT 303 and (GPA2 2.00 and COBM 1)

MKTG 4868 (3) – Marketing Metrics

Credits: 3.00

The Marketing Metrics Course will provide students with a methodology to measure and track marketing performance. The course has three primary objectives: Learn and understand key marketing metrics; Employ Microsoft Excel to analyze a firm's marketing performance through marketing metrics; Use the resulting analyses to make optimal marketing decisions.

Prerequisite: MKTG 3803

RELE 4706 (3) -- Residential Appraisal

Credits: 3.00

Examines the use of the sales comparison, income, and cost approaches used by professional appraisers to estimate the market value of residential property. The effects of social, economic, political, and physical factors on value are discussed. Some aspects of residential construction and architecture are explored. A form appraisal report of a residential property ties the principles and concepts presented together.

Prerequisite: RELE 3705 or REA 305

LO 1: Organize and analyze large datasets

The assignment will be graded out of a total of 15 points. A student with a score between 60% and 80% (or between 9 and 11 points)

	Exceeds Expectations
	4-5 points
Collection	Collected all the appropriate data.
Methods	Statistical methods were fully and correctly applied
Analysis	Discussion of results is correct, meaningful, and focused.

ent exceeds expectations with a score of 80% or l
) and fails to meet expectations with a score belo

Meets Expectations
2-3 points
Collected most of the data needed.
Some methods were correctly applied but there were some errors in the applications. Student did not apply some of the standard techniques used to analyze the data set.
Discussion is correct but very basic, or mostly correct with only a few minor misinterpretations.

higher (12 points or more), meets expectations
with 60% (or less than 9 points).

Does not Meet Expectations
0-1 points
Statistical methods were applied incorrectly or not at all.
Analysis is incorrect or absent.

Discussion is incorrect or absent.

**Academic Year
Program Map
Bachelor's of Business Administration with a Major in Data Intelligence
and Business Analytics**

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101	3	ENGL 1102	3
MATH 1111	3	CISM 2201	3
Non-Lab Science	3	POLS 1101	3
ECON 2105	3	Area B1 Elective	3
XIDS 2002, First Year Seminar or other Area B2 Elective	2	Lab Science	3 + 1
SEMESTER TOTAL	14	SEMESTER TOTAL	16
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete ENGL 1101; Required to earn C or higher. • Complete MATH 1111; Required to earn C or higher. 		<ul style="list-style-type: none"> • Complete ENGL 1102; Required to earn C or higher. • Complete Core Area A and Core Area B. • Complete 30 hours to obtain sophomore status. 	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
MATH 1413	3	ACCT 2102	3
ACCT 2101	3	ECON 3402	3
Fine Arts Elective	3	ABED 3100	3
HIST 1111 or HIST 1112	3	Humanities Elective	3
ECON 2106	3	BUSA 2106	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete Core Area B. 		<ul style="list-style-type: none"> • Complete Core Area D. • Complete Core Area F; 2.0 GPA within Area F required for graduation. • Complete ECON 3402; C or better required for major. • Start Junior Core with RCOB. • Pass 60 hours; obtain junior status. 	

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ECON 3408	3	MKTG 3803	3
CISM 3330	3	ECON 4408	3
ECON 3406	3	CISM 3340	3
HIST 2111 or HIST 2112	3	FINC 3511	3
MGNT 3600	3	Social Sciences Elective	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> Take introductory class for BBA in Data Intelligence and Business Analytics (ECON 3408). Pass CISM 3330 with C or better; pre-requisite for CISM 3340 and CISM 4390. 		<ul style="list-style-type: none"> Complete Core Area C and Core Area E. Pass 90 hours; obtain senior status. 	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
CISM 4390	3	MGNT 3615	3
ECON 3460	3	ECON 4476	3
MGNT 4660	3	Elective*	3
Elective*	3	Elective*	3
International Select	3	Analytics Select Elective*	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
* at least one Elective must be taken within the RCOB. It is suggested that students take CS 1301 to augment programming knowledge within degree.		* at least one Elective must be taken within the RCOB.	


INSTRUCTIONS			CURRICULUM MAPPING TEMPLATE					
<p>1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)</p> <p>2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)</p>	DEPARTMENT:	Economics		PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
	PROGRAM:	B.B.A. in Data Intelligence and Business Analytics	COURSES	Organize and analyze large data sets.	Perform basic SQL programming.	Perform programming tasks in SAS.	Build statistical models.	Create visual representations of data and statistical models within professional reports.
<p>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.)</p>			1 ACCT 2101 (area F)					
			2 ACCT 2102 (area F)					
<p>4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)</p>			3 BUSA 2106 (area F)					
			4 CISM 2201 (area F)					
<p>5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.</p> <p>In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.</p>			5 ECON 2105 (area F)					
			6 ECON 2106 (area F)					
<p>6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.</p>			7 ECON 3402 (Business Core)				I	I
			8 ECON 3406 (Business Core)				R	R
			9 ABED 3100 (Business Core)					
			10 CISM 3330 (Business Core)					
			11 FINC 3511 (Business Core)					
			12 MGNT 3600 (Business Core)					
			13 MGNT 3615 (Business Core)					
			14 MKTG 3803 (Business Core)					
			15 MGNT 4660 (Business Core)					
			16 ECON 4450 (International Select)					
			17 FINC 4521 (International Select)					
			18 MGNT 4625 (International Select)					
			19 MKTG 4866 (International Select)					
			20 ECON 3408 (Major Course)	I	I	I, A (assessed for SAS)	R	R
			21 ECON 3460 (Major Course)	R		R	R, A	R
			22 ECON 4408 (Major Course)	R		R	R	R, A
			23 ECON 4476 (Major Course)	R, A		M	M	M
			24 CISM 3340 (Major Course)	R	M, A		R	
			25 CISM 4390 (Major Course)	M	R		R	
			26 ACCT 4233 (Analytics Select)					
			27 ACCT 4241 (Analytics Select)					
			28 ECON 4475 (Analytics Select)	R		R	R	
			29 MGNT 3627 (Analytics Select)					
			30 MGNT 4621 (Analytics Select)					
			31 MKTG 3808 (Analytics Select)	R			R	R
			32 MKTG 4808 (Analytics Select)	R			R	R
			33 MKTG 4864 (Analytics Select)					
			34 MKTG 4868 (Analytics Select)	R			R	R
			35 RELE 4706 (Analytics Select)	R			R	

ECON - 3408 - Introduction to Programming for Analytics

2020-2021 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*

Fall

Desired Effective Year*

2020

Course Information

Course Prefix*

ECON

Course Number*

3408

Course Title* Introduction to Programming for Analytics

Long Course Title

Course Type*

Economics

Catalog Course Description*

This course introduces new Business Intelligence and Data Analytics students to methods used for creating, handling, and processing data sources. This course emphasizes a hands-on, practical approach to data processing and analysis with SAS, an industry-standard business intelligence and statistical software package available for MS Windows, Linux, and UNIX operating system.

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

Yes

No

74/368

credit hour course?*

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.*

3

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

Prerequisites ECON3402

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Obtain a grade of "C" or better in ECON3402

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


Justifications and Assessment

Rationale* This class encompasses the first steps in the development of the skill set necessary to perform key aspects of data science efficiently using industry standard techniques. Students will learn the basics of creating and manipulating business-related data, writing simple computer programs that analyze data, and trouble-shooting common data problems that arise in the business world. Concepts from this class will be built upon in other upper-level courses.

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

1. To introduce and familiarize students with the SAS programming language.
2. To teach students how to create and manipulate SAS datasets.
3. To instruct students in basic exploratory data analysis using SAS.
4. To guide students on how to become effective, self-reliant SAS programmers and users.

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* 35

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

If yes, what will the fee be?* 0

Fee Justification

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* <input type="text" value="Department of Economics"/>	
Is this a School of Nursing or University College course?* <input type="radio"/> Yes <input checked="" type="radio"/> No	Is this a College of Education course?* <input type="radio"/> Yes <input checked="" type="radio"/> No
Is this an Honors College course?* <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Is the addition/change related to core, honors, or XIDS courses?* <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

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.

ECON3408 – Introduction to Programming for Analytics

Professor: William J. Smith

Office: Miller 1307

Phone: 678-839-4779

Email: wjsmith@westga.edu

The overarching purpose of this course is to introduce new Business Intelligence and Data Analytics students to methods used for creating, handling, and processing data sources. This time-intensive course emphasizes a hands-on, practical approach to data processing and analysis with SAS, an industry-standard business intelligence and statistical software package available for MS Windows, Linux, and UNIX operating system.

Course Prerequisites: The student is required to obtain a grade of “C” or better in ECON3402

Course Objectives:

1. To introduce and familiarize students with the SAS programming language.
2. To teach students how to create and manipulate SAS datasets.
3. To instruct students in basic exploratory data analysis using SAS.
4. To guide students on how to become effective, self-reliant SAS programmers and users.

Textbooks (Optional, not required)

1. The Little SAS® Book: A Primer, 5th edition (or later), by Lora Delwiche & Susan Slaughter, The SAS® Institute, 2013. Kindle edition also available.
2. Learning SAS® by Example: A Programmer’s Guide (, by Ron Cody, The SAS® Institute, 2007.

Grading	
Homework (12 total)	50% (5% each for 10 best, drop 2 lowest)
Exam 1	25%
Exam 2	25%
Final grades are based on the standard scale	
A: ≥90%	
B: 80 - <90%	
C: 70 - <80%	
D: 60 - <70%	
F: <60%	

Topics Covered – Each numbered topic is estimated to be a week’s work during the semester

1. Introduction to SAS
 - a. What is SAS?
 - b. Types of SAS Files and Data Types
 - c. The SAS Environment (Display Manager)
 - d. Getting Data Into SAS - The Many Ways to Skin a Cat
 - e. Introduction to the SAS Programming Language and A First Program
2. SAS Datasets and Variables
 - a. Creating a Simple Program to Read Raw Data and Create a Report
 - b. Variable Names - Dos and Don’ts
 - c. Temporary and Permanent Datasets
 - d. Character and Numeric Variables
3. More Complex Data
 - a. Comma Separated Value Files
 - b. Space Delimited Files
 - c. Other Delimiters
 - d. Raw TXT files with Defined (Fixed) Column Spacing (INFILE and INPUT statements)
4. SAS Basic Syntax
 - a. Creating Libraries to Hold Your Data (Temporary, Semi-Permanent, Permanent)

- b. PROC CONTENTS to Find Out What's in There
 - c. Using SAS Data Sets as an Input Data Set
 - d. DATA_NULL_
 - e. Simple Procedures and Data Steps, and Semicolons
 - f. PROC PRINT, PROC FREQ, PROC MEANS and PROC CONTENTS
5. Characteristics of SAS Variables
 - a. Lengths, Labels, and Formats (What's in a Name...or, a Label?)
 - b. Creating Your Own SAS Datasets
 - c. Reading Raw Data
 - d. Reading Other External Files into SAS
 - e. Continuous vs Categorical Variables
 - f. Common Procedures for Examining Data
 6. Sorting and Combining SAS Datasets
 - a. Merge Statements
 - i. One-to-one, One-to-many, and Many-to-many Merges
 - b. Brief Look at PROC SQL Alternatives to Merge Statements
 7. Changing and Manipulating the Contents of SAS Datasets
 - a. Creating and Changing Variables
 - b. Sub-setting with Conditional Processing
 - c. Character Functions
 - i. Changing the Case
 - ii. Joining with || Concatenate
 - iii. Splitting with Substr ().
 - iv. Removing Leading or Trailing Blanks
 - v. Removing Specific Characters from a String
 - d. Conditional Processing
 - e. Automatic SAS Variables
 8. SAS Functions
 - a. Purpose of Functions
 - b. Types of Functions
 9. Outputting Data and Results in SAS
 - a. Exporting a SAS Dataset
 - b. Output Deliver System (ODS)
 - c. Using PROC FREQ for Histograms, Frequency Distributions and Cumulative Distributions
 - d. Using PROC MEANS to Create Summary Data Sets
 10. Creating Tabular Reports
 - a. PROC TABULATE
 - b. Customizing Tables
 - c. Missing Values and the Effect on PROC TABULATE
 11. SAS Macros
 - a. Simple Macro Statements
 - b. Macro Programs and Passing Variables
 - c. CALL Routines
 12. Graphics in SAS
 - a. ODS Graphics – Making Graphs with Data
 - b. Choosing the Appropriate Graphic for your Data
 13. Brief Introduction: Do Loops and Arrays in SAS
 14. Brief Introduction: SAS SQL (PROC SQL)
- More Advanced Topics Should the Opportunity Arise:**
15. Brief Introduction: Econometrics in SAS
 16. Additional Coverage of More Procedures
 - a. PROC REG
 - b. PROC LOGISTIC
 - c. PROC GLM
 - d. PROC GENMOD

Graded SAS Exercises

Section 1, 2, & 3	Use SAS program to create data set with numbers, text, dates. Use Import Wizard, Use Infile/Input for more complex data formats.
Section 4	Write a program to create a SAS library. Reading and Writing SAS files. Changing variable names, labels, types. Use PROC PRINT and CONTENTS to examine the structure of a data file. Use PROC MEANS and FREQ to produce descriptive statistics for numeric and non-numeric data.
Section 5	Converting numbers from numeric to text variables (e.g., SSNs, FIPS Codes, IDs). Converting numbers from text to numeric (or similar) variables (e.g., currency, dates, numbers with commas). Creating dummy variables from text and numeric data.
Section 6	Sorting data by one and then many keys. MERGE data BY to ensure proper matching. What to do with non-merging observations.
Section 7	Splitting data sets based on the value of a variable. Eliminating observations based on a conditional statement. Use DROP and/or KEEP statements to eliminate/retain variables in a data set. Using Text functions to clean “dirty” data.
Section 8	Functions to make new variables from old ones. Math functions, IF/IF-THEN + Boolean functions to create sub-sets of data.
Section 9	Creating a simple SAS Data Report, with Graphs.
Section 10	Creating more complex SAS Data Report.
Section 11	Using SAS Macro language to improve programming efficiency. Creating macro variables. Creating a macro that passes multiple variables to a block of code.
Section 12	Making more interesting graphs with SAS ODS and SGPLOT , Bubble Graphs, Box Plots, Histograms, Fill the area between plot lines
Section 13	Processing data with loops and arrays . Calculate daily rates of returns for a list of stocks based on prices using arrays and loops, rather than hard-coding each.
Section 14	Using SQL in SAS to merge and to sub-set data sets.

1. All homework and project assignments must be submitted via the CourseDen by 11:30 PM on the date they are due unless you receive other instructions.
2. Every file you submit must be named using the original file name and your first initial and last name, i.e. **hw5.docx** should be returned as **hw5_ wsmith.docx**.
3. Follow the instructions specific to each assignment to know which files you are required to submit. Please do not submit any files not specified in the instructions. You may submit multiple versions, but only the last submission will be graded.
4. Follow the instructions specific to each assignment to know what format each file needs to be in for submission. For example, I will sometimes require you to submit a SAS program file (.sas), a SAS data file (.sas7bdat), a MS Word file (.docx), or MS Excel file (.xlsx). Below are a sample of the file extensions for each type of file you will encounter in this course:

File type	Extension
PDF	.pdf
Microsoft Word	doc or .docx
Microsoft Excel	.xls or .xlsx
Text	.txt
SAS editor	.sas
SAS log	.log
SAS output	.mht
SAS data set	.sas7bdat
Access database	.mdb

Graded SAS Assignments:

These assignments will comprise short problems allowing you to practice material covered during class sessions. Repetition is key to familiarizing yourself with SAS syntax, and a part of the homework may feel like busy-work (it's unavoidable!). The remainder of the homework questions will lead you through more complex and thought-provoking coding. Each student is required to submit his/her own homework assignment. Submitted assignments should be your individual effort. Out-of-Class assignments are generally not collaborative. In-class graded assignments may or may not be collaborative. I will make it clear which in-class assignments are collaborative.

This course will teach material pertinent to the following learning goals:

(LG1) Communicate effectively - This class provides instruction to increase a business student's analytical vocabulary through the combined use of business statistics, SAS's analytical tools and quantitative reasoning for the purpose of presenting business-related data in an informative way with many audiences in mind.

(LG2) Apply basic quantitative skills to business problems - This class is intended to expand upon the types and scopes of business problems first introduced in ECON3402 and ECON3406. By focusing on programming as an integral part of the class, I emphasize the development of a measured and structured approach in understanding and addressing business problems.

(LG3) Use information technology to solve business problems - It will provide multiple examples of business data sets and include cases where these data are used to solve real-world business problems using industry-leading software.

(LG10) demonstrate an ability to generate and interpret descriptive statistics - As data is a central feature of the class, students will be required to be able to quickly gather, process, clean and generally familiarize themselves with various data sets, which means being able to produce descriptive statistics in SAS and subsequently use those descriptive statistics to discuss both general and specific details about those same data sets.

Common Syllabus Language


IMPORTANT! Please review carefully the common syllabus language contained in the following link: <https://www.westga.edu/UWGSyllabusPolicies/>

ECON - 4408 - Visual Analytics

2020-2021 Undergraduate New Course Request

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Desired Effective Semester*

Fall

Desired Effective Year*

2020

Course Information

Course Prefix*

ECON

Course Number*

4408

Course Title* Visual Analytics

Long Course Title

Course Type*

Economics

Catalog Course Description*

This course provides a rigorous treatment to modern tools in data visualization and analytics. Subjects covered include data management and preparation for various data structures and formats, such as importing and exporting data, merging and joining data sets, and re-shaping, collapsing, or aggregating data for analysis purposes. Students will work with various data examples to create their own interactive data graphics. Students will also learn how to combine data visualization tools with data science techniques, such as cluster analysis and regression trees.

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

82/368

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.* 3

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

Prerequisites ECON3408

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions A grade of C or higher in ECON3402

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 1

83/368

Grading* Undergraduate

per year will this course be offered?


Justifications and Assessment

Rationale* This class is a required class for the newly proposed BBA in Data Intelligence and Business Analytics. Students who complete this degree are expected to be capable and proficient in producing professional-quality graphical depictions of meaningful data relationships. This class will expose students to multiple industry-standard software packages used regularly by professionals in the field.

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

- Students are expected to:
- 1) perform data processing and manipulation for analytical purposes,
 - 2) create a wide range of basic charts appropriate for the underlying data,
 - 3) design and implement interactive charts and dashboards,
 - 4) demonstrate a working knowledge of modern statistical learning techniques and their applications together with data visualization tools.

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* 35

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

If yes, what will the fee be?* 0

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*


Is this a School of
Nursing or
University College
course? * Yes No

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

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.

Econ4408 Course Syllabus: Visual Analytics

General Information

- **Instructor:** Dr. Lizhong Peng
- **Email:** lpeng@westga.edu (please email me directly via this address)
- **Office:** Miller Hall 1316
- **Hours:** Tuesday/Thursday 9:30-11:00, 5:00-6:00; or by appointment
- **Classes:** TBD

Textbook & Materials

- Suggested Texts:
 - Loth, Alexander, *Visual Analytics with Tableau*, 1st edition, Wiley.
 - Shmueli, Galit, Peter C. Bruce, Inbal Yahav, Nitin R. Patel, and Kenneth C. Lichtendahl, Jr, *Data Mining for Business Analytics: Concepts, Techniques, and Applications in R*, 1st edition, Wiley.
 - Gareth, James, Daniela Witten, Trevor Hastie, Robert Tibshirani, *An Introduction to Statistical Learning with Applications in R*, 7th edition, Springer.
- Students are also required to have access to Tableau and R for homework assignments and exams.
- Other Course Material: course information will also be available on the CourseDen webpage. This page will provide important announcements and access to course materials (e.g. lecture slides, problem sets, and reading assignments). Please be sure to check this page on a regular basis.

Course Description

This course provides a rigorous treatment to modern tools in data visualization and analytics. The materials will be organized around two overarching themes: 1) creating professional-looking charts in popular statistical software, and more importantly, 2) processing data and presenting analysis results in an effective and visually appealing manner. The first module of the course will demonstrate how to make in Microsoft Excel charts commonly used in business reports (e.g. trend graphs, pie charts, and bar graphs). We will also cover data management and preparation for various data structures and formats, such as importing and exporting data, merging and joining datasets, and reshaping, collapsing or aggregating data for analysis purposes. In the second module, we will dive into more advanced topics in visual analytics mainly using Tableau

and R. We will cover how to create more sophisticated visualization tools such as thematic maps and interactive dashboards. Students will have the opportunity to work with various data examples and create their own interactive graphs (e.g. with publicly available financial data or healthcare data). Finally, we will cover how to combine data visualization tools with state-of-the-art data science techniques such as cluster analysis and regression trees.

Learning Objectives

Upon successfully completing this course you will be able to:

- perform data processing and manipulation for analytical purposes,
- create a wide range of basic charts appropriate for the underlying data,
- design and implement interactive charts and dashboards,
- demonstrate a working knowledge of modern statistical learning techniques and their applications together with data visualization tools.

Grades & Examinations

Grades will be determined as follows:

- 40% Problem sets
- 20% Midterm Exam
- 30% Final Exam
- 10% Class Attendance and Participation

Homework. There will be **four** homework assignments throughout the semester. Each assignment must be submitted in class on the due date (which will be announced in class). In addition to counting towards your term grade, the homework assignments will serve as good preparation for the exams. **Please note that I do not accept late homework.**

Exams. There will be **one** in-class midterm exam and **one** take-home final exam (empirical project). **Please note that I generally do not administer make-up exams.** Make-ups for any exam require verifiable documentation (e.g. doctor's notes) and are granted solely based on my discretion (you will also use a different version of the test in such cases). Otherwise, a "zero" will be entered for the missed exam.

Attendance Policy

Students are encouraged to attend every lecture. Active participation in lectures will significantly improve your class participation grade. I will take attendance several times during the semester, which will determine your participation grade for the course.

Academic Integrity

All homework, quizzes, and exams are to be completed on your own. Any academic misconduct may result in a “zero” for the assignment or an “F” in the course.

Common Syllabus Language

IMPORTANT! Please review carefully the common syllabus language contained in the following link: <https://www.westga.edu/UWGSyllabusPolicies/>

Course Outline

This outline is **tentative**. We may add or remove topics as the course goes. Any adjustments, particularly later in the semester, will be noted.

- **Topic 1: Introduction**
 - The scope of visual analytics and data science
- **Topic 2: Data Management**
 - Data structure
 - Import and export data
 - Merge and join datasets
 - Reshape, collapse, and aggregate data
- **Topic 3: Basic Descriptive Graphs**
 - Bar chars, pie charts, and line graphs
 - Improve aesthetic aspect of graphs (legend, axis, marker, and color)
 - Overlay and combine graphs (e.g. dual axis charts)
 - Time series graphs and forecasting
- **Topic 4: More Advanced Data Manipulation**
 - Process string variables
 - Work with date and time variables


- Deal with missing data (sample selection and imputation techniques)
- **Topic 5: Maps**
 - Basic thematic maps (filled maps and density maps)
 - Map layers
 - Geocoding and reverse geocoding (spatial data)
- **Topic 6: Interactive Charts**
 - Basics of interactive charts
 - Dashboard design and implementation
- **Topic 7: Introduction to Predictive Modeling**
 - Overview of statistical learning
 - Multiple regression models
- **Topic 8: More Advanced Modeling Techniques**
 - Classification methods (logistic regression and K-nearest neighbors)
 - Tree-based methods (regression trees, classification trees, and random forests)
- **Additional Topics (time permitting)**

ECON - 4476 - Senior Seminar in Data Intelligence and Business Analytics

2020-2021 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*

Fall

Desired Effective Year*

2020

Course Information

Course Prefix*

ECON

Course Number* 4476

Course Title* Senior Seminar in Data Intelligence and Business Analytics

Long Course Title

Course Type*

Economics

Catalog Course Description*

This course is a capstone seminar for students in the Data Intelligence and Business Analytics major. Students will use software, such as R, to analyze a data set and propose a unique project that can be presented as a stand-alone analysis of the data. Techniques used will include base, grid, and lattice graphics, statistical techniques, such as regression and forecasting, and basic programming.

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. * 3

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

Prerequisites ECON 3408, ECON 3402, ECON 3460

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Grade of C or better in ECON 3402 and ECON 3460 and ECON 3408.

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


Justifications and Assessment

Rationale* This course serves as the capstone for majors in the newly-proposed Data Intelligence and Business Analytics degree program. As a part of the class, students will produce a dashboard that can be interpreted as stand-alone analysis of either an original data set or a commonly-used secondary data set. The ideal goal is for the dashboard to serve as a portfolio of what the student has learned in the major and as a primary component of the student's career profile. Techniques learned in this class will include some programming in R, base, grid, and lattice graphics, and common statistical techniques used to analyze data.

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

- 1) Students should be able to conduct and interpret regression analysis using R.
- 2) Students should be able to create and interpret graphs using R.
- 3) Students should be able to identify suitable secondary data sources for answering a question and be able to produce or conceptualize primary data to answer a question.
- 4) Students should be able to clearly convey results to an external audience and should be able to produce a written summary of those results.

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* 35

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

If yes, what will the fee be?* 0

Fee Justification

92/368

Routing Information

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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.

College - School/
Department*

Department of Economics

Is this a School of
Nursing or
University College
course?*

Yes No

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

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.

ECON 4476 - Senior Seminar in Data Intelligence and Business Analytics

SEMESTER YYYY

Instructor: Trung Ly, Ph.D.

Time and Location: TBD

Contact info: email: trungly@westga.edu

Office & Office Hours: Miller Hall (RCOB) 1313. My office hours are TBD

Contacting me (outside of office hours): Email is the primary mode of communication between you and me throughout this course. You are required to check your university-assigned email account for all class instructions and updates. You are encouraged to ask questions via email but should expect that it may take up to 24 hours to receive a response. If you do not receive a response after 24 hours, please follow up with another email. Due to the large number of emails I get on a daily basis, please start the subject line with “ECON XXXX”, where XXXX is the course number.

All email correspondence should be professional, and should make use of a salutation, a sign-off, proper grammar, and as little slang as possible. This policy is not to encourage formality for its own sake, but rather to build habits to prepare you for your professional life after graduation.

Supplemental instruction: TBD

Overview and Objectives

This class is a capstone seminar in Analytics. After completing this class, a student should be able to analyze a data set that has been gathered either from a primary data source, such as a survey, or manipulated from a second data source, such as a publicly available data set. Students will be required to propose a unique project from this data source and will be required to produce a dashboard that can be presented as a stand-alone analysis of the data. Analytical techniques learned to facilitate this project will include basic data visualization and statistical techniques in R. These topics will include data visualization features such as base, grid, and lattice graphics, and statistical techniques, such as regression, forecasting, and hypothesis tests.

In the first part of the course, we will get familiar with the software by learning the basics of programming with R which allows us to import and clean data sets and create tables that summarize the data. In the second part, we will learn how to create graphics with R. In the last part of the course, we will focus on analyzing regression models and using statistical tests to answer business or policy questions.

I do not assume that you have used R before you take this class. Therefore I will provide software instruction, in-class demonstration, and code that help us achieve the goals and objectives of the course. This class, however, is not a class on R. This course presumes knowledge of elementary algebra, hypothesis testing, and regression analysis.

Learning outcomes

By the end of the semester, you should be able to:

- Conduct and interpret regression analysis using R.
- Create and interpret graphs using R.
- Identify suitable secondary data sources for answering a question and be able to produce or conceptualize primary data to answer a question.
- Clearly convey results to an external audience and should be able to produce a written summary of those results.

Course Materials

1. There is no required textbook. All course materials will be uploaded to the course website.
2. Access to a computer with statistical software, specifically R.

Suggested Reference Book

1. *Data Mining and Business Analytics with R* by Ledolter.
2. *An Introduction to Statistical Learning with Application in R* by James, Witten, Hastie, and Tibshirani.

Grading and Important Dates

Final grades for the course will be based on the following:

Problem Sets	10%
Project	30%
Midterm 1	20%
Midterm 2	20%
Final Exam	20%

Grade distribution: (I reserve the right to lower this grade distribution if necessary)

90%+	A
80%-89.99%	B
70%-79.99%	C
60%-69.99%	D
Below 60%	F

Project:

The project for the class requires you to come up with an original business or policy question approved by me that can be answered using a publicly available dataset, collect data, and use what you learn in class to answer the question. You are required to write a 4- to 6-page report (tables and graphs do not count against the page limit) and present the findings in class. Your report and presentation should clearly indicate what the question is, provide tabular and graphical summary statistics, and perform statistical analyses to address the question. There will be deadlines throughout the semester that you must meet to ensure that satisfactory progress is made toward the completion of the project.

Problem Sets:

A total of approximately 4-5 problem sets plus some additional assignments will be assigned throughout the semester. You are encouraged to work in groups on the problem sets, but please turn in your own solutions (usually R-script files). Keep in mind that the problem sets are designed to help you grasp and apply the concepts discussed in class and consequently the exams, so the more you put into them, the more you get out of them (beware the risk of free riding!). Blatant copying of code will result in an automatic zero. Code copying also gives you a skill disadvantage relative to others who did put in the time to practice their coding. All R-script files should be submitted through CourseDen. **Problem sets are due at the beginning of class on the date noted on the assignment. Since I have to hold all of you to the same dates and standards, late problem sets will not be accepted.**

Examinations:

There will be two in-class midterm exams and a final. The midterms are *tentatively* scheduled for **XXXX** and **XXXX**. Please check the final exam schedule for the time and location of the final exam.

Expectations

Attendance:

While no grade is explicitly given for attendance, it will be nearly impossible to do well in this course without regular attendance. Unless you have a legitimate excuse (family or health related emergency, NCAA athletics competition away, or job interview), please make every effort to attend class, arrive on time, and not leave early. If you do not want to be in class, don't come. There is no penalty for not attending. If you decide to come to class, I expect you to behave in a professional manner. Therefore, do not insult, belittle, or make fun of other students in class. Do not misbehave in class (think excessive talking and disrespect). If an incident occurs once, you will be dismissed from my class for the rest of the class. If it occurs twice, you will be dismissed for the rest of the term.

When you must miss a class, it is your responsibility to get the assignments from me or a classmate. I will be more than happy to help you with course material outside of class as long as you attend class and put forth the proper effort.

Exams:

Makeup exams will only be given for students who have a valid University excuse, applied for in writing and adequately documented. If you have a valid conflict with an exam, consult with me within 24 hours of the missed exam to make alternative arrangements. If you know in advance that you will miss an exam due to a valid conflict, you do not need to wait until after the exam to consult with me; please do so as soon as possible. If you miss an exam without a valid excuse, you will get a zero for that exam.

Academic honesty:


You are expected not to engage in academic dishonesty. One of the goals of this course is to prepare you to do well in advanced economics courses, so it is essential that you develop a solid understanding of the material. To that end, while collaboration on problem sets is encouraged in this course, copying is not. Students are expected to understand and abide by the University's honor code. (<https://www.westga.edu/UWGSyllabusPolicies/>)

Global and Comparative Studies Certificate

2020-2021 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 *

Desired Effective Year *

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*	Global and Comparative Studies Certificate
Program ID - DO NOT EDIT*	2683
Program Code - DO NOT EDIT	
Program Type*	<input type="button" value="Certificate"/>
Degree Type*	<input type="button" value="Certificate"/>
Program Description*	The certificate in Global and Comparative Studies provides academic training focused on understanding global phenomena and systematically comparing social processes across countries and regions. This certificate is available to all students, regardless of major. Sociology courses taken to receive this certificate will also count toward the Sociology major or minor.
Status*	<input checked="" type="radio"/> Active-Visible <input type="radio"/> Inactive-Hidden
Program Location*	<input type="button" value="Carrollton"/> <input type="button" value="Online"/>

Curriculum Information

PROGRAM CURRICULUM

****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT 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:

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  and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the  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.

Prospective Curriculum*

Requirements:

Students must receive a grade of C or higher in all coursework applied to the certificate.

SOCI 1101 Introductory Sociology

Upper level sociology: 12 hours

List of Upper Level Sociology Courses Approved for Certificate in Global and Comparative Studies

SOCI 4803 Environmental Sociology

SOCI 3283 Globalization

SOCI 3743 Social Movements

SOCI 4325 Social Change in the Middle

East

100/368

Last

SOCI 4333 Urban Sociology

SOCI 3543 Sociology of Religion

[After] SOCI 4999 courses approved for this certificate

Total: 15 hours

Justification and Assessment

Rationale* Curriculog won't let us make any other changes to the certificates that we have agreed upon without also adding descriptions. Description for the Global and Comparative Certificate is attached. Also attached is a list of the SOCI 4999 courses approved for this certificate.

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 documentsI 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

Routing Information

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


School/ Department - DO NOT EDIT*

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 Senate Review required?* Yes No

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.

Certificate Description:**Global and Comparative Studies:**

The certificate in Global and Comparative Studies provides academic training focused on understanding global phenomena and systematically comparing social processes across countries and regions. This certificate is available to all students, regardless of major. Sociology courses taken to receive this certificate will also count toward the Sociology major or minor.

INSTRUCTIONS	CURRICULUM MAPPING TEMPLATE							
<p>1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)</p> <p>2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)</p> <p>3. Under the "Courses" Column, list out the individual</p>	DEPARTMENT:	Sociology		PL-SLO 1	PL-SLO 2	PL-SLO 4	PL-SLO 5	PL-SLO 6
	PROGRAM:	BS Sociology	COURSES	Be able to communicate (orally and in writing) how sociology contributes to an understanding of social reality	Understand the theoretical and methodological approaches to description and interpretation	Understand the reciprocal relationship between the individual and society	Understand the diversity of American society	Demonstrate an ability to think critically
	<p>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</p>			SOCI 1101		I	I	I
			SOCI 3283				R	R
			SOCI 3543			R	R	R
			SOCI 3743					
			SOCI 4325	R				R
			SOCI 4333	R				R
			SOCI 4803	R				R
			SOCI 4999 Global Families				R	R
			SOCI 4999 Globalization and Women				R	R
			SOCI 4999 Religion and Social Global Problems			R	R	R
			SOCI 4999 Sociology of Education			R	R	R
			SOCI 4999 Sociology of Global Development			R	R	R
			SOCI 4999 Sociology of Global Health			R	R	R
			SOCI 4999 Sociology of Human Rights			R	R	R
			SOCI 4999 Sociology of Immigration			R	R	R
			SOCI 4999 Sociology of Terrorism				R	R
			SOCI 4999 Sociology of War				R	R

**Undergraduate Certificates in Sociology
Checklist
Effective Fall 2019**

Please print:

Name: _____ **917** _____

Mailing _____

Address: _____

Certificates of specialization are available to Sociology majors and minors. Non-Sociology majors who complete a certificate program will also be awarded a minor in sociology. Each certificate requires 15 hours in specific courses. SOCI 1101 is required of all the certificates. Courses taken to receive a certificate also count toward the sociology major and toward additional certificates. The certificate programs and the courses that can be taken to fulfill the requirements are below. Students are responsible for keeping track of this checklist. When the requirement/s are complete, return this checklist to your Academic Advisor. The certificate/s will be mailed to the address shown above after graduation.

Certificate in Social Science Research Skills

	Term	Grade	Notes
SOCI 1101 and 12 hours of the following courses:			
SOCI 3001 Communicating Sociology			
SOCI 4000 Research Methodology			
SOCI 4003 Applied Statistics for Sociology			
SOCI 4015 Analyzing and Visualizing Data			
SOCI 4373 Visual Sociology			
SOCI 4613 Qualitative Research Methods			
SOCI 4999 courses approved for this certificate.			

Term Certificate was completed: _____

Certificate in Social Services

	Term	Grade	Notes
SOCI 1101 and 12 hours of the following courses:			
SOCI 3134 Intro to Social Work and Social Welfare			
SOCI 3293 Sociology of Family			
SOCI 3733 Social Psychology: The Soci Tradition			
SOCI 3804 Death, Grief, and Caring			
SOCI 3954 Sociology of Aging			
SOCI 4300 Housing and Homelessness			
SOCI 4386 Internship			
SOCI 4440 Medical Sociology			
SOCI 4441 Sociology of Mental Health			
SOCI 4445 Sociology of Youth			
SOCI 4734 Social Work Skills			
SOCI 4915 Violence Against Women			
SOCI 4999 Chronic Illness & Disability			
SOCI 4999 Global Families			
SOCI 4999 Sociology of Women's Health			
SOCI 4999 courses approved for this certificate.			

Term Certificate was completed: _____

Certificate in Global and Comparative Studies

	Term	Grade	Notes
SOCI 1101 and 12 hours of the following courses:			
SOCI 3283 Globalization			
SOCI 3543 Sociology of Religion			
SOCI 3743 Social Movements			
SOCI 4325 Social Change in the Middle East			
SOCI 4333 Urban Sociology			
SOCI 4803 Environmental Sociology			
SOCI 4999 Global Families			
SOCI 4999 Globalization and Women			
SOCI 4999 Religion and Social Global Problems			
SOCI 4999 Sociology of Education			
SOCI 4999 Sociology of Global Development			
SOCI 4999 Sociology of Global Health			
SOCI 4999 Sociology of Human Rights			
SOCI 4999 Sociology of Immigration			
SOCI 4999 Sociology of Terrorism			
SOCI 4999 Sociology of War			
SOCI 4999 courses approved for this certificate.			

Term Certificate was completed: _____

Certificate in Social Diversity

	Term	Grade	Notes
SOCI 1101 and 12 hours of the following courses:			
SOCI 3293 Sociology of Family			
SOCI 3543 Sociology of Religion			
SOCI 3603 Sociology of Gender			
SOCI 3623 Social Inequality			
SOCI 3733 Social Psychology: The Soci Tradition			
SOCI 3943 American Class Systems			
SOCI 3954 Sociology of Aging			
SOCI 4323 Cultural and Racial Minorities			
SOCI 4333 Urban Sociology			
SOCI 4543 Deviant and Alternative Behavior			
SOCI 4700 Sociology of Emotions			
SOCI 4999 Black Masculinity			
SOCI 4999 Intersections of Race and Sex			
SOCI 4999 Pop Music & Society			
SOCI 4999 Sociology of Education			
SOCI 4999 Sociology of Immigration			
SOCI 4999 Sociology of Leadership			
SOCI 4999 Sociology of Sexualities			
SOCI 4999 Women and Aging			
SOCI 4999 courses approved for this certificate.			

Term Certificate was completed: _____


Course Number	Course Title	Number of Semsters Taught	Proposed Certificate
4999	Sociology of Global Development	1	Global/Comparative
4999	Sociology of Education	4	Global/Comparative
4999	Sociology of War	1	Global/Comparative
4999	Sociology of Human Rights	1	Global/Comparative
4999	Global Families	1	Global/Comparative
4999	Religion & Social Global Problems	1	Global/Comparative
4999	Sociology of Global Health	1	Global/Comparative
4999	Sociology of Terrorism	2	Global/Comparative
4999	Sociology of Immigration	1	Global/Comparative
4999	Globalization & Women	1	Global/Comparative

ANTH - 4184 - Anthropology Capstone

2020-2021 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.

Desired Effective Semester *

Desired Effective Year *

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*	ANTH	Course Number*	4184
Course Title*	Anthropology Capstone		
Long Course Title			
Course Type - DO NOT EDIT*	Anthropology		
Catalog Course Description*	Students translate their cumulative knowledge in anthropology to analyze current human challenges and to examine anthropology as a gateway to professional careers. It includes a project that enables them to reflect on what they learned and apply it to a broader context.		
Prerequisites			
Corequisites			
Frequency - How many semesters per year will this course be offered?	1	Grading*	Undergraduate Standard Letter
Status*	<input checked="" type="radio"/> Active-Visible <input type="radio"/> 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 proposal 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.*

0

Justification and Assessment

Rationale* We are proposing to change ANTH 4184 Capstone from a 1-credit to a 3-credit hour course. This change will permit an improved High Impact experience for students, including a more in-depth exploration of their undergraduate academic achievements and better assistance of the process of creating products and attitudes that will assist in transitioning from student to practitioner. In so doing, it is more in line with LEAP priorities.

We are changing the catalog description to reflect this change in scope of the class.

Our new 3-credit hour capstone course will:

- a) Better satisfy concurrent departmental goals for the course including:
 - a. Greater student investment
 - b. Greater disciplinary synthesis
 - c. Enriched professional development and career preparation
- b) Dedicate the course more fully to the employment of High Impact Practices that align with the University's LEAP Initiative and finalize a true Capstone experience with a signature work and reflection.
- c) Emphasize the application of real-world problem solving.
- d) Improve departmental assessment of student individual learning outcomes.

We are changing the course description. The current description is:


An examination of Anthropology as a profession--ethical considerations, selection of graduate school, research, and grant sources.

If making changes to the Student Learning Outcomes, please provide the

110/368

updated SLOs in a numbered list 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 one 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* 20

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* No fees

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 - DO NOT EDIT* Department of Anthropology

Is this a School of Nursing or University College 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 Senate Review Required? Yes No

Administrative Use Only - DO NOT EDIT

Course ID* 12234

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.

Course: Anth 4184
Capstone Seminar
Time:
Place: Anth Rm 5
Office Hours:

Instructor: Dr. Isabel Maggiano, Ph.D.
Email: imaggian@westga.edu
Office: (678) 839-6450

Course Description

This class is designed to allow students to take a broad view of their undergraduate academic achievements and begin the process of creating products and attitudes that will assist in transitioning from student to practitioner, whether through graduate school or employment outside academia. During the class, students will perform various tasks that encourage experimentation with ideas and theory, critical thinking on practical and ethical issues, and generate broader awareness through knowledge translation. Individually, students will be provided guidance on the creation and refinement of professional development documents.

Brief Course Outline and Description:

This course accomplishes several goals: 1) It creates a summary of your understanding of theory and practice across the four main subdivisions in Anthropology and relates it to personal, professional, and philosophical contexts. 2) It explores topics relevant to Anthropologists in the 21st century, to equip students with answers to the question: Why and how does Anthropology matter? 3) It encourages the exploration of anthropology outside the discipline through Capstone Projects that follow a Mentor in a career path of interest, or a Target Group to explore how anthropology could be helpful through Knowledge Translation. 4) It guides through the creation and revision of Career and Gradschool Preparation Materials like Resumes/Curriculum Vitae and Cover letters. This class is designed so that you can focus specifically on any one or several aspects important to you, by giving you plenty of in-class guidance and out-of-class time to focus - while still making sure you gain benefits of all three aspects of this course, preparing you to bring anthropology with you wherever you go in the future. As in many aspects of life, you will get out of this course a benefit measured by what you put in!

Required Books:

Riall, Nolan (2017) Using Anthropology in the World. A Guide to Becoming an Anthropology Practitioner. Routledge
Ingold, Tim (2018) Anthropology – Why it matters. Polity Press
Bear, Hans A, Singer, Merrill (2018) The Anthropology of Climate Change. An Integrated Critical Perspective. Routledge, London

Additional readings will be posted on Courseden as PDFs.

Course Structure:

Discussions, Presentations, Projects, Workshops, Peer Review, Self-Reflections, Interviews

Curriculum Fulfillment:

This course is required for all Anthropology Majors. Please see your Advisor or Mentor for more information.

Learning Outcomes:

By the completion of this course, each student should be able to:

- Evaluate and translate the relevance of Anthropology to the world, academically and professionally
- Define their personal knowledge, skills, and abilities and how they support professional goals

- Demonstrate a knowledge of applied and academic professional ethics
- Assess individual educational outcomes
- Create and refine important professional development documents with Faculty and Career Services Guidance

“Anthropology in the Professional World” Detailed Project Options Description:

This aspect of the class flexes your muscles on some aspect of real-world application of the skills you have developed in your undergrad. You will complete one of two final projects for the Capstone class by following through three stages of the assignment, providing deliverables at each stage. At your project’s completion you will share your experience with the class in a brief presentation. The options for the assignment are:

- **Option 1: Engage with an External Mentor/Shadow a Professional Mentor**

For this project, your goal will be to gain a better understanding of the next steps required to make it in your desired career. You will need to connect with a professional who has the career that you plan to pursue, or one closely related through your personal Knowledge, Skills, and Abilities. You will do this through two interviews (face-to-face or by phone) and one day of shadowing.

The goals are the following:

- First, through communicating with your mentor about his/her career path, you will learn practical information about the qualifications required for the field that interests you. How many years of college do you need? How long does acquiring the appropriate qualifications tend to take? How much experience in the field do you need? How do you know if you are a good fit for this profession?
- Second, by shadowing your mentor you will experience the day-to-day activities of the profession.
- Third, establishing a connection with a mentor, someone actively in the position you desire, can help you build a network of professionals that understand your career goals before you graduate—an opportunity that can lead to internships and jobs.
- Finally, hearing from a professional in the field may help you direct or redirect your career path. You may learn more about yourself in the process!

- **Option 2: Anthropology Knowledge Translation**

For this project, you will carry out interviews and conduct research to find out how anthropological knowledge could benefit a particular group on or off campus, local or international. You will then present the results of your work to our class, demonstrating how knowledge generated by anthropology could be made directly useful for that group. This process is called Knowledge Translation and is an important side of all academic and professional disciplines, connecting specialists to the policies, practices, and people that can benefit from findings. Think of this as an applied anthropology project – the results of your work can help grow our department and develop incoming students as scholars. A few examples would be: 1) Companies, Advertising, Human Resources, and Public Relations; demonstrating how appropriate cultural knowledge and an understanding of diversity allow access to new markets or smoother and more amicable employee/public relationships, 2) Religious or Secular Groups, Clubs, and Organizations; promoting cultural understanding and diversity appreciation, 3) Historians, Curators, Cultural Preservation Societies; explaining how archaeology promotes cultural and historical understanding, 4) Healthcare Workers; identifying and reaching at-risk communities for certain diseases or beneficial health programs, 5) Governments and NGOs; informing on best practices and influencing policies from a perspective of cultural context, 6) College Undecided Majors; High School Graduates; High School Advisors; showing them the benefits of anthropology personally and

professionally; 7) Law Enforcement or Crime Scene Units; applying techniques from archaeology and bioanthropology to aid in identification of unknown individuals and the collection of information from crime scenes.

The goals are several:

- First, it will establish a connection between advanced students (you!) and your broader community across issues of mutual concern. The mere act of interviewing accomplishes much of that, and you should feel free to share some of your own story of why you became an Anth major and what you like most about the discipline, department, etc.
- Second, it will provide you with real-world understanding regarding the objectives and challenges faced by your chosen group, and help you learn to identify areas ripe for the application of your knowledge in the broader world.
- Third, it will also give you practical experience in developing your ethnographic skills, problem solving,

“Anthropology in the Professional World” Final Report and In-Class Presentation Instructions:

In both of these, you should summarize your original study design/mentorship plan, discuss how you went about carrying these out (methods, in the case of the interviews), your analysis, and your conclusions. What can we all learn from your work, give some practical suggestions. Talk in general terms about the assignment: state what challenges and benefits you think finding a mentor presents for students. What did you get out of it? In the case of Mentorship, address particular aspects of your Mentor’s Knowledge, Skills, and Abilities that seem to support or conflict with their goals/responsibilities and how they have changed over the course of their career. Address your own Knowledge, Skills, and Abilities within the contexts of the career molded by your Mentor. In the case of the Knowledge Translation, state what challenges your group faces that threaten its goals and how, specifically, anthropological principles could be applied. Give some practical suggestions for how to reach that group with the appropriate knowledge. What new aspects of yourself, your discipline, your mentor/career/group did you learn? What other effects did this experience have on you?

Assignment name	Description	Due Date	Points
Self-Reflection Assignments	Following in-class discussions and activities, you will reflect your own position in a short writing assignment (400 words). 4x10 pts.		40
Commentaries	To make sure everyone is prepared for our in-class discussions, 8 reading commentaries are due before the class session. Commentaries may be structured differently, ranging from discussion posts, critical responses, summaries, etc. Specific details will be shared in class or on courseedent throughout the semester. 8x20 pts.		160
In-Class Presentation	Students will present Anthropology Subfields or Special Topics in class as a group assignment.		50

Assignment name	Description	Due Date	Points
Anthropology in the Professional World Project	<p>This aspect of the class flexes your muscles on some aspect of real-world application of the skills you have developed in your undergrad. You will complete one of two final projects for the Capstone class by following through several stages of the assignment, providing deliverables at each stage. At your project's completion, you will share your experience with the class in a brief presentation. See above for more detailed descriptions.</p> <p>The options for the assignment are: Option 1: Shadow a Professional Mentor Option 2: Knowledge Translation</p> <p>Deliverable 1: Turn in a paragraph identifying which project you would like to undertake and why. Your deliverable needs to include O1: The name of your mentor and evidence you have contacted them, and an interview and shadow schedule showing one interview before shadowing and one interview afterward. (10 pts.) O2: Your research and interview plan that includes the name of the group and evidence that you contacted them and an interview schedule showing interviews with three separate groups members.</p> <p>Deliverable 2: Turn in a progress report detailing where you are along your plan (one paragraph). Turn in your preparation work for the interviews: O1: A) A paragraph about your mentor's personal career and background as you've researched, and B) A list of your interview questions (prepare more than you will need). O2: A) A paragraph about your group's goals and background as you've researched. B) A list of your interview questions (prepare more than you will need). (20 pts.)</p> <p>Deliverable 3: Deliver your Final Report, detailing what you learned about your mentor/group, how Anthropology could benefit your mentor/group and how to translate anthropological knowledge into usable information for them. Include what you learned during this project and what it means to you (2-4 pages). (90 pts.)</p> <p>Deliverable 4: In-Class Presentation (3 minutes) (30 pts.)</p>		150
Quizzes	Two quizzes, short answer questions. 2x50		100
Attendance and Participation			100
CV and Cover Letter	UWG Career Services will give advice on writing CVs and Cover Letters. You should be working on your portfolio throughout the semester. BTW, you may walk into Career Services at any time for advice. Toward the end of the semester, we will peer-evaluate them and conduct a mock-interview to prepare you for your first job interview! You should be working on your portfolio throughout the semester. BTW, you may walk into Career Services at any time for advice.		100
TOTAL			700

Grading Scale and Important Notes:

You can check your general progress by comparing your percentage score against the following scale: A=90-100; B=80-89; C=70-79; D=60-69; F <59. For a general guide to how you are doing in the class refer to grades returned in class or see the instructor during office hours. Do not request grades via email or phone; federal law will not permit the sharing of grade information through these media. Your performance will only be addressed with you. Any questions about grades must be in writing and given to the instructor within the first week following the assessment in question. If you are having difficulty or need advice on note-taking, studying, or writing please contact the instructor! The institutional credit hour policy states one credit is equal to 50 min/wk of seat/instructional time and twice that in student work outside the class. To manage your time effectively plan on preparing and reading accordingly!

Attendance and Participation:

Attendance and participation are an important element of this class as well as an important part of your learning experience. If you miss class, you must check with other students to obtain notes and other pertinent information. In order to receive any attendance credit given, you must be present for the entirety of the class period AND participate in class activities and discussions. If life events prevent you from attending class periods on a regular basis, please consult with the instructor! All assignments are due on time unless you can present your instructor with documentation verifying an excuse (medical, automobile, etc.). Late work will not be accepted without documentation from an official source (doctor, police, school representative, etc.). Make-up assignments are at the instructor's discretion with official documentation, or extenuating circumstances (without documentation, a significant grade penalty of one letter grade per calendar day will apply). You have 24 hrs to contact the instructor or department regarding any make-up grade, which must then be submitted within one week to receive credit.

Classroom Behavior:

You are expected to act as an adult and to be orderly and respectful in the classroom. Being respectful includes the following: remaining quiet when your professor is speaking, supporting classmates through constructive and positive interactions, and avoiding distracting your fellow students. Laptops, Cell Phones, and Tablets are only to be used under direction of the instructor. Please see the instructor after class or in office hours to discuss your specific responses on an assessment. Anyone not following these guidelines or exhibiting other disruptive behavior will be warned in class and ultimately asked to leave the classroom if the behavior continues. If that occurs, he or she will also be unable to collect points from assignments or participation for the day. Repeated disruptive behavior may result in expulsion from the class.

Class Schedule:

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
1			Day 1: Course Introduction. <i>In-Class Activity: Understanding Yourself as an Anthropologist</i> Day 2: Career Services: How to write a CV and Cover Letter Intro <i>In-Class Activity: Representing Yourself Professionally as an Anthropologist</i>	<i>Self-Reflection 1 due "My Anthropology, Skills, and Knowledge" due</i> In-Class Presentation Sign-Up
			ANTHROPOLOGY 101	
2			Cultural Anthropology Focus: Exotic no More. Boas and the Concept of Cultural Relativism Ingold Chapter 1	Commentary 1 due Final Project: Early planning
3			Archaeology Focus: Domestication of Plants and Animals Ingold Chapter 2	Commentary 2 due
4			Linguistic Anthropology Focus: Language and Social Inequality Ingold Chapter 3	Commentary 3 due
5			Physical Anthropology Focus: Out-of-Africa Ingold Chapter 4 Day 2: Quiz 1	Commentary 4 due Final Project: Deliverable 1 due
			ANTHROPOLOGY MATTERS	
6			Anthropology – Why does it matter? Ingold Chapter 5 Anthropology and the Climate Crisis Bear and Singer: Chapter 1,2	Commentary 5 due Final Project: Deliverable 2 due
7			Climate Change and the Human Past Bear and Singer: Chapter 3	Commentary 6 due
8			Climate Change Case Studies Bear and Singer: Chapter 5	Commentary 7 due
9			Applying Anthropology in Climate Crisis Research and the Future of Anthropology of Climate Change Bear and Singer: Chapter 4, 6, 8	Commentary 8 due
10			Day 1: <i>In-Class Activity: Understanding your Impact</i> Day 2: Quiz 2	<i>Self-Reflection 2 due: "My Role as a 21st Century Anthropologist"</i>
			ANTHROPOLOGY IN THE PROFESSIONAL WORLD	
11			Day 1: Anthropology in Practice <i>In-Class Activity: Understanding Your Ideal Job</i> Day 2: Grad school or not? <i>In Class Activity: Understanding your Educational Background</i> Nolan Part I and II	CVs and Cover Letters due <i>Self-Reflection 3 due: "My Career Position in 1, 5, 10 years"</i>
12			Day 1: Finding Employment Nolan Part III and IV <i>In-Class Activity: Representing Yourself in Other Fields</i> Day 2: Applied Anthropology Ethics <i>In-Class Activity: Understanding Your Values</i> Nolan Part III and IV	
13			CVs, resumes, cover letters – peer-reviews and career services support mock Interviews	<i>Self-Reflection 4 due "My Anthropology, my Skills, and my Knowledge Revised" due</i>

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
14			Project Presentation Day: “Anthropology in the Professional World Project”	Final Project: Deliverable 3 due and In-Class Presentations
15			Final Exam	Capstone Assessment

Selected Reading List:

- Brain CK (2003) Raymond Dart and our African Origins. In: Garvin L, Lincoln T (eds.) A Century of Nature: Twenty-One Discoveries that Changed Science and the World. University of Chicago Press: 1-20.
- Dart R (1925) *Australopithecus africanus*: The Man-Ape of South Africa. Nature 195-199
- Fluehr-Lobban C (1998) Cultural Relativism and Universal Human Rights. AnthroNotes 20(2):1-18
- Sheets P (2012) Responses to Explosive Volcanic Eruptions by Small to Complex Societies in Ancient Mexico and Central America. In: Cooper J and Sheets P (Eds.) Surviving Sudden Environmental Change. Answers from Archaeology. University Press of Colorado. 43-66
- Tainter JA and Crumley CL (2011) Climate, Complexity, and Problem Solving in the Roman Empire. In Costanza R, Graumlich LJ, Steffen W (Eds.) Sustainability or Collapse? An Integrated History and Future of People on Earth. MIT Press: 61-76
- Washburn WE (1987) Cultural Relativism, Human Rights, and the AAA. American Anthropologist 89(4): 939-943
- Zeder MA, Bradley DG, Emshwiller E, Smith BD (2006) Documenting Domestication Bringing Together Plants, Animals, Archaeology, and Genetics. In: Zeder et al. (Eds.) Documenting Domestication. University of California Press: 1-12

Academic Misconduct:

As a student of the University of West Georgia, you should be familiar with the Academic Integrity and Honor Code Pledge (<http://www.westga.edu/handbook/59.php>). Please work independently on all assignments unless they are clearly identified as cooperative assignments. Be sure all work is in your own words and from the scope of the course (you may not turn in other papers or assignments done for other courses). If you borrow ideas or words from others, you must cite them appropriately. Please also cite all information used in assignments that is not considered “common knowledge”. Failure to do so is a form of plagiarism and a form of student misconduct.

Plagiarism is the act of representing directly or indirectly another person's work as your own. It can involve presenting someone's speech, wholly or partially, as yours, quoting without acknowledging the true source of the quoted material, copying and handing in another person's work with your name on it, and similar infractions. Even indirect quotations, paraphrasing, etc. will be considered plagiarism unless sources are properly cited. Some excellent examples of how you can avoid plagiarism are located here, along with a tutorial:

<http://libguides.westga.edu/content.php?pid=16314&sid=109878>

All Students Please Note:

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:

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

Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Web Course Tools and Student Support:

Open your web browser and go to <https://westga.view.usg.edu/> use your username and password to login. Select this course to access class materials, news, and other relevant information. Always discuss concerns with your instructor as soon as they arise in order to seek the quickest assistance. For additional support see [Student Services](#), or the [Center for Academic Success](#) in Room 200 of the University Community Center (UCC), 678-839-6280. If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares](#) site. [Online Counseling](#) is also available for students.

Students in Need of Accommodation

It is federal and university policy to provide reasonable accommodations to students with documented disabilities. If you would like to request such accommodations because of a physical, mental, or learning disability, please contact the [Accessibilities Services Office](#) in Room 123 Row Hall (phone: 678.839.6428/ fax: 678.839.6429).


Addendum III

ANTH - 6103 - Field Methods in Cultural Resources Management

2020-2021 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](#).

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

Desired Effective Semester*

Desired Effective Year*

Course Information

Course Prefix*

Course Number*

Course Title*

Course Type*

Catalog Course Description* Direct participation in a Cultural Resource Assessment Survey (CRAS) project. Instruction in archaeological survey, mapping, and excavation techniques specifically used in cultural resource management. Additional training in crew supervision, in-field curatorial techniques, and technical report writing.

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* U

Lab Hrs* 8

Credit Hrs* 4

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing ANTH 4103

Restrictions

Status* Active-Visible Inactive-Hidden

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

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 archaeological methods and techniques used in academic archaeology are drastically different from those used in the field of Cultural Resource Management (CRM). These differences lie in the underlying reasons and end goals for the use of those methods: research (academic archaeology) vs. compliance and development (CRM). While academic archaeologists focus a high level of rigor on block excavations, CRM practitioners conduct large-scale archaeological surveys of properties prior to development in an attempt to document the presence and extent of any archaeological sites. In my experience in the field of CRM, many academically-trained archaeologists need to be retrained before entering the field with a CRM firm. This course is designed to make UWG students looking to pursue a career in CRM as marketable as they can possibly be. Since graduate degree holders act as field supervisors (aka crew chiefs) in CRM, this course will train graduate students for this role. They will gain hands-on experience in supervising small teams preparing and

will gain hands on experience in supervising small teams, preparing and maintaining paperwork and field specimen (FS) logs, and writing technical reports. This form of training and experience will make UWG students the most


marketable applicants for CRM positions.

The course will be offered in the summer only because intensive field experiences require lengthy field sessions. The course will be offered at the same time as ANTH 4103, which is currently being proposed.

Student Learning Outcomes*

- 1) Assess the available archaeological methods of data collection in different contexts (LO 1, 4);
- 2) Apply proper archaeological methods in a cultural resource management contexts (LO 4);
- 3) Implement the proper methods of documentation for both survey data and archaeological data collection (LO 4);
- 4) Apply basic artifact identification skills when necessary (LO 2, 4);
- 5) Organize project documentation in an orderly fashion for incorporation into final report;
- 6) Compose a final report documenting the field project and its methods, the details of individual shovel tests, and the results of the project.

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* 5

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

If yes, what will the fee be?* 0

Fee Justification

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*

Is this a School of
Nursing course?* Yes No

Is this a College of
Education course?
* Yes No

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.

FIELD METHODS IN CULTURAL RESOURCE MANAGEMENT

ANTH 6103

Summer 2020

4 Credit Hours

Instructor: Nathan R. Lawres	Email: nlawres@westga.edu
Class Meeting Times: Monday – Friday 9:00 am – 2:00 pm	Class Location: Field Site (TBA)
Office Hours: Waring Laboratory, Mon – Fri 3:00 – 4:00 pm	Instructional Method: Face to Face

COURSE DESCRIPTION:

The University of West Georgia Field Methods in Cultural resource Management course will introduce students to a particular set of archaeological skills and techniques that are found in the discipline of Cultural Resource Management (CRM). The archaeological methods used in this discipline are distinct from those used in academic archaeology due to the context of the work, which necessitates large survey coverage and quick delineation and recovery when sites are discovered.

Throughout this course, students will be introduced to artifact identification and the scope of a CRM firm's office, survey methods, excavation techniques, and laboratory preparation methods. This course will be taught in collaboration with a CRM firm to replicate the context of fieldwork in this disciplinary context.

STUDENT LEARNING OUTCOMES:

By taking this course students will begin to:

- 1) Assess the available archaeological methods of data collection in different contexts (LO 1, 4);
- 2) Apply proper archaeological methods in a cultural resource management contexts (LO 4);
- 3) Implement the proper methods of documentation for both survey data and archaeological data collection (LO 4);
- 4) Apply basic artifact identification skills when necessary (LO 2, 4);
- 5) Organize project documentation in an orderly fashion for incorporation into final report;
- 6) Compose a final report documenting the field project and its methods, the details of individual shovel tests, and the results of the project.

REQUIRED MATERIALS:

Hester, Thomas R., Harry J. Shafer, and Kenneth L. Feder (editors). 2016. *Field Methods in Archaeology*. Seventh Edition. New York: Routledge. ISBN: 9781598744286

COURSE FORMAT:

This course involves daily sessions of intensive fieldwork in the discipline of Cultural Resource Management (CRM). This work will include the archaeological survey and mapping of a property prior to development activities that involve ground disturbance. This form of work is known as a Cultural Resource Assessment Survey (CRAS). In many cases, CRAS's do not result in the identification or discovery of cultural resources (i.e., archaeological sites), but nonetheless involve digging numerous shovel tests to test for the presence of such resources. In some cases, though, these surveys do identify sites and thus involve additional field techniques. In either case, you are required to participate in the survey of a property as the primary part of your grade for this course. You will be graded on your work performance for this portion of your assessment. Because work performance is an integral part of your participation in this course, attendance is mandatory and constitutes a significant portion of your grade. Additionally, in the professional field of CRM, employees holding graduate degrees act as field supervisors (traditionally referred to as crew chiefs). As a graduate student, you will be trained for this role. You will be charged with supervising a small team of undergraduate students in the field. This supervision will include maintaining all of the paperwork, carrying additional supplies (i.e., first aid kit, etc.), and keeping track of the work conducted by each team member (i.e., a work log). Further, if an archaeological site is discovered, you will be charged with maintaining artifact bags with proper labeling, and you will work with the professor to develop and maintain a Field Specimen (FS) log of all cultural materials recovered from the site.

In addition to work performance, supervision, and attendance, you are required to maintain a field journal. Your journal will consist of daily entries that document the work carried out on a given day while also evaluating the skills you have learned. Each entry should demonstrate your ability to properly describe the fieldwork being done that day in an appropriate manner, characterize the methods and techniques being used, and your ability to contextualize the work being carried out within the broader scope of the project. The latter may include the reasons for specific techniques being used, how the work you did that day accords with the percentage of total project completion, the identification of cultural materials, interpretations of discovered materials and how they fit within specific environmental parameters, and/or an assessment of the specific methods or techniques being used. Your journal is due at the end of the final week of the course and constitutes a significant portion of your grade.

The weekly summaries are to be abstract-style summaries of each of the readings you are assigned each week. Your submission should include the bibliographic reference above each summary. Your summaries should be between 200–300 words so that you can fit two per page. These are due each week there are readings on Sundays by 11:59 pm. As an example of what a summary should look like:

Pauketat, Timothy

2000 The Tragedy of the Commoners. In *Agency in Archaeology*, edited by Marcia-Anne Dobres and John E. Robb, pp. 113-129. Routledge, London.

Pauketat contends that previous archaeological explanations of the emergence of political domination unduly relegate non-elite people to a passive role in the creation of the

dominant/subordinate social order. Rather, he claims that employing practice theory, which he distinguishes from agency theory on the basis that it sees agency as residing in the predetermined behaviors of rational actors, is more fruitful for understanding social change. He emphasizes practices as surface phenomena (drawn from Shennan 1993) that act as negotiations, or moments of interaction, between people and traditions. The outcome of these negotiations is dependent upon the scale of the negotiation; the more people involved in the negotiation the more likely it will have a historical effect. Using the construction of Mississippian platform mounds at Cahokia as a case study, Pauketat turns to showing the role of non-elites in negotiating their subordination to elites in the Mississippi Valley. This process involved the elite co-opting surface phenomena, in this case the cohesive rituals of mound construction in public spaces. These ritual construction episodes were likely annual events as is evidenced by the incremental construction layers. Within a few decades, however, the process of centralization occurred as the scale of negotiations with this mound construction tradition increased to include people from the surrounding region. This increase in scale brought participants from the region into the increasing fold of Cahokia's economy and resulted in Cahokia becoming a regional center of power that dominated over the people in the rural areas of the region.

The final paper will be a summary report detailing the archaeological project as a whole and the contribution of your fieldwork to that total project. Your report should include details on what triggered the CRAS (this will require interviewing people in the partnering CRM office), the methods and techniques used during the survey, and the portion of the CRAS your team completed during fieldwork. Additionally, the latter part should include a summary report of how many shovel tests your team conducted, stratigraphic information for those shovel tests, and a summary of any positive shovels (i.e., those containing cultural materials) and what they contained. Further, if no positive shovel tests were encountered you should include a summary statement indicating that. Remember: spelling, grammar, and punctuation count! Be sure to run spell check before submitting a draft. Formatting is also an essential part of the writing process, and as such, you will be required to follow the formatting requirements set forth here as part of your grade: *7-10 pages (no more, no less) plus references cited, 12 pt., Times New Roman Font, Double-spaced, 1-inch margins, following the Society for American Archaeology Style Guide for references (PDF available on CourseDen)*. **Your paper is due by the end of class Friday, June 25.**

GRADING:

Grades are assigned on the basis of attendance and participation in class, a field journal, and your work performance:

Class Attendance:	60 points
Field Journal:	60 points
Summaries	40 points
Final Paper	60 points
Work Performance:	80 points
<i>Total points:</i>	<i>300 points</i>

Letter grades are assigned according to the following grading scale:

A: 270-300 B: 240-269 C: 210-239 D: 180-209 F: 179 or less
(90-100%) (88-89%) (70-79%) (60-69%) (59% or less)

Concerns about grades must be addressed promptly. Any errors found in a graded assignment or exam must be brought to the attention of the instructor. The University of West Georgia grading policy can be found by using following url: <https://catalog.westga.edu/content.php?catoid=3&navoid=113#grades-grade-points>.

COURSE POLICIES AND INFORMATION:

Please carefully review the following information in this link: [Common Language for Course Syllabi](#). It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, and accreditation standards change, you should review the information each semester.

EMAIL AND OFFICE HOURS:

Email is the most efficient option for contacting the instructor for this course. Per University of West Georgia policy, you should only contact the instructor using your MyUWG e-mail account; **DO NOT** use a non-university affiliated e-mail account.

General considerations for email contact:

*Please allow a 24-hour response time to any emails sent, and expect these responses between 9:00 am – 5:00 pm, Monday – Friday.

*Prior to asking a question, refer to the syllabus in case your question is answered there.

*Always include the subject in the subject line of the email.

*Always be polite and *professional* (i.e., use full sentence structure, proper spelling, etc.) in your emails.

If you have questions or concerns about the course materials, you are encouraged to meet with the instructor during office hours rather than via email. Face-to-face meetings over course materials are much more efficient in addressing these sorts of concerns.

ACADEMIC SUPPORT:

Any student requesting accommodations for disabilities *must* register with the UWG Accessibility Services. They will provide the necessary documentation – the Student Accommodations Report (SAR) – to the student, who is then responsible for providing this documentation to the instructor in order to request accommodation. This *must* be done at the beginning of the term, prior to any submission or due date of assignments, as accommodations *are not* retroactive. For additional information, or to register for support services, please contact [UWG Accessibility Services](#).

The University of West Georgia additionally offers other programs to help students achieve academic success, and these programs are available to students throughout the semester:

Center for Academic Success: The [Center for Academic Success](#) 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](#) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

ACADEMIC HONESTY:

University policy on academic honesty will be enforced in cases where cheating or plagiarism occurs. All students are expected to abide by the University of West Georgia's Student 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*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing."

Upon entering the University of West Georgia, you were required to sign the following pledge, and you are expected to continue to uphold that pledge in this course: "Having read the honor code of UWG, I understand and accept by responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way 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. I understand that if I violate this code, I will accept the penalties imposed, should I be found guilty of violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code." The following is implied on all work submitted for credit in this course: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." More information on the student honor code, as well as the University of West Georgia's policy on academic honesty, can be found in the student handbook, available at: <https://www.westga.edu/administration/vpsa/assets/docs/student-handbook-2018-2019.pdf>.

Any acts of plagiarism or academic dishonesty of any sort will result in a zero grade for that assignment and will be reported to the University of West Georgia's Office of Community Standards. A second offense will result in failure of the course.

ATTENDANCE:

Attendance is a necessary component of this course and comprises a core component of your grade. This is a field-based course where your primary expectation is to be present to participate in excavations. As such, attendance will be taken during every class session throughout the semester. You are allowed *one unexcused/voluntary* absence. In the case of involuntary absences (i.e., for medical reasons, emergencies, etc.) they will be excused *only* if they are certifiable/documented. In these cases, you must provide the instructor with documentation. This policy is consistent with the undergraduate academic policies of the University of West Georgia. The university's stance on attendance can be found at: <https://catalog.westga.edu/content.php?catoid=3&navoid=113#class-absence>.

FIELD DECORUM:

In the field it is your responsibility to maintain a respectful modicum of behavior towards your instructor, classmates, and other field personnel. Disrespectful and disruptive behaviors will not be

tolerated. It is also your responsibility to maintain a high level of work ethic and ensure that your duties are fulfilled each day. As you will be working alongside archaeological professionals, you are expected to treat them as such and are expected to follow the standards they set forth.

You are expected to come to the field prepared to work each day. As such, it is your responsibility to wear appropriate clothing (long pants, close-toed shoes [hiking boots are preferred], a hat, sunglasses, and work gloves) and bring the necessities to maintain bodily function, which includes at least 1 gallon of water, snacks, and a portable lunch (we will not have refrigeration or the ability to heat frozen or cold foods). Additionally, you are not to use your cell phone during work hours except in the case of emergencies (i.e., no texting).

COURSE EVALUATION:

All students are expected to provide feedback on the content, quality, and instruction of the course the Scantron form titled University of West Georgia/Student Evaluation of Instruction (SEI). These forms are provided by the University of West Georgia's Department of Anthropology in the final two weeks of the semester.

PROJECTED SCHEDULE OF TOPICS AND READING ASSIGNMENTS:*

** Disclaimer: This schedule is subject to change if the need arises. Any changes will be announced in advance during class time as well as on the CourseDen site.*


WEEK	TOPIC	WEEKLY READINGS
1	<i>Introduction to Archaeological Field Techniques</i> Field Exercises (survey, pacing, compass use, stratigraphy, and documentation) Artifact Identification Field trip: CRM Office	Chapter 4 (Feder) Chapter 5 (Hester) Chapter 6 (Feder) Chapter 10 (Adams and Valdez)
2	<i>Fieldwork</i> Begin fieldwork, learn basic techniques of archaeological survey	Chapter 7 (Hester) Chapter 8 (Shafer) Chapter 9 (Napton and Greathouse)
3	<i>Fieldwork</i> Continue fieldwork & documentation of archaeological survey	Chapter 3 (Schafer) Chapter 14 (Hester)
4	<i>Fieldwork</i> Continue & finalize data collection End of week: processing for laboratory intake *Notebooks due by end of class Friday*	Chapter 11 (Powell et al.) Chapter 12 (Holloway) Chapter 13 (Baker et al.)

ANTH - 6885 - Special Topics in Anthropology

2020-2021 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*

Desired Effective Year*

Course Information

Course Prefix*

Course Number*

Course Title*

Course Type*

Catalog Course Description*

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*

Lab Hrs* 0

Credit Hrs* 1-4

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.* 8

For definitions of prerequisite, 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? 0

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?*

We would like to be able to offer courses to support graduate programs on campus. We currently have ANTH 5885, but those are not stand-alone graduate courses.


Student Learning Outcomes*

Students will be able to:

1. Analyze anthropological topics through oral and written communication at the graduate level.
2. Evaluate different perspectives on the topics covered using critical thinking.
3. Investigate the significance of the course topic in particular theoretical, methodological, and practical contexts.

REQUIRED ATTACHMENTS

133/368

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* 0-10

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

If yes, what will the fee be?* none

Fee Justification No fees

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*

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

LAUNCH proposal by clicking  in the top left corner. **DO NOT** implement proposed changes

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.

ANTH 6885 Special Topics in Anthropology

Instructor: TBA
Class Meeting/
Time & Location
Office Location
Office House

Telephone (direct)
Telephone (department)
Online Hours
Westga email
Skype or Google+ name

Support for courses

*Hyperlinks provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[CourseDen Help](#) (8 AM – 5 PM)
Call: 678-839-6248 or 1-855-933-8946 or
email: online@westga.edu

[24/7/365 D2L Help Center](#)

Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

counseling@westga.edu

Course Information

Course Description

Special topics in cultural anthropology, linguistic anthropology, physical anthropology or archeology at the graduate level.

Texts, Readings, Instructional Resources, and References

Required Text(s)

TBA, depending on the instructor and the topic

Suggested Text(s)

TBA

*Course Objectives and Learning Outcomes:

Students will be able to:

1. Analyze anthropological topics through oral and written communication at the graduate level.
2. Evaluate different perspectives on the topics covered using critical thinking.

- Investigate the significance of the course topic in particular theoretical, methodological, and practical contexts.

Assignments

SAMPLE:

Assignment name	Description	Due Date	Points
<i>Weekly Commentaries</i>	<i>Students will write summaries of their reflections on weekly readings</i>	<i>Every Monday</i>	
<i>Class presentation</i>	<i>The final paper will be presented to the class.</i>	<i>End of the semester</i>	
<i>Discussion leadership</i>	<i>Three times during the semester, students will lead discussions based on weekly topics.</i>	<i>TBA</i>	
<i>Final Paper</i>	<i>Research paper or Literature Review 10-15 pages on the topic of the class.</i>	<i>End of the semester</i>	
<i>Exams</i>	<i>There will be two take-home exams during the semester.</i>	<i>Midterm and Final</i>	

Grading Information and Policy

Grading structure and point scale

900-1000 points	90% - 100%	A
800 points - 899 points	80% - 89%	B
800 points - 899 points	70% - 79%	C
800 points - 899 points	60% - 69%	D
< 600 points	< 60%	F

Please see the [Common Language for Course Syllabi](#) for official information on UWG's Academic Integrity Policy. *Note that I will enforce this policy.*

Communication Rules

Communication Rules:

TBA

Network Etiquette:

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

TBA

Class Schedule Information (can be a separate document)

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
TBA	--	--		

Late work policy:

TBA

Expectations of Students

Course Structure:

TBA

Course and UWG Policies

Attendance Policy:

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Office for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

I strongly recommend that students make an electronic copy of everything submitted to me via the dropbox.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [Technology Requirements](#).

Center for Academic Success

The new [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280). Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support for Courses


- **CourseDen D2L Home Page**
<https://westga.view.usg.edu/>
- **CourseDen Help (8 AM – 5 PM)**
<https://uwgonline.westga.edu/uwg-online-student-help.php>
Email: online@westga.edu
- **24/7/365 D2L Help Center**
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**
<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Accessibility Services**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
- <https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

COMM - 5585 - Special Topics in Communication

2020-2021 Graduate New Course Request

General Information

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

Desired Effective Semester*

Desired Effective Year*

Course Information

Course Prefix*

Course Number*

Course Title*

Course Type*

Catalog Course Description*

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*

Lab Hrs* 0

Credit Hrs* 1-4

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.* 12

For definitions of prerequisite, 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? 2

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 special topics graduate course is proposed as the first step in developing a graduate certificate and, eventually, a graduate program in communication. By having this course available, faculty can deliver a variety of offerings that span digital data analytics, digital and social media, ethics, law, media diversity and inclusion, organizational communication, and strategic communication, among others. As an added plus, it will be possible to pair the course with current undergraduate special topic courses (COMM 4485) and deliver an undergraduate/graduate offering. Target audiences include current graduate students in other UWG graduate programs and post-baccalaureate students seeking graduate work in communication. This course offering will be an option in the eventual graduate certificate and full-fledged program.

Student Learning Outcomes* This course will require mastery of at least one of the following objectives:


1. Create comprehensive, persuasive, and effective communication plans and

1. Create comprehensive, cohesive, and effective communication plans and presentations that engage, inspire, and build trust.

2. Use and leverage traditional, digital, and emerging media and communication tools effectively.

3. Evaluate media and other communication as product, process, and commentary in local and/or global contexts.

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* 30

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

If yes, what will the fee be?* 0

Fee Justification

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.

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

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.

COMM 5585 - Special Topics in Communication

Instructor: TBA
Class Meeting/
Time & Location
Office Location
Office House

Telephone (direct)
Telephone (department)
Online Hours
Westga email
Skype of Google+ name

Support for courses

*Hyperlinks provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[Center for Academic Success](#)

[CourseDen Help](#) (8 AM – 5 PM)

678-839-6280

Call: 678-839-6248 or 1-855-933-8946 or
email: online@westga.edu

[Distance Learning Library Services](#)

[24/7/365 D2L Help Center](#)

[Ingram Library Services](#)

Call 1-855-772-0423

[Accessibility Services](#)

[University Bookstore](#)

678-839-6428

[Student Services](#)

counseling@westga.edu

Course Information

Course Description

Special topics in communication at the graduate level. May be repeated for credit as topic varies.

Texts, Readings, Instructional Resources, and References

Required Text(s)

TBA, depending on the instructor and the topic

Suggested Text(s)

TBA

*Course Objectives and Learning Outcomes:

This course will require mastery of at least one of the following objectives:

1. Create comprehensive, cohesive, and effective communication plans and presentations that engage, inspire, and build trust.
2. Use and leverage traditional, digital, and emerging media and communication tools effectively.
3. Evaluate media and other communication as product, process, and commentary in local and/or global contexts.

Assignments

SAMPLE:

Assignment name	Description	Due Date	Points
<i>Weekly Commentaries</i>	<i>Students will write summaries of their reflections on weekly readings</i>	<i>Every Monday</i>	
<i>Class presentation</i>	<i>The final paper will be presented to the class.</i>	<i>End of the semester</i>	
<i>Discussion leadership</i>	<i>Three times during the semester, students will lead discussions based on weekly topics.</i>	<i>TBA</i>	
<i>Final Paper</i>	<i>Research paper or Literature Review 10-15 pages on the topic of the class.</i>	<i>End of the semester</i>	
<i>Exams</i>	<i>There will be two take-home exams during the semester.</i>	<i>Midterm and Final</i>	

Grading Information and Policy

Grading structure and point scale

900-1000 points	90% - 100%	A
800 points - 899 points	80% - 89%	B
800 points - 899 points	70% - 79%	C
800 points - 899 points	60% - 69%	D
< 600 points	< 60%	F

Please see the [Common Language for Course Syllabi](#) for official information on UWG's Academic Integrity Policy. *Note that I will enforce this policy.*

Communication Rules

Communication Rules:

TBA

Network Etiquette:

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

TBA

Class Schedule Information (can be a separate document)

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
TBA	--	--		

Late work policy:

TBA

Expectations of Students

Course Structure:

TBA

Course and UWG Policies

Attendance Policy:

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Office for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

I strongly recommend that students make an electronic copy of everything submitted to me via the dropbox.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [Technology Requirements](#).

Center for Academic Success

The new [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280). Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support for Courses


- **CourseDen D2L Home Page**
<https://westga.view.usg.edu/>
- **CourseDen Help (8 AM – 5 PM)**
<https://uwgonline.westga.edu/uwg-online-student-help.php>
Email: online@westga.edu
- **24/7/365 D2L Help Center**
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**
<https://www.westga.edu/administratio/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Accessibility Services**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
- <https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

Master of Science in Nursing, M.S.N.

2020-2021 Graduate 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

If other, please identify.


Desired Effective Semester*

Desired Effective Year*

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* Master of Science in Nursing, M.S.N.

Program ID - DO NOT EDIT* 2839

Program Code - DO NOT EDIT

Program Type*

Master's

Degree Type*

Master of Science in Nursing

Program Description*

The Tanner Health System School of Nursing at the University of West Georgia offers a Master of Science degree with role options in either education or health systems leadership and a post-master's certificate program in education and health systems leadership. The nursing education track is a program of study that addresses innovations in curriculum, instructional skills and strategies, the development and use of educational technology, and educational assessment and evaluation. Students develop expertise in health education and promotion, patient education, professional development, or college/university teaching. The health systems leadership track is a program of study designed to prepare nurse managers/leaders and clinical nurse leaders (CNLs). The CNL is a role designed by American Association of Colleges of Nursing (AACN, 2003) to prepare a leader who is accountable for management of care and the care environment.

Courses in the curriculum build upon courses in the baccalaureate program in nursing. Students apply research concepts, theories, and skills in the development of the role components of the program. The Master of Science in Nursing Program is designed to meet the need for nurse educators, leaders/managers, and clinical nurse leaders (CNLs) in a variety of health care settings. Students may pursue the degree on a full-time or part-time basis. Course work is provided using 100 % online, asynchronous instruction.

MSN Program Objectives

The purpose of the MSN program is to prepare registered nurses for advanced practice in the areas of health systems leadership and nursing education.

Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.

Utilize leadership skills to promote ethical and critical decision making and effective working relationships.

Apply quality improvement and safety principles within an organization to improve educational and practice outcomes.

Translate scholarship into practice by applying research outcomes within educational and practice settings.

Employ client care and communication technologies to deliver quality care.

Employ advocacy strategies to influence health and health care.

Serve as a member and leader of inter-professional teams to create caring and collaborative relationships.

Apply organizational, client-centered, and culturally appropriate concepts to enhance population based care for individuals, families, and aggregates.

Admission Requirements for the MSN Program

Admission is based on several criteria including the following:

Completion of a basic undergraduate statistics course with a grade of C or higher prior to enrollment

Evidence of current licensure as a registered nurse (RN) in the United States must be provided within application

Earned Bachelor of Science in Nursing (BSN) degree from an accredited program

Official transcript from each college or university attended

GPA of 3.0 (4.0 scale) for all upper division nursing courses

Professional resume

Two letters of recommendation from individuals who are knowledgeable of the applicant's professional and academic abilities

Accreditation

The MSN program is accredited by the Commission on Collegiate Nursing Education. Information about accreditation may be obtained from the following:

Commission on Collegiate Nursing Education

One Dupont Circle, NW

Washington, DC 20036-112

www.AACN.NCHE.edu

202-887-6791

Academic Standards

A minimum grade of B or S is required in all courses in the Master of Science in Nursing (MSN) and Doctorate in Nursing Education (EdD) program. Students who earn a grade of C, WF, or U in any two courses, who earn one U in NURS 9019, or who earn an F in any one course, will be dismissed from the program. Students who earn a C, WF, or U may repeat that course one time only except for NURS 9019. Students who earn one U in NURS 9019, Independent Study, will be dismissed from the Doctorate in Nursing Education (EdD) program.

Provisional Admission

Students who do not meet all of the criteria for admission may be considered for provisional admission pending space available.

Non Degree Seeking Students

Non-degree and personal enrichment students may be admitted to select nursing courses on a space available basis only. Please be aware that no more than 9 hours taken as a post baccalaureate or non-degree student may subsequently be applied to a degree. In most situations, students will not be allowed to take the full 9 hours; therefore; students attempting to gain admittance to a degree program should make every effort to take the appropriate admissions test as soon as possible.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

PROGRAM CURRICULUM

****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT 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

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  and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the  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.

Prospective Curriculum*

MSN Nursing Curriculum

The Tanner Health System School of Nursing at the University of West Georgia offers a Master of Science in Nursing degree with role options in either education or health systems leadership and a post- masters certificate program in education and health systems leadership. The MSN program is a professional degree program requiring 36 semester hours of credit.

Nurse Educator Track Courses (35 hours) Starting Fall 2018

The Nurse Educator Track is a program of study that addresses innovations in curriculum, instructional skills and strategies, the development and use of educational technology, and educational assessment and evaluation. Students will be able to develop expertise in health education and promotion, patient education, professional development, or college/university teaching.

(Starting Fall 2018)

Semester 1 - (Fall - 7 semester hrs)

NURS 6101 Theoretical Foundations of Nursing Practice
NURS 6102 Role of Caring Hlthcare Prof
NURS 6900 Scholarly Writing

Semester 2 - (Spring - 9 semester hrs)

NURS 6104 Scholarly Inquiry and Data Analysis in Nursing
NURS 6105 Leadership for Quality, Safety, and Health Policy
NURS 6106 Pathophysiology and Pharmacology I

Semester 3 - (Summer - 6 semester hrs)

NURS 6103 Health Promotion & Advanced Health Assessment
NURS 6108 Epidemiology for Nursing Education and Practice

Semester 4 - (Fall - 8 semester hrs)

NURS 6110 Teaching Strategies and Evaluation
NURS 6111 Clinical Applications for the Nurse Educator

Semester 5 - (Spring - 5 semester hrs)

NURS 6112 Advanced Practicum
NURS 6113 Curriculum Development and Evaluation

(2017 and earlier)

Semester 1 - (Fall - 9 semester hrs)

NURS 6101 Theoretical Foundations of Nursing Practice
NURS 6102 Role of Caring Hlthcare Prof
[After] Note: Prior to Fall 2018, NURS 6102 is 2 credit hours
NURS 6103 Health Promotion & Advanced Health Assessment

NURS 6900 Scholarly Writing**Semester 2 - (Spring - 9 semester hrs)**

NURS 6104 Scholarly Inquiry and Data Analysis in Nursing

NURS 6105 Leadership for Quality, Safety, and Health Policy

NURS 6106 Pathophysiology and Pharmacology I

Semester 3 - (Fall - 10 semester hrs)

NURS 6107 Pathophysiology and Pharmacology II

NURS 6110 Teaching Strategies and Evaluation

NURS 6111 Clinical Applications for the Nurse Educator

Semester 4 - (Spring - 8 semester hrs)

NURS 6108 Epidemiology for Nursing Education and Practice

NURS 6112 Advanced Practicum

NURS 6113 Curriculum Development and Evaluation

Health Systems Leadership Track Courses, Leader/Manager (35 hours) Starting Fall 2018

The Leader/Manager track is a program of study designed to increase knowledge and skills needed to succeed in a variety of nursing leadership positions within the evolving healthcare environment.

Courses focus on nursing leadership/ management, managed care, outcome measurement, patient safety, quality improvement, cost effectiveness, patient-centered care and implementing change in the health delivery system.

(Starting Fall 2018)

156/868

Semester 1 - (Fall - 7 semester hrs)

NURS 6101 Theoretical Foundations of Nursing Practice
NURS 6102 Role of Caring Hlthcare Prof
NURS 6900 Scholarly Writing

Semester 2 - (Spring - 9 semester hrs)

NURS 6104 Scholarly Inquiry and Data Analysis in Nursing
NURS 6105 Leadership for Quality, Safety, and Health Policy
NURS 6115 The Business of Healthcare: Financial and Economic Evidence

Semester 3 - (Summer - 6 semester hrs)

NURS 6108 Epidemiology for Nursing Education and Practice
NURS 6116 Leading Human Resource Systems

Semester 4 - (Fall - 8 semester hrs)

NURS 6117 Health Systems Leadership: Role of the Leader/Manager I
NURS 6119 Health Systems Leadership Leader/Manager Practicum I

Semester 5 - (Spring - 5 semester hrs)

NURS 6118 Health Systems Leadership: Role of the Leader/Manager II
NURS 6120 Health Systems Leadership Leader/Manager Practicum II

(2017 and earlier)**Semester 1 - (Fall - 9 semester hrs)**

**NURS 6101 Theoretical Foundations of
Nursing Practice**

NURS 6102 Role of Caring Hlthcare Prof

**[After] Note: Prior to Fall 2018, NURS 6102 is 2
credit hours**

**NURS 6114 Introduction to Health
Systems Leadership**

NURS 6900 Scholarly Writing

Semester 2 - (Spring - 9 semester hrs)

**NURS 6104 Scholarly Inquiry and Data
Analysis in Nursing**

**NURS 6105 Leadership for Quality,
Safety, and Health Policy**

**NURS 6115 The Business of Healthcare:
Financial and Economic Evidence**

Semester 3 - (Fall - 10 semester hrs)

**NURS 6116 Leading Human Resource
Systems**

**NURS 6117 Health Systems Leadership:
Role of the Leader/Manager I**

**NURS 6119 Health Systems Leadership
Leader/Manager Practicum I**

Semester 4 - (Spring - 8 semester hrs)

**NURS 6108 Epidemiology for Nursing
Education and Practice**

**NURS 6118 Health Systems Leadership:
Role of the Leader/Manager II**

**NURS 6120 Health Systems Leadership
Leader/Manager Practicum II****Health Systems Leadership Track Courses, Clinical
Nurse Leader (36 hours Fall 2017 and earlier) (38
hours starting Fall 2018)**

The Clinical Nurse Leader is a program of study that prepares nurses for the CNL role as developed by the American Association of Colleges of Nursing (AACN, 2003). A CNL is a generalist who provides and manages care at the point of service by coordinating, delegating and supervising care activities provided by the health care team, which includes licensed nurses, technicians and other professionals. The CNL assumes accountability for client care outcomes by assimilating evidence-based information and using it to design, implement and evaluate care. Courses focus on patient-centered care, evidence-based practice, pharmacology, client-care coordination, holistic health assessment, care of diverse populations, health policy, health systems, business and economics, statistics, leadership/management, quality improvement, risk management and public/community health.

(Starting Fall 2018)**Semester 1 - (Fall - 7 semester hrs)**

**NURS 6101 Theoretical Foundations of
Nursing Practice**
NURS 6102 Role of Caring Hlthcare Prof
NURS 6900 Scholarly Writing

Semester 2 - (Spring - 9 semester hrs)

**NURS 6104 Scholarly Inquiry and Data
Analysis in Nursing**
**NURS 6105 Leadership for Quality,
Safety, and Health Policy**
**NURS 6115 The Business of Healthcare:
Financial and Economic Evidence**

Semester 3 - (Summer - 6 semester hrs)

**NURS 6103 Health Promotion &
Advanced Health Assessment**
**NURS 6108 Epidemiology for Nursing
Education and Practice**

Semester 4 - (Fall - 8 semester hrs)

**NURS 6122 Health Systems Leadership
Clinical Nurse Leader Practicum I**
**NURS 6124 Health Systems Leadership
Role of the Clinical Nurse Leader**

Semester 5 - (Spring - 8 semester hrs)

**NURS 6123 Health Systems Leadership
Clinical Nurse Leader Practicum II**
**NURS 6125 Health Systems Leadership
Clinical Nurse Leader Seminar**

(Fall 2017 or earlier)

Semester 1 - (Fall - 9 semester hrs)

**NURS 6101 Theoretical Foundations of
Nursing Practice**
NURS 6102 Role of Caring Hlthcare Prof
[After] Note: Prior to Fall 2018, NURS 6102 is 2
credit hours
**NURS 6103 Health Promotion &
Advanced Health Assessment**
NURS 6900 Scholarly Writing

Semester 2 - (Spring - 9 semester hrs)

NURS 6104 Scholarly Inquiry and Data

Analysis in Nursing

NURS 6105 Leadership for Quality, Safety, and Health Policy

NURS 6106 Pathophysiology and Pharmacology I

Semester 3 - (Fall - 10 semester hrs)

NURS 6107 Pathophysiology and Pharmacology II

NURS 6122 Health Systems Leadership Clinical Nurse Leader Practicum I

NURS 6124 Health Systems Leadership Role of the Clinical Nurse Leader

Semester 4 - (Spring - 8 semester hrs)

NURS 6108 Epidemiology for Nursing Education and Practice

NURS 6123 Health Systems Leadership Clinical Nurse Leader Practicum II

NURS 6125 Health Systems Leadership Clinical Nurse Leader Seminar

Justification and Assessment

Rationale* The request for an updated Master of Science in Nursing degree plan in nursing education (Nurse Educator Track) is due to the revision of four courses within the current plan of study. The change of the four classes (NURS 6110, NURS 6111, NURS 6112, and NURS 6113) will allow for the infusion of interdisciplinary educational theories and evidence-based teaching strategies. Also, the revised practicums that separately focus on advancing the clinical knowledge and skills of the nurse educator as well as advancing the nurse educator competencies within a higher educational environment.

The revision of the four classes mentioned (NURS 6110, NURS 6111, NURS 6112, and NURS 6113) are currently in the Curriculog system for approval.

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

No changes to the MSN program learning outcomes will take place.

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 None of the above SAC SCOC Substantive changes will apply.

1. MASTER OF SCIENCE IN NURSING
PROGRAM DEGREE PLAN:
NURSING EDUCATION
Full-time Plan of Study Option C

2. MASTER OF SCIENCE IN NURSING
PROGRAM DEGREE PLAN:
NURSING EDUCATION
Part-time Plan of Study Option C

REQUIRED ATTACHMENTS

ATTACH the the following required documentsI 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 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.

162/368

N/A

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 - DO
NOT EDIT*

Tanner Health System School of Nursing

Is this a School of
Nursing Program?
*

Yes No


Is this a College of
Education
Program?*

Yes No

Is Senate Review
required?*

Yes
 No

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.

Assessment Summary**College****Degree****Program****Student Learning Outcome**

MSN SLO #2 Students will demonstrate leadership skills to promote effective decision making and working relationships in NUR 6122/ HSILeadership CNL Pract I and N6125 Health Systems Leadership Seminar, specialty courses for Clinical Nurse Leaders (CNLs)

MSN SLO #3: Apply quality improvement and safety principles within an organization to improve educational and practice outcomes. NURS 6105, MSN core course.

MSN SLO #4: Translate scholarship into practice by applying research outcomes within educational and practice settings. NURS 6104, MSN Core course

MSN SLO #8: Apply organizational, client centered, and culturally appropriate concepts to enhance populations based care for individuals, families, and aggregates. **NURS 6111 NE Clinical Applications for the Nurse Educator**, NURS 6119 HSL L/M Pract 1, and NURS 6122HSL CNL Pract I

Assessment Summary

Tanner Health System School of Nursing

Master of Science (MSN)

Nursing (513801)

Strategic Plan Connection

Measure/Method

2D

Measure: CNL certification examination pass rate **Method:** The data was collected via a CNL certification exam. The CNL certification exam is managed and distributed by the Commission on Nurse Certification (CNC), an autonomous arm of the American Association of Colleges of Nursing. The exam consisted of 140 items and the number of items to pass the examination is determined on a yearly basis by the Commission on Nurse Certification (CNC). Exam data are reported back to colleges/schools on a yearly basis regarding all exam candidates and students who passed the exam on the first attempt.

2D

Measure: Quality and Safety Competencies and the Influence on Education and Leadership paper pass rate.**Method:** The data was collected via a Quality and Safety Competencies and the Influence on Education and Leadership paper. The assignment was graded with the use of an analytic/1-4 point scoring rubric based upon essential elements of the paper. A single professor graded the paper. The data was collected in the fall semester within course NURS 6105/Leadership for Quality, Safety, and Health Policy. The data was reported by the number of students who achieved the success criterion.

2D

Measure: Literature Review paper pass rate.**Method:** The data was collected via a Literature Review paper. The assignment was graded with the use of an analytic/1-4 point scoring rubric based upon essential elements of the paper. A single professor graded the paper. The data was collected in the spring semester within course NURS 6104/Scholarly Inquiry and Data Analysis in Nursing. The data was reported by the number of students who achieved the success criterion.

2D

Measure: Capstone Project assessment paper pass rate. **Method:** The data was collected via a Capstone Project assessment paper. The assignment was graded with the use of an analytic/1-5 point scoring rubric based upon essential elements of the paper. A single professor graded the paper. The data was collected in the spring semester within courses (will include NURS 6111 NE) NURS 6119 HSL L/M Pract 1, and NURS 6122HSL CNL Pract I. The data was reported by the number of students who achieved the success criterion.

Success Criterion		13.14	14.15	15.16	16.17
80% of first time certification exam applicants will pass the exam on the first attempt.	100%	88%	81%	89%	66%

Success Criterion : 80% of students will score 80% or higher grade	42%	38%	42%	90%	98%
---	-----	-----	-----	-----	-----

Success Criterion : 80% of students will score 80% or higher grade	88%	57%	50%	96%	89%
---	-----	-----	-----	-----	-----

Success Criterion : 80% of students will score 80% or higher grade

NA

100%

100%

100%

N6119

100%

N6122 87%

17.18

100%

18.19

100%

**Justification of
Success Criteria**

Justification of Success Criteria:
Pass criteria of the CNL certification exam set by the Commission on Nurse Certification (CNC) (80% of students taking the exam on the first attempt must pass, and 100 % will pass in the first year following graduation).

100% 83% **Justification of Success Criteria:**
Masters level courses have minimum pass grade of 80(B) or greater therefore 80% is the benchmark for all course assignments.

100% 85% **Justification of Success Criteria:**
Masters level courses have minimum pass grade of 80(B) or greater therefore 80% is the benchmark for all course assignments.

N6119		N6119	Justification of Success Criteria: Masters level courses have minimum pass grade of 80(B) or greater therefore 80% is the benchmark for all course assignments.
100%	N	100%	
6122	100%	N6122 100%	

Interpretation & Use of Results

Interpretation and use of results: Met. 100% of CNL graduates (first attempts and first year following graduation) passed th

After reviewing the results for AY12.13, 13.14 and 14.15, first year MSN students had difficulty with scholarly writing and actions were taken. A one credit writing course was developed for AY15.16, and discussions were added to enhance analysis. Guidelines for the paper were revised to provide more detail about expected outcomes for the paper. These changes were implemented for AY 2015.16, the course was redesigned and includes additional assignments related to quality and safety as well as a nursing ethics component. Because of these changes students have a better understanding of the topics as demonstrated by grades in discussions and assignments. Students successfully provided the opportunity for students to apply quality improvement and safety principles to education and learning. Writing ability has greatly improved with students having received the writing course. Formatting and APA errors were reduced as evidenced by student work. For AY 16.17 the grading rubric for the paper was revised to provide more detail. A review of APA formatting of references and citations was provided and a webinar was provided regarding the elements of APA formatting. For AY 17.18 All rubrics were reviewed and revised with no negative feedback from the students. Rubrics were detailed each assignment and faculty posted weekend office hours for students that had questions.

For AY 12.13, 13.14, & 14.15 grammar/writing and APA formatting were areas where students lost the majority of points. A writing course was developed. Because of the results, two actions were taken. A writing course was developed. The rubric and guidelines for the assignment were revised and improved for the next semester to address the assignment. Writing ability has greatly improved with students having received the writing course. Formatting and APA errors were reduced. Improvement in overall scores of each student. For AY 16.17 Rubrics were revised, stats worksheets revised and the critical article appraisals added for a quantitative and qualitative article. Students completed this before writing their literature review. Rubric and guidelines for the Literature Review paper were completed and provided support and instruction to improve synthesis.

For AY 2013.14, 2014.15, and 2015.16 100 % of students met the benchmarks. For FY 2015.16 , 88% met the benchmark. For N6119 scored 80 or above and in N6122 87% 7/8 students scored 80 or above. For AY 17.18 100% of students in N6119 and Assignments continued to assess student achievement of meeting the MSN Program outcomes, CNL and Leader/Manager c collaboration assignments were added to the project assignments.

Improvement Plan

The results are reviewed annually by UWG THS SON Deans and Directors and reported to faculty. Additionally, the results where students are weak. If scores are below the means for any area, these topics/areas are targeted for improvement. Further used to make adjustments in appropriate courses to reinforce content for future cohorts and to remediate students who need examination. The CNL exam review course is revised yearly based on the scores of the previous year as well as quizzes that students complete. Students preparing for the exam complete a self learning plan and identify strengths and weaknesses. This is incorporated into the review course. Based on 66% pass rate in 16.17, an extensive improvement plan was implemented including implemented a course summary form to document brief course overviews on a semester basis which is shared with all faculty suggestions for improvement can be discussed and decided.

- Utilized CNL certification exam content plan to review and revise course content
- Increased content related to healthcare policy, healthcare systems, and advocacy in both core and CNL specific courses.
- Worked individually throughout the program with those students who have a similar academic profile as those who were the certification exam on the first try.
- Continued to offer an intensive 16 hour CNL certification review course via webinars which are recorded for those who cannot attend.
- Strongly recommended students complete the AACN CNL review.
- Offered an extensive live review course for students who have a similar academic profile of those who were unsuccessful exam on the first try.
- Added timed and graded sample tests to the CNL certification review course.
- Reviewed and revised the curriculum in the CNL specific courses to add more content related to the role of the CNL.
- Revised core courses to introduce concepts and theories currently only taught in CNL specific courses. This is a 3 credit course in the new MSN Plans of Study (Plan B) effective Spring 2020

IN AY 14.15 , a decision was made to offer writing course to support scholarly writing and to add activities focusing on analysis and safety concepts. In AY 2015, N6900 Scholarly Writing was offered for the first time. In N6105, the course assignments, discussions were revised to provide additional learning activities focusing on analysis /synthesis of quality and safety concepts. Students were required to complete the IHI open school courses on line . Student/faculty phone calls/ hangouts were scheduled to discuss assignments and answer questions.

16.17, this assignment will continue to be incorporated in the course as a means of evaluation of meeting MSN outcome to improve quality and safety principles within an organization to improve educational and practice outcomes. A review of APA format and citations will be offered before the assignment is due. A webinar on the required elements of the paper will be offered to improve understanding as there were many student questions on the assignment. The writing course will be required as a core course for students.

For AY 17.18 Continue to review and revise the assignment rubric to demonstrate improvement and safety principles AEB: Student scores of 80% or higher on this assignment. For AY 18.19 Continue to review assignments. Add webinars to discuss the competencies. Continue writing support resources for proper APA formatting.

IN AY 14.15 , it was decided to offer writing course to support scholarly writing; and add activity focusing on analysis/synthesis outcomes. For AY 15.16 , a one credit writing course was developed and added to the plans of study. In N6104, the text book assignments were revised to facilitate analysis and synthesis of research findings. Student/faculty phone calls/ hangouts were scheduled on a regular basis to discuss assignments and answer questions.

For AY 16.17, The rubric and guidelines for the literature review paper were revised and improved for the next semester to address questions the students had prior to the assignment. The statistics textbook is now a recommended rather than required resource; students will be encouraged to purchase the book if they do not have another copy. Additional videos on statistic analysis will be provided to the students.

review and revise the rubric and guidelines for the literature review paper to include references to the writing resources in the course to better demonstrate the ability to apply research outcomes AEB: achievement of improved synthesizing of article paper scores based upon the rubric. For AY 18.19 adjust timing and weight of assignments. Give feedback on paper prior to submission. Provide examples of how to complete each section of the literature search and scaffolded the assignment.

The students will continue to receive detailed course instruction on how to complete the microsystems assessment at their on the information in the assessment of a microsystem was added this year to ensure that the students clearly understand assessment. As this is a 100 % online program, there is frequent communication with the students via phone, visits to the program to obtain feedback on the progress of the assessment. AY17.18 These assignments will continue to be incorporated in the evaluation of meeting MSN program outcomes, CNL, and Leader Manager competencies. A webinar on the required elements offered and recorded to improve understanding. Individual calls with the students will be added to the course to discuss the microsystem assessment, diagnosis and treatment papers. A requirement will be added to the assignment guidelines requiring professional collaboration and the application to the project to achieve outcomes. AY 18.19 A programmatic review of the program resulted in additional Capstone project ideas for the N6119 Leader Manager beyond the microsystem assessment. Capstone scaffolded and will continue into the final Capstone Courses each Spring.

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.

CURRICULUM MAPPING TEMPLATE MSN (Nursing Education)

DEPARTMENT:	School of Nursing	COURSES	PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5	PL-SLO 6	PL-SLO 7	PL-SLO 8
PROGRAM:	Master of Science in Nursing_Nursing Education		1. Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.	2. Utilize leadership skills to promote ethical and critical decision making and effective working relationships.	3. Apply quality improvement and safety principles within an organization to improve educational and practice outcomes.	4. Translate scholarship into practice by applying research outcomes within educational and practice settings.	5. Employ client care and communication technologies to deliver quality care.	6. Employ advocacy strategies to influence health and health care.	7. Serve as a member and leader of inter-professional teams to create caring and collaborative relationships.	8. Apply organizational, client-centered, and culturally appropriate concepts to enhance population-based care for individuals, families, and aggregates.
		1 N6101 Theoretical Foundations of Nursing Practice 3-0-3	I	I						
		2 N6102 Role of the Caring Healthcare Professional 3-0-3 N6102 Role of the Caring Healthcare Professional 3-0-3	I		I	I			I	
		3 N6900 Scholarly Writing 1-0-1	I							
	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 N6106 Pathophysiology and Pharmacology 3-0-3	R							I
		5 N6104 Scholarly Inquiry and Data Analysis in Nursing 3-0-3	R	R						
		6 N6105 Leadership for Quality, Safety and Health Policy 3-0-3		R	R	R	I		I	
		7 N6103 Health Promotion and Advanced Health Assessment 3-0-3	R		R	R	R	R	R	R
	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 N6108 Epidemiology for Nursing Education and Practice 3-0-3	M	R	R	R			M	R
		9 N6109 Informatics, Technology and Healthcare Outcomes 3-0-3	M	R	R	R	M			
		10 N6110 Teaching Strategies and Evaluation 3-0-3	M		M	M	M			M
		11 N6111 Clinical Applications for the Nurse Educator 0-8-2	M	M	M	M			M	M
		12 N6112 Advanced Practicum 0-8-2	M	M	M		M	M	M	M
	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 N6113 Curriculum Development and Evaluation 3-0-3	M		M	M				M
		14								
		15								
		16								
		17								
		18								
		19								
		20								
		21								
		22								

****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.**



UNIVERSITY of
West Georgia
 SCHOOL OF NURSING
 MASTER OF SCIENCE IN NURSING
 PROGRAM DEGREE PLAN: EDUCATION
 NURSING EDUCATION

Full-time Plan of Study Option B

Semester Plan					
Course Number	Course Name	Hours	Course Number	Course Name	Hours
<i>Fall Semester I (7 Hours)</i>			<i>Spring Semester I (9 Hours)</i>		
N6101	Theoretical Foundations of Nursing Practice	3-0-3	N6106	Pathophysiology and Pharmacology	3-0-3
N6102	Role of the Caring Healthcare Professional	3-0-3	N6104	Scholarly Inquiry and Data Analysis in Nursing	3-0-3
N6900	Scholarly Writing	1-0-1	N6105	Leadership for Quality, Safety and Health Policy	3-0-3
<i>Summer Semester I (6 Hours)</i>			<i>Fall Semester II (8 Hours)</i>		
N6103	Health Promotion and Advanced Health Assessment	3-0-3	N6109	Informatics, Technology and Healthcare Outcomes	3-0-3
N6108	Epidemiology for Nursing Education and Practice	3-0-3	N6110	Curriculum Development in Nursing Education	3-0-3
			N6111	Nurse Educator Role Practicum I	0-8-2
<i>Spring Semester II (5 Hours)</i>					
N6112	Nurse Educator Role Practicum II	0-8-2			
N6113	Evaluation and Testing in Nursing Education	3-0-3			

*Two years (5 semesters), 35 total hours via 100% asynchronous format

Note: A minimum of three hours in standard week for one credit hour in practicums is norm (4:1 for practicums).

Note: A minimum of five total semester hours necessary for financial aid eligibility.

Note: To be eligible to receive a NFLP loan, a borrower must be a part-time or full-time student in the MSN Education track, Nursing Education.

SW_2/28/2018



UNIVERSITY of
West Georgia
 SCHOOL OF NURSING
 MASTER OF SCIENCE IN NURSING
 PROGRAM DEGREE PLAN: EDUCATION
 NURSING EDUCATION

Part-time Plan of Study Option B

Semester Plan					
Course Number	Course Name	Hours	Course Number	Course Name	Hours
<i>Fall Semester I (4 Hours)</i>			<i>Spring Semester I (6 Hours)</i>		
N6102	Role of the Caring Healthcare Professional	3-0-3	N6106	Pathophysiology and Pharmacology	3-0-3
N6900	Scholarly Writing	1-0-1	N6105	Leadership for Quality, Safety and Health Policy	3-0-3
<i>Summer Semester I (3 Hours)</i>			<i>Fall Semester II (6 Hours)</i>		
N6108	Epidemiology for Nursing Education and Practice	3-0-3	N6101	Theoretical Foundations of Nursing Practice	3-0-3
			N6109	Informatics, Technology and Healthcare Outcomes	3-0-3
<i>Spring Semester II (3 Hours)</i>			<i>Summer Semester II (3 Hours)</i>		
N6104	Scholarly Inquiry and Data Analysis in Nursing	3-0-3	N6103	Health Promotion and Advanced Health Assessment	3-0-3
<i>Fall Semester III (5 Hours)</i>			<i>Spring Semester III (5 Hours)</i>		
N6110	Curriculum Development in Nursing Education	3-0-3	N6112	Nurse Educator Role Practicum II	0-8-2
N6111	Nurse Educator Role Practicum I	0-8-2	N6113	Evaluation and Testing in Nursing Education	3-0-3

*Three years (8 semesters), 35 total hours via 100% asynchronous format

Note: A minimum of three hours in standard week for one credit hour in practicums is norm (4:1 for practicums).

Note: A minimum of five total semester hours necessary for financial aid eligibility.

Note: To be eligible to receive a NFLP loan, a borrower must be a part-time or full-time student in the MSN Education track, Nursing Education.

SW_2/28/2018



UNIVERSITY of
West Georgia
 SCHOOL OF NURSING
 MASTER OF SCIENCE IN NURSING
 PROGRAM DEGREE PLAN:
 NURSING EDUCATION
Full-time Plan of Study Option C

Semester Plan								
Course Number	Course Name	Hours	Course Number	Course Name	Hours	Course Number	Course Name	Hours
Fall Semester I (7 hours)			Spring Semester I (9 hours)			Summer Semester I (6 Hours)		
N6101	Theoretical Foundations of Nursing Practice	3-0-3	N6106	Pathophysiology and Pharmacology	3-0-3	N6103	Health Promotion and Advanced Health Assessment	3-0-3
N6102	Role of the Caring Healthcare Professional	3-0-3	N6104	Scholarly Inquiry and Data Analysis in Nursing	3-0-3	N6108	Epidemiology for Nursing Education and Practice	3-0-3
N6900	Scholarly Writing	1-0-1	N6105	Leadership for Quality, Safety and Health Policy	3-0-3			
Fall Semester II (8 hours)			Spring Semester II (5 hours)					
N6109	Informatics, Technology and Healthcare Outcomes	3-0-3	N6112	Advanced Practicum	0-8-2			
N6110	Teaching Strategies and Evaluation	3-0-3	N6113	Curriculum Development and Evaluation	3-0-3			
N6111	Clinical Applications for the Nurse Educator	0-8-2						

*Two years (5 semesters), 35 total hours via 100% asynchronous format

Note: A minimum of three hours in a standard week for one credit hour in practicums is the norm (4:1 for practicums).

Note: A minimum of five total semester hours necessary for financial aid eligibility.

Note: To be eligible to receive an NFLP loan, a borrower must be a part-time or full-time student in the MSN Education track, Nursing Education.

SW_12/9/2019



UNIVERSITY of
West Georgia
 SCHOOL OF NURSING
 MASTER OF SCIENCE IN NURSING
 PROGRAM DEGREE PLAN:
 NURSING EDUCATION
Part-time Plan of Study Option C

Semester Plan								
Course Number	Course Name	Hours	Course Number	Course Name	Hours	Course Number	Course Name	Hours
Fall Semester I (4 hours)			Spring Semester I (6 hours)			Summer Semester I (3 Hours)		
N6102	Role of the Caring Healthcare Professional	3-0-3	N6106	Pathophysiology and Pharmacology	3-0-3	N6108	Epidemiology for Nursing Education and Practice	3-0-3
N6900	Scholarly Writing	1-0-1	N6105	Leadership for Quality, Safety and Health Policy	3-0-3			
Fall Semester II (6 hours)			Spring Semester II (3 hours)			Summer Semester I (3 Hours)		
N6101	Theoretical Foundations of Nursing Practice	3-0-3	N6104	Scholarly Inquiry and Data Analysis in Nursing	3-0-3	N6103	Health Promotion and Advanced Health Assessment	3-0-3
N6109	Informatics, Technology and Healthcare Outcomes	3-0-3						
Fall Semester II (5 hours)			Spring Semester II (5 hours)					
N6110	Teaching Strategies and Evaluation	3-0-3	N6112	Advanced Practicum	0-8-2			
N6111	Clinical Applications for the Nurse Educator	0-8-2	N6113	Curriculum Development and Evaluation	3-0-3			

*Three years (8 semesters), 35 total hours via 100% asynchronous format

Note: A minimum of three hours in a standard week for one credit hour in practicums is the norm (4:1 for practicums).

Note: A minimum of five total semester hours necessary for financial aid eligibility.

Note: To be eligible to receive an NFLP loan, a borrower must be a part-time or full-time student in the MSN Education track, Nursing Education.


SW_12/9/2019

ECED - 8200 - Oral Comprehensive Exam for the Elementary Ed.S.

2020-2021 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*

2020

Course Information

Course Prefix*

ECED

Course Number* 8200

Course Title* Oral Comprehensive Exam for the Elementary Ed.S.

Course Type*

Early Childhood / Elementary Education

Catalog Course Description*

A comprehensive final exam is administered during fall, spring, or summer semester immediately preceding graduation to all candidates seeking a Specialist degree in Elementary Education. Candidates complete the comprehensive oral exam at the end of their program of study by preparing a 60-90 minute presentation over summative questions.

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* 0	
Can a student take this course multiple times, each attempt counting separately toward graduation?* <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, indicate maximum number of credit hours counted toward graduation.* 0


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

Prerequisites	
Concurrent Prerequisites	
Corequisites	
Cross-listing	
Restrictions	
Status* <input checked="" type="radio"/> Active-Visible <input type="radio"/> Inactive-Hidden	
Frequency - How many semesters per year will this course be offered? 3	Grading* Satisfactory/Unsatisfactory - No IP
Type of Delivery (Select all that apply)* <input type="checkbox"/> Carrollton or Newnan Campus: Face-to-Face <input checked="" type="checkbox"/> Entirely Online <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Fully Online	

Justification and Assessment

What is the rationale for adding this course?*	This zero-credit hour course will provide a CourseDen shell for information dissemination to students.
Student Learning Outcomes*	<ol style="list-style-type: none"> Students will demonstrate professional growth in the areas specified by the program learning outcomes. Students will describe the characteristics of effective teacher leaders and reflect on their development as such. Students will identify current trends and issues that affect the field of education and justify a logical perspective.

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* 30

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

If yes, what will the fee be?* 0

Fee Justification

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 Early Childhood through Secondary Education

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

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.

ECED 8200: Oral Comprehensive Exam for the Elementary Ed.S.

Instructor Information

Instructor: Faculty
Class Meeting Time & Location: Online
Office Location:
Telephone (direct):

Telephone (department): 678-839-6559
Online Hours:
Office Hours:
Westga email:

Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)
Call: 678-839-6248 or 1-855-933-8946 or
email: online@westga.edu

[24/7/365 D2L Help Center](#)
Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

counseling@westga.edu

College of Education Vision

The College of Education at the University of West Georgia will be recognized for leading *Innovation in Teaching, Leadership, and Wellness*, with programs designed to transform lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for 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.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (e.g., Georgia Professional Standards Commission [GaPSC] Standards for Educator Preparation Programs, InTASC Principles, and National Board for Professional Teaching Standards) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

A comprehensive oral final examination is administered during the fall, spring, or summer semester immediately preceding graduation to all candidates seeking a Specialist Degree in Elementary Education. Candidates complete the comprehensive oral exam at the end of their program of study by preparing a 60-90 minute presentation over summative questions.

Credit Hours: 0 hours

Prerequisites: None

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text(s) None

Suggested Text(s) A review of each text or other reading required for courses taken throughout the Elementary Ed.S. program.

Approaches to Instruction

The comprehensive oral final examination will be administered online during the semester.

Course Objectives and Learning Outcomes

1. Students will demonstrate professional growth in the areas specified by the program learning outcomes.
2. Students will describe the characteristics of effective teacher leaders and reflect on their development as such.
3. Students will identify current trends and issues that affect the field of education and justify a logical perspective.

Assignments

Oral response to the exam questions will be completed using Microsoft PowerPoint utilizing the voice-over narrated feature; presentations will be uploaded to TK20.

Practice! Candidates are expected to plan for their exam well in advance so they can maximize their productivity and meet the length/time constraint for oral presentations.

1. Describe four characteristics of effective educational leaders. Discuss the ideal and actual role that teacher leaders have in the development and implementation of a/your school's curriculum and program. (NBPTS: 1, 4, 5)
2. Highlight at least two significant academic experiences in your graduate studies. How have these prepared you to be a change agent in today's schools? (NBPTS: 1, 2, 3, 4, 5)

3. Define the aspects of multiculturalism that are essential for all K-5 educational settings? As a change agent, describe what you have done, or would do, to address these in your classroom and what efforts you have made to address these at your school? (NBPTS: 1, 2, 3, 4)
4. Define and discuss the concept of “the hidden curriculum” in pedagogy. What are some examples of positive and negative messages we send to children? How can a change agent impact the issues and problems related to this concept? (NBPTS: 1, 4)
5. Discuss several approaches or methods of teaching (reading/math/social studies/science/language arts) and justify your preferred approach or method. (NBPTS: 1, 2, 3, 4)
6. Tommy joins your class this year. He is small for his age and lacks self-confidence. You notice that, increasingly, he is bullied. Describe the process you would go through and the resources you would access to address this bullying problem. (NBPTS: 1, 4, 5)
7. What responsibility do teachers have to conduct educational research? What knowledge, skills, and dispositions are essential to “teacher researchers”? How do these enhance your role as a change agent? (NBPTS: 1, 2, 3, 4, 5)
8. During the planning period prior to the start of the school year, you realize that you have a large population (or even a single student) (choose one):
 - a. That can't read at grade level;
 - b. That failed the Math portion of the CRCT;
 - c. That are/is ESOL;
 - d. That have/has special needs.

Describe how you would develop a research plan for addressing their needs (quantitative, qualitative, action research). Also, what are some ways to ensure the validity/reliability and/or trustworthiness of the data in your research? (NBPTS: 1, 2, 3, 4, 5)

9. Read the following article and be prepared to discuss what research has found about teacher leadership. (NBPTS: 4, 5)
 - a. Access to the full text can be retrieved @ UWG library PROQUEST:

Goodwin, B. G. (2013). Teacher leadership: No guarantee of success. *Educational Leadership*, 71(2), 78-80.

Evaluation Procedures

Candidates are expected to review the rubric for each question so they know what is expected of their responses. Rubrics for each question are provided in CourseDen.

Each exam question will be scored by two professors, and their scores will be averaged to arrive at a final score for each question; those three scores will be averaged for a final comprehensive score. Successful candidates who receive a “Pass” in SEED 6200 for the entire Comprehensive Exam will have a final score of 3.5 (out of 5) or greater. Overall average scores less than 3.5 WILL NOT be rounded up.

Candidates will be notified of their scores via CourseDen approximately 2-3 weeks after the exam date.

Grading

The grade for ECED 8200 will be recorded as “S” (Satisfactory, Pass) or “I” (Incomplete). Candidates who receive a grade of “I” will need to retake the exams. Candidates will not need to register again for the course in this case, but will need to submit their oral exam by the date noted in the incomplete. Candidates who receive an overall passing score on a retake will have their grade of “I” converted to a grade of “S” on their transcript. Candidates who do not receive an overall passing score on a retake will have their grade of “I” converted to a grade of “U” on their transcript and will need to register to take ECED 8200 in the following semester..

UWG Policies

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](#). Answers to specific questions can be found under the “Additional Information” tab.

For important policy information on 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](#). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

Communication Rules

Please use course den and UWG faculty email to contact instructors. Please allow at least 48-72 hours for faculty response.

Network Etiquette:

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Class Outline

Oral Comp Exams will be announced in CourseDen, including procedures to prepare for and complete the exam.

Class and Department Policies

Assignment Completion:

Completion of the exam date is mandatory for the Ed.S. program. Failure to complete the ECED Ed.S. Oral Exam will result in a "U" and the student will be required to re-enroll in a future semester.

Academic Honesty:

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

For important policy information on 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/UWGSyllabusPolicies/>. Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information the following policies apply to this course.

Professional Conduct:

Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

Email Policy:

University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. Do not use the e-mail function within CourseDen. ALL communication should transpire via the official UWG e-mail.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

Center for Academic Success

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support for Courses

- **CourseDen D2L Home Page**
<https://westga.view.usg.edu/>
- **D2L UWG Online Help** (8 AM – 5 PM)
http://uwgonline.westga.edu/students_online@westga.edu
- **24/7/365 D2L Help Center**
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**
<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**

<https://www.westga.edu/student-services/counseling/accessibility-services.php>

- **Student Services**
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
- <https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>


- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

Secondary Education, Ed.S., Concentrations in Biology, Broad Field Science, Business Education, Chemistry, Economics, English, History, Mathematics, Physics, and Political Science

2020-2021 Graduate 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

If other, please identify. Program Admission Requirements


Desired Effective Semester* Summer

Desired Effective Year* 2020

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* Secondary Education, Ed.S., Concentrations in Biology, Broad Field Science, Business Education, Chemistry, Economics, English, History, Mathematics, Physics, and Political Science

Program ID - DO NOT EDIT* 2847

Program Code - DO NOT EDIT

Program Type*

Degree Type*

Program Description* The Education Specialist degree with a major in Secondary Education is offered with a concentration in Biology, Broad Field Science, Business, Chemistry, Economics, English, History, Mathematics, Physics, or Political Science. This program provides advanced preparation for an in-depth knowledge of the teaching field and an opportunity for utilization of research methods and professional literature. Each concentration includes a minimum of 27 hours of graduate work distributed among courses in professional education, content specialization, and research, and includes a culminating project. The SEED Ed.S. coursework is delivered 95-100% online. Applicants must have a master's degree with a 3.0 or higher GPA, passed the GACE Content Assessment in their area of concentration, a T-5 Georgia Professional Educator Certificate (or meet eligibility with an equivalent out-of-state teaching license), and three years of teaching experience in grades 6-12 at the T5/Master's level to be considered for admission into the program.

Status* Active-Visible Inactive-Hidden

Program Location*

PROGRAM CURRICULUM

****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT 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

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  and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the  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.

Prospective Curriculum*

Plan of Study

200/368

Professional Education: 9 Hours

ECED 8272 Teacher as Leader

[Right] *

ECSE 8562 Using Data to Meet the Needs of Diverse Learners

[Right] *

EDLE 6312 Principles of Instructional Leadership

[After] OR

EDLE 6327 Professional Learning Communities

[After] OR another approved leadership course

Content Specialization: 9 Hours

SEED 7266 Advanced Instructional Strategies for the 21st Century Classroom

[Right] *

[Right] OR

ECSE 7566 Advanced Instructional Strategies for 21st Century

[Right] *

[Right] OR

[After] Other approved advanced strategies or pedagogy course in content area of certification

[After] TWO approved content or content pedagogy courses

Electives: 3 Hours

[Before] ONE approved elective, such as:

CURR 6575 Curriculum Trends and Issues

[Right] * or

ECSE 7560 Contemporary Issues in Education

[Right] * or

ECSE 7564 Content Area Literacy Instruct

[Right] * or

MEDT 7461 Instructional Design

[Right] * or

ECSE 7500 Diverse Classrooms in Global Society

[Right] or

201/368

EDLE 6316 School Law, Policy, and Ethics

[Right] or
[After] _____3

Research *: 6 Hours**EDRS 6342 School and Classroom Assessment**

[Right] *

SEED 8200 Culminating Project SEED EdS

[Right] *

SEED 8202 Culminating Experience SEED EdS

[Right] *

Total Program: 27 Hours

* This course is offered 95-100% online. Program Notes Admission to this program requires applicants to have a master's degree with a 3.0 or higher GPA, passed the GACE in their concentration area, a T-5 Georgia Professional Educator Certificate (or meet eligibility with an equivalent out-of-state teaching license), and three years of teaching experience in grades 6-12 at the T5/Master's level. No course taken to meet requirements of a previously-earned degree may be used toward the EdS degree. There is no provisional admission to this program. Content and content pedagogy courses must be taken in the area of concentration. It is the student's responsibility to be aware of deadlines and apply for graduation in a timely manner. Students must meet all requirements imposed by the Graduate School, the College of Education, and the Department of Early Childhood Through Secondary Education.

Justification and Assessment

Rationale* Program Curriculum: The program's current plan of study includes SEED 6285 Special Topics: Leading Collaborative Professional Growth for Teachers. However, SEED 6285 has never been offered. As a substitute, all students in the program are advised to take EDLE 6312 Principles of Instructional Leadership or EDLE 6327 Professional Learning Communities courses. These courses assist students with satisfying the program requirements as both EDLE 6312 and EDLE 6327 align with the program's goals and objectives.

Program Admission: Curriculog 202/368 we require prospective students to have three

Program Admission. Currently, we require prospective students to have three years of teaching experience in grades 6-12. We are adding to that requirement that the experience must be at the T5/Master's level to be considered for

admission into the program. This will assist with preparing experienced and knowledgeable candidates in the field of grades 6-12 teaching.

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 documents! 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 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.

203/368

N/A - I am not making changes to the program curriculum.

Assessment Plan* I have attached the Assessment Plan.

N/A

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 - DO
NOT EDIT***


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

**Is Senate Review
required?*** Yes
 No

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.

INSTRUCTIONS	CURRICULUM MAPPING TEMPLATE								
<p>1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)</p> <p>2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)</p>	DEPARTMENT:	Early Childhood Through Secondary Education			PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
	PROGRAM:	Secondary Education, Ed.S., Concentration in Special Education			COURSES	Specialist candidates know the subjects they teach and how to teach those subjects to students. They are responsible for managing and monitoring student learning.	Specialist candidates think systematically about their practice and learn from experience. They research effective practices for ongoing professional growth and development.	Specialist candidates are able to identify effective practices and share that knowledge with others through scholarly publications and presentations.	Specialist candidates are leaders in their schools and seek opportunities to lead others through professional development and collaboration. They are members of learning communities.
<p>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.)</p> <p>4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)</p> <p>5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.</p> <p>In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.</p> <p>6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.</p>		1	ECED 8272		I	I	I		
		2	SEED 7266 / ECSE 7566	R	R	R	R		
		3	EDRS 6342	R/M	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	EDLE 6312 / EDLE 6327				R/M	
			5	ECSE 8562	R/M	R			
			6	SEED 8200 *** (A)		M			
			7	SEED 8202 *** (A)			M	M	
	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						

**EDUCATION SPECIALIST
SECONDARY EDUCATION
(NEW) ADVISEMENT SHEET**

Name: _____ ID# _____ Advisor _____

Permanent Address: _____

Work/Campus Address: _____

Telephone: _____ FAX: _____ Email: _____

Master Degree/Major: _____

Colleges and Dates Previously Attended: _____

Present Certification (Field and Level): _____

<u>ADMISSION REQUIREMENTS</u>	<u>CONCENTRATION AREA</u>	<u>COMPLETION DATES</u>
_____ Graduate GPA 3.0 or higher	_____ Biology	_____ Initial Advising
_____ Passed GACE in concentration area	_____ Broad Field Science	_____ Applicant for
_____ Current GA T5 teaching certificate or eligible with out-of-state equivalent	_____ Business	Candidacy
_____ 3 years teaching in grades 6-12	_____ Chemistry	_____ Program Exit
_____ Date Admitted to Graduate School	_____ Economics	coursework completion:
	_____ English	_____ SEED 8200
	_____ History	_____ SEED 8202
	_____ Mathematics	
	_____ Physics	
	_____ Political Science	

Program Notes

1. Admission to this program requires applicants to have a master's degree with a 3.0 or higher GPA, passed the GACE in their concentration area, a T-5 Georgia Professional Educator Certificate (or meet eligibility with an equivalent out-of-state teaching license), and three years of teaching experience in grades 6-12 at the T5/Master's level.
2. No course taken to meet requirements of a previously-earned degree may be used toward the EdS degree.
3. There is no provisional admission to this program.
4. Content and content pedagogy courses must be taken in the area of concentration.
5. It is the student's responsibility to be aware of deadlines and apply for graduation in a timely manner.
6. Students must meet all requirements imposed by the Graduate School, the College of Education, and the Department of Early Childhood Through Secondary Education.

**EDUCATION SPECIALIST
SECONDARY EDUCATION
(NEW) PLAN OF STUDY**

Name: _____

ID#: _____

PLAN OF STUDY	HRS	GR	SEMESTER PLANNED	SUB
Professional Education	9			
1. ECED 8272 Teacher as Leader*	3			
2. ECSE 8562 Using Data to Meet the Needs of Diverse Learners*	3			
3. EDLE 6312 Principles of Instructional Leadership, OR EDLE 6327 Professional Learning Communities, OR another approved leadership course	3			
Content Specialization	9			
4. SEED 7266 or ECSE 7566 Advanced Instructional Strategies for the 21 st Century Classroom *, OR other approved advanced strategies or pedagogy course in content area of certification	3			
5. TWO approved content or content pedagogy courses	3			
	3			
Electives	3			
6. ONE approved elective, such as CURR 6575 Curriculum Trends and Issues*, ECSE 7560 Contemporary Issues in Education*, ECSE 7564 Content Area Literacy Instruction *, MEDT 7461 Instructional Design*, ECSE 7500 Diverse Classrooms in a Global Society, EDLE 6316 School Law, Policy, and Ethics, OR	3			
Research *	6			
7. EDRS 6342 School and Classroom Assessment*	3			
8. SEED 8200 Culminating Project for the SEED Ed.S.*	2			
9. SEED 8202 Culminating Experience for the SEED Ed.S. Project*	1			
Total Program	27			

* This course is offered 95-100% online.

STUDENT SIGNATURE: _____

DATE: _____

ADVISOR SIGNATURE: _____

DATE: _____

PROGRAM COORDINATOR SIGNATURE: _____

DATE: _____

EDUCATION SPECIALIST
SECONDARY EDUCATION
(OLD) ADVISEMENT SHEET

Name: _____ ID# _____ Advisor _____

Permanent Address: _____

Work/Campus Address: _____

Telephone: _____ FAX: _____ Email: _____

Master Degree/Major: _____

Colleges and Dates Previously Attended: _____

Present Certification (Field and Level): _____

<u>ADMISSION REQUIREMENTS</u>	<u>CONCENTRATION AREA</u>	<u>COMPLETION DATES</u>
_____ Graduate GPA 3.0 or higher	_____ Biology	_____ Initial Advising
_____ Passed GACE in concentration area	_____ Broad Field Science	_____ Applicant for
_____ Current GA T5 teaching certificate or eligible with out-of-state equivalent	_____ Business	Candidacy
_____ 3 years teaching in grades 6-12	_____ Chemistry	_____ Program Exit
_____ Date Admitted to Graduate School	_____ Economics	coursework completion:
	_____ English	_____ SEED 8200
	_____ History	_____ SEED 8202
	_____ Mathematics	
	_____ Physics	
	_____ Political Science	

Program Notes

1. Admission to this program requires applicants to have a master’s degree with a 3.0 or higher GPA, passed the GACE in their concentration area, a T-5 Georgia Professional Educator Certificate (or meet eligibility with an equivalent out-of-state teaching license), and three years of teaching experience in grades 6-12.
2. No course taken to meet requirements of a previously-earned degree may be used toward the EdS degree.
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5. It is the student’s responsibility to be aware of deadlines and apply for graduation in a timely manner.
6. Students must meet all requirements imposed by the Graduate School, the College of Education, and the Department of Early Childhood Through Secondary Education.

**EDUCATION SPECIALIST
SECONDARY EDUCATION
(OLD) PLAN OF STUDY**

Name: _____

ID#: _____

PLAN OF STUDY	HRS	GR	SEMESTER PLANNED	SUB
Professional Education	9			
1. ECED 8272 Teacher as Leader*	3			
2. ECSE 8562 Using Data to Meet the Needs of Diverse Learners*	3			
3. SEED 6285 Special Topics: Leading Collaborative Professional Growth for Teachers*	3			
Content Specialization	9			
4. SEED 7266 or ECSE 7566 Advanced Instructional Strategies for the 21 st Century Classroom *, OR other approved advanced strategies or pedagogy course in content area of certification	3			
5. TWO approved content or content pedagogy courses	3			
	3			
Electives	3			
6. ONE approved elective, such as CURR 6575 Curriculum Trends and Issues*, ECSE 7560 Contemporary Issues in Education*, ECSE 7564 Content Area Literacy Instruction *, MEDT 7461 Instructional Design*, ECSE 7500 Diverse Classrooms in a Global Society, EDLE 6316 School Law, Policy, and Ethics, OR	3			
Research *	6			
7. EDRS 6342 School and Classroom Assessment*	3			
8. SEED 8200 Culminating Project for the SEED Ed.S.*	2			
9. SEED 8202 Culminating Experience for the SEED Ed.S. Project*	1			
Total Program	27			

* This course is offered 95-100% online.

STUDENT SIGNATURE: _____

DATE: _____

ADVISOR SIGNATURE: _____

DATE: _____

PROGRAM COORDINATOR SIGNATURE: _____


DATE: _____

Media, Ed.S., Concentrations in Instructional Technology, School Library Media

2020-2021 Graduate 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

If other, please identify.


Desired Effective Semester*

Desired Effective Year*

Program Information

Select *Program* below, unless revising an *Academy 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* Media, Ed.S., Concentrations in Instructional Technology, School Library Media

Program ID - DO NOT EDIT* 2810

Program Code - DO NOT EDIT

Program Type*

Degree Type*

Program Description* This program provides advanced preparation for school library media specialists, instructional designers, instructional technology coordinators, and teachers seeking to gain additional skills in instructional technology for integration into the P-12 classroom. The Ed.S. in Media program consists of two program concentrations: (1) School Library Media and (2) Instructional Technology. Admission requires a master's degree in any field and at least a 3.0 GPA. Applicants for concentration one in School Library Media must be eligible for S-5 certification in School Library Media. Exit certification eligibility is determined by the certificate held during admission to the program. Students are advised individually concerning certification eligibility. A minimum of 27 semester hours of graduate study after completion of the master's degree are required. Concentrations one and two candidates take 9 hours of required media and instructional technology courses, 6 hours of educational research and program evaluation, and 12 hours of electives in media and instructional technology.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT DO NOT PROCEED

IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU HIT **GO**, [DO NOT 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

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.

Prospective
Curriculum*

School Library Media Concentration

Ed.S. Core

212/368

MEDT 7469 Strategic Leadership Role of the SLMS

MEDT 8470 Action Research for School Library Media

MEDT 8461 Diffusion of Innovations

MEDT 8464 Trends and Issues in School Library Media

MEDT 8468 The Instructional Leadership Role of the SLMS

Elective Courses: 12 hours required

[Before] Instructional Technology Certification sequence*

MEDT 7464 Designing Technology Enhanced Instruction

MEDT 7490 Visual and Media Literacy for Teaching and Learning

MEDT 7476 Assessing Learning in Technology-Enhanced Instruction

[After] Reading Endorsement sequence*

READ 7271 Literacy, Development, and Practices in the Digital Age

READ 7263 Comprehensive Literacy Assessments and Interventions

READ 7201 Integrating Language, Literacy and Technology across Content Area

[Before] Online Teaching Endorsement sequence*

MEDT 7461 Instructional Technology, Media & Design

[Before] OR MEDT 7464 Designing Technology Enhanced Instruction

MEDT 7472 Introduction to Distance Learning

MEDT 7491 Implementation, Assessment, and Evaluation of Online Learning

MEDT 7492 Leadership and Administration of Online Learning and e-Learning

[After] Additional Electives

MEDT 7485 Special Topics in Media

MEDT 7465 Integrating Technology for Teaching and Learning in the School Library Media Program

MEDT 7480 Global Learning and Collaboration with Technology

MEDT 7479 Digital Game-Based Learning

MEDT 7467 Web Design for Instruction

MEDT 7470 Digital Media Production and

Utilization**MEDT 7473 Advanced Multimedia****CEPD 8102 Lifespan Human Development**

[Before] Other electives as approved by advisor.

[After] *Required courses for certification/endorsement through Georgia Professional Standards Commission (GaPSC). Must pass the appropriate GACE Content Assessment(s) to be eligible for certification. Subscription to Tk20 required (or other program assessment database as directed).

Instructional Technology Concentration**Instructional Technology Required Courses (12 hours)**

MEDT 8461 Diffusion of Innovations

MEDT 8462 Leading and Managing Instructional Technology Programs

MEDT 8463 Issues in Instructional Technology

MEDT 8465 Human Performance Improvement

MEDT 8466 Comprehensive Exam for Ed.S. Media IT

Electives/Tracks (15 hours)

[Before] **IT Certification* (9 hours)**

MEDT 7490 Visual and Media Literacy for Teaching and Learning

MEDT 7464 Designing Technology Enhanced Instruction

MEDT 7476 Assessing Learning in Technology-Enhanced Instruction

[Before] **Additional Electives**

MEDT 7467 Web Design for Instruction

MEDT 7468 Instructional Multimedia Design and Development

MEDT 7470 Digital Media Production and Utilization

MEDT 7472 Introduction to Distance

MEDT 7472 Introduction to Distance Learning

MEDT 7473 Advanced Multimedia

MEDT 7479 Digital Game-Based Learning

MEDT 7480 Global Learning and Collaboration with Technology

MEDT 7485 Special Topics in Media

MEDT 7491 Implementation, Assessment, and Evaluation of Online Learning

MEDT 7492 Leadership and Administration of Online Learning and e-Learning

CEPD 8102 Lifespan Human Development

[After] *Required courses for Instructional Technology certification through the Georgia Professional Standards Commission (GaPSC), but can be taken by non-certification students. Subscription to Tk20 required (or other assessment database as directed). Students must pass the Instructional Technology GACE Content Assessment to be eligible for IT certification in Georgia (not required if previously passed).

Justification and Assessment

Rationale* The School Library Media (SLM) program is updating their program and courses to align with new National School Library Standards from the American Association of School Librarians (AASL).

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

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 documentsI 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 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.

<p>Program Map* <input checked="" type="checkbox"/> I have attached the Program Map/Sheet.</p> <p><input type="checkbox"/> N/A - I am not making changes to the program curriculum.</p>
<p>Assessment Plan* <input checked="" type="checkbox"/> I have attached the Assessment Plan.</p> <p><input type="checkbox"/> N/A</p>

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.


<p>School/ Department - DO NOT EDIT*</p>	<p>Department of Educational Technology and Foundations</p>
---	---

Is this a School of Nursing Program? Yes No *

Is this a College of Education Program? Yes No *

Is Senate Review required? Yes No *

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 – Ed.S. in Media**Concentration: School Library Media**

Student Signature: _____

Date of Entry into Program _____

Entry Degree: Master's**Exit Degree:** Ed.S. Media (27-39 hrs. required)**Entry Certification: OPTION 1** -- Renewable Professional, not currently certified as SRS-5 Media Specialist (P-12) or equivalent (39 hours required).**OPTION 2** -- SRS-5 Media Specialist (P-12) or equivalent (27 hrs. required)**Exit Certification:** SRS-6 Media Specialist (P-12) **All courses are 3 credit hours.**

Specific courses to be determined collaboratively between student and advisor.

Course number	Course Title	Option 1 (Semester)	Option 2 (Semester)
Ed.S. Core	Required for all Candidates (15 hours)		
MEDT 7469	Supervision of School Library Media Programs		
MEDT 8461	Diffusion of Innovations		
MEDT 8464	Issues in School Library Media		
EDRS 8301	Planning Research in Education		
EDRS 8304	Data Analysis in Educational Research		
Media Specialist cert. sequence	Required for OPTION 1 candidates (21 hours)		
MEDT 7451	Administration of School Library Media Centers (first semester)*		
MEDT 7455	Selection & Materials*		
MEDT 7461	Instructional Design*		
MEDT 7474	Online Reference Sources & Services*		
MEDT 7477	Technology for Media Services*		
MEDT 7478	Cataloging & Automating*		
MEDT 7487	Practicum (last semester of cert. sequence)*		
Electives	Option 1: 3 hours required Option 2: 12 hours required		
	Instructional Technology Certification sequence		
MEDT 7464	Designing Technology Enhanced Instruction*		
MEDT 7490	Visual and Media Literacy for Teaching & Learning*		
MEDT 7476	Assessing Learning in Tech-Enhanced Instruction*		
	Reading Endorsement sequence		
READ 7271	Literacy, Development, & Practices in the Digital Age*		
READ 7263	Comprehensive Literacy Assessments & Interventions*		
READ 7201	Integrating Language, Literacy & Technology across Content Area*		
	Additional Electives		
MEDT 7485	Special Topics in Media		
MEDT 7465	Digital Resources for Teaching & Learning		
MEDT 7466	Digital Photography in Instruction		
MEDT 7467	Web Design for Instruction		
MEDT 7470	Digital Media Production & Utilization		
MEDT 7473	Advanced Multimedia		
MEDT 7472	Introduction to Distance Education		
MEDT 7491	Implementation, Assessment, & Evaluation of Online Learning		
MEDT 7492	Leadership & Administration of Online Learning & e-Learning		
CEPD 8102	Life Span Human Development		
	Other electives as approved by advisor		

*Required courses for certification/endorsement through Georgia Professional Standards Commission (GaPSC). Must pass the appropriate GACE content assessment(s) to be eligible for certification. Subscription to TK20 required (or other program assessment database as directed).

Student Mailing Address: _____

E-mail Address: _____ Day/Cell phone _____

Approvals: Academic Advisor _____ Date _____

Department Chair _____ Date _____

Student Name: _____

Student ID#: _____

University of West Georgia – Ed.S. in Media

Concentration: School Library Media

Student Signature: _____

Date of Entry into Program _____

Entry Degree: Master’s

Exit Degree: Ed.S. Media **(27 required)**

Entry Certification: SRS-5 Media Specialist (P-12) or equivalent **(27 hrs. required)**

Exit Certification: SRS-6 Media Specialist (P-12) **All courses are 3 credit hours.**

Specific courses to be determined collaboratively between student and advisor.

Course number	Course Title	Semester
Ed.S. Core	Required for all Candidates (15 hours)	
MEDT 7469	Strategic Leadership Role of the SLMS	
MEDT 8470	Action Research for School Library Media	
MEDT 8461	Diffusion of Innovations	
MEDT 8464	Trends and Issues in School Library Media	
MEDT 8468	The Instructional Leadership Role of the SLMS	
Electives	12 hours required	
	Instructional Technology Certification sequence*	
MEDT 7464	Designing Technology Enhanced Instruction	
MEDT 7490	Visual and Media Literacy for Teaching & Learning	
MEDT 7476	Assessing Learning in Tech-Enhanced Instruction	
	Reading Endorsement sequence*	
READ 7271	Literacy, Development, & Practices in the Digital Age	
READ 7263	Comprehensive Literacy Assessments & Interventions	
READ 7201	Integrating Language, Literacy & Technology across Content Area	
	Online Teaching Endorsement sequence*	
MEDT 7461	Instructional Technology, Media, & Design (or MEDT 7464 Designing Technology Enhanced Instruction)	
MEDT 7472	Introduction to Distance Learning	
MEDT 7491	Implementation, Assessment, & Evaluation of Online Learning	
MEDT 7492	Leadership & Administration of Online Learning & e-Learning	
	Additional Electives	
MEDT 7485	Special Topics in Media	
MEDT 7465	Integrating Technology for Teaching and Learning in the SLMP	
MEDT 7479	Digital Game Based Learning	
MEDT 7480	Global Learning and Collaboration with Technology	
MEDT 7467	Web Design for Instruction	
MEDT 7470	Digital Media Production & Utilization	
MEDT 7473	Advanced Multimedia	
CEPD 8102	Life Span Human Development	
	Other electives as approved by advisor	

*Required courses for certification/endorsement through Georgia Professional Standards Commission (GaPSC).

Must pass the appropriate GACE content assessment(s), if applicable, to be eligible for certification.

Subscription to TK20 required (or other program assessment database as directed).

Student Mailing Address: _____

E-mail Address: _____ Day/Cell phone _____

Approvals: Academic Advisor _____ Date _____

Department Chair _____ Date _____

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:	Educational Technology and Foundatio	
PROGRAM:	SLM (M.Ed.)	COURSES
		1
		2
		3
	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
	<u>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.</u>	8
		9
		10
		11
		12
	<u>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.</u>	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	20
		21
		22

CURRICULUM MAPPING TEMPLATE

Courses	PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4
PROFESSES	Candidates demonstrate content, pedagogical, and professional knowledge and skills.	Candidates develop, implement, and evaluate learning opportunities for all students.	Candidates demonstrate professional dispositions and ethics.	Candidates demonstrate ability to serve needs of diverse populations including special needs.
MEDT 7451	I, A		I, A	I
MEDT 7452	R	I	R, A	R
MEDT 7461	R	R	R	R
MEDT 7455	R	R	R	R
MEDT 7465	R	R	R	R
MEDT 7454	R	R	R	R
MEDT 7487	M, A	M, A	M, A	M, A
EDRS 6301	R		R	
CEPD 6101	R			R
CURR 6575		R		R

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.)

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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:	Educational Technology and Foundatio	
PROGRAM:	SLM (Ed.S.)	COURSES
		1
		2
		3
	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
	<u>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.</u>	8
		9
		10
		11
		12
	<u>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.</u>	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	20
		21
		22

CURRICULUM MAPPING TEMPLATE

Courses	PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4
PROFESSES	Candidates demonstrate content, pedagogical, and professional knowledge and skills.	Candidates develop, implement, and evaluate learning opportunities for all students.	Candidates demonstrate professional dispositions and ethics.	Candidates demonstrate ability to serve needs of diverse populations including special needs.
MEDT 7469	I	I	I, A	I
MEDT 8470	M, A	M, A	R	M, A
MEDT 8461	R	R	R	R
MEDT 8464	R	R	R	R
MEDT 8468	M	R	M, A	R

Assessment Summary for Years

College	College of Educa
Degree	Master of Educa
Program	Media (130501)

Student Learning	Strategic Plan
-------------------------	-----------------------

Candidates demonstrate ability to serve needs of diverse populations including special needs.	2D
--	----

Candidates demonstrate content, pedagogical, and professional knowledge and skills.	2D
--	----

Candidates demonstrate professional dispositions and ethics.	2D
---	----

Candidates develop, implement, and evaluate learning opportunities for all students.	2D
---	----

tion

tion (MED)

School Library Media concentration

Measure/Method	Success
<p>How data will be collected: SLM Program Portfolio: Students complete a digital portfolio that includes projects (assignments) created throughout the program with written reflections that directly connect their learning to this program outcome. This program outcome aligns to the GaPSC Media Specialist Program Standards and the forthcoming AASL-CAEP (2019) Standards for Initial Preparation of School Librarians. Who will review the portfolio: Throughout the program, instructors evaluate the various projects students may choose to include in the digital Portfolio. The final portfolio is reviewed by the instructor teaching MEDT 7487 Practicum for School Library Media, which is the final course in the program.</p> <p>When will data be collected: Data is collected at the conclusion of each semester within MEDT 7487.</p> <p>How Portfolio will be reviewed: A 4-point rubric is used to review the Portfolio (4 = Exemplary, 3 = Proficient, 2 = Developing, 1 = Unacceptable). The rubric is designed to evaluate student performance according to this program outcome.</p> <p>How data will be reported: Data is reported in the percentage of students achieving each of the four rubric scores.</p>	<p>Students score a minimum of 3 on a 4-point rubric.</p>
<p>How data will be collected: SLM Program Portfolio: Students complete a digital portfolio that includes projects (assignments) created throughout the program with written reflections that directly connect their learning to this program outcome. This program outcome is aligned to the GaPSC Media Specialist Program Standards and the forthcoming AASL-CAEP (2019) Standards for Initial Preparation of School Librarians. Who will review the portfolio: Throughout the program, instructors evaluate the various projects students may choose to include in the digital Portfolio. The final portfolio is reviewed by the instructor teaching MEDT 7487 Practicum for School Library Media, which is the final course in the program.</p> <p>When will data be collected: Data is collected at the conclusion of each semester within MEDT 7487.</p> <p>How Portfolio will be reviewed: A 4-point rubric is used to review the Portfolio (4 = Exemplary, 3 = Proficient, 2 = Developing, 1 = Unacceptable). The rubric is designed to evaluate student performance according to this program outcome.</p> <p>How data will be reported: Data is reported in the percentage of students achieving each of the four rubric scores.</p>	<p>Students score a minimum of 3 on a 4-point rubric.</p>

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Interpretation & Use of Results

[Empty grey box for content]

[Empty light blue box for content]

Improve Plan

Blank area for notes or details related to the Improve Plan phase.


Blank area for notes or details related to the Improve Plan phase.

Media, M.Ed., Concentrations in Instructional Technology, School Library Media

2020-2021 Graduate 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

If other, please identify.

Desired Effective Semester*

Desired Effective Year*

Program Information

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

239366

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* Media, M.Ed., Concentrations in Instructional Technology, School Library Media

Program ID - DO NOT EDIT* 2809

Program Code - DO NOT EDIT

Program Type*

Degree Type*

Program Description* The online Master of Education with a major in media includes three tracks: Instructional Technology, School Library Media, and School Library Media with Instructional Technology certification. All three are designed to prepare students to be progressive, innovative, and academically grounded in theory and rooted in practice. Graduates of the Instructional Technology program apply their skills in the marketplace of the P - 12 school, as well as higher education, corporate environment, health care and governmental organizations. Graduates of the School Library Media program are well grounded in the day-to-day management of the P - 12 School Library Media Centers. While in the program, Instructional Technology students have the opportunity to collaborate with stakeholders through technology-based tools and applications while School Library Media students derive learning experiences from practical field experiences in library settings. Faculty teaching in the program are grounded in theoretical perspective and practical application of knowledge to ensure that candidates are able to immediately apply learning objectives in diverse educational settings.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

PROGRAM CURRICULUM

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

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Follow these steps to propose courses to the program curriculum.

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For removing courses click on the  and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the  and proceed.

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For courses already in the catalog, click on "Import Course" and find the courses needed.

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

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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.

Prospective Curriculum*

Degree Requirements

The major in media is designed to prepare school library media specialists and instructional technologists at the graduate level. The master's program requires 36 semester hours and consists of three program concentrations: (1) media specialist with certification; (2) instructional technology with certification and (3) media specialist with certification and instructional technology certification. Concentration three is available only for candidates who already hold a professional

There is available only for candidates who already hold a professional teaching certificate. With concentration one, candidates are provided with educational experiences to prepare them to work in P-12 settings as media specialists. Students acquire skills that are necessary to design and deliver an effective school library media program as well as evaluate its effectiveness through formative and summative measures. With concentration two, candidates are provided with opportunities to prepare them for work in P-12 schools, higher education, corporate, health care, and government organizations. The focus is on developing skills that are essential to effective instructional design and technology, technology planning, integrating technology into the curriculum, problem solving for technology-related issues, and making use of formative and summative data for instructional decisions. With concentration three, candidates are provided with educational experiences to prepare them to work in P-12 settings as media specialists. Students acquire skills that are necessary to design and deliver an effective school library media program as well as evaluate its effectiveness through formative and summative measures. There is also a focus on developing skills that are essential to effective instructional design and technology, technology planning, integrating technology into the curriculum, and problem solving for technology-related issues. All master's programs require a bachelor's degree from a regionally accredited institution. All concentrations require 36 hours of graduate credit.

School Library Media Concentration

Media Specialist Certification Sequence (21hrs)

MEDT 7451 Administration of the School Media Center

[Right] (taken first semester) *

[Right] *

MEDT 7452 Multiple Literacies for School Library Media

[Right] *

MEDT 7461 Instructional Technology, Media, & Design

[Right] *

MEDT 7455 Selection, Organization, and Curation of Materials in the School Library

[Right] *

MEDT 7465 Integrating Technology for Teaching and Learning in the SLMP

[Right] *

MEDT 7454 Promoting Children's and Young Adult's Literature in the SLMP

[Right] *

MEDT 7487 Practicum

[Right] (taken last semester)*

[After] *Required courses for certification through Georgia Professional Standards Commission (GaPSC).

M.Ed. Core Required (9 hrs)

CURR 6575 Curriculum Trends and Issues

EDRS 6301 Introduction to Research in the Human Sciences

CEPD 6101 Psychology of Classroom Learning

Electives - (6 hrs - select 2 courses)

[Before] Reading Endorsement sequence

READ 7201 Integrating Language, Literacy and Technology across Content Area

READ 7263 Comprehensive Literacy Assessments and Interventions

READ 7271 Literacy, Development, and Practices in the Digital Age

[Before] Online Teaching Endorsement sequence

MEDT 7472 Introduction to Distance Learning

MEDT 7491 Implementation, Assessment, and Evaluation of Online Learning

MEDT 7492 Leadership and Administration of Online Learning and e-Learning

[Before] Additional Electives

SPED 6706 Special Education in the Regular Classroom

[After] Required if candidate has not already met House Bill 671 requirement (course/training or Renewable Professional Certificate).

MEDT 7479 Digital Game-Based Learning

MEDT 7480 Global Learning and Collaboration with Technology

MEDT 7467 Web Design for Instruction

MEDT 7470 Digital Media Production and Utilization

Utilization

MEDT 7485 Special Topics in Media

[After] Other elective as approved by advisor

[After] Students without appropriate teacher certification must also pass or meet the exemption criteria for the GACE Program Admission Assessment. Students must pass the appropriate GACE content assessment(s) to be eligible for certification. Subscription to Tk20 required (or other program assessment database as directed).

Justification and Assessment

Rationale* The School Library Media (SLM) program is updating their program and courses to align with new National School Library Standards from the American Association of School Librarians (AASL).

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


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 documents! 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 **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

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 - DO NOT EDIT*

Is this a School of Nursing Program?* Yes No

Is this a College of Education Program?* Yes No

Is Senate Review required?* Yes No

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 – M.Ed. in Media Concentration: School Library Media

Student Signature: _____

Date of entry into Program: _____

Entry Degree: Bachelors

Exit Degree: M.Ed. Media (36 hrs. required)

Entry Certification: Renewable Professional or no teaching certificate

Exit Certification: SRS-5 Media Specialist (P-12)

All courses are 3 credit hours

Specific courses to be determined collaboratively between student and advisor.

Course Number	Course Title	Semester
M.Ed. Core	Required (9 hours)	
CURR 6575	Curriculum Trends and Issues	
EDRS 6301	Research in Education	
CEPD 6101	Psychology for Classroom Learning	
Media Specialist cert. sequence	Required (21 hours)	
MEDT 7451	Administration of School Library Media Center (taken first semester)*	
MEDT 7455	Selection and Materials*	
MEDT 7461	Instructional Design*	
MEDT 7474	Online Reference Sources and Services*	
MEDT 7477	Technology for Media Services*	
MEDT 7478	Cataloging and Automating*	
MEDT 7487	Practicum (must be taken during last semester in program)*	
Electives	Required (6 hours):	
SPED 6706	Special Education in the Regular Education Classroom**	
MEDT 7465	Digital Resources for Teaching & Learning	
MEDT 7466	Digital Photography in Instruction	
MEDT 7467	Web Design for Instruction	
MEDT 7470	Digital Media Production & Utilization	
MEDT 7472	Introduction to Distance Education	
MEDT 7485	Special Topics in Media	
	Other elective as approved by advisor	

*Required courses for certification through Georgia Professional Standards Commission (GaPSC).

**Required if candidate has not already met House Bill 671 requirement (course/training or Renewable Professional Certificate).

Students without appropriate teacher certification must also pass or meet the exemption criteria for the GACE Program Admission Assessment.

Students must pass the appropriate GACE content assessment(s) to be eligible for certification.

Subscription to TK20 required (or other program assessment database as directed)

Student Mailing Address: _____

E-mail Address: _____ Day/Cell phone _____

Approvals: Academic Advisor _____ Date _____

Department Chair _____ Date _____

Student Name: _____

Student ID#: _____

University of West Georgia – M.Ed. in Media Concentration: School Library Media

Student Signature: _____

Date of entry into Program: _____

Entry Degree: Bachelors

Exit Degree: M.Ed. Media (36 hrs. required)

Entry Certification: Renewable Professional or no teaching certificate

Exit Certification: SRS-5 Media Specialist (P-12)

All courses are 3 credit hours

Specific courses to be determined collaboratively between student and advisor.

Course Number	Course Title	Semester
Media Specialist cert. sequence	Required (21 hours)	
MEDT 7451	Administration of the School Media Center (taken first semester)*	
MEDT 7452	Multiple Literacies for School Library Media*	
MEDT 7461	Instructional Technology, Media, & Design*	
MEDT 7455	Selection, Organization, and Curation of Materials in the School Library*	
MEDT 7465	Integrating Technology for Teaching and Learning in the SLMP*	
MEDT 7454	Promoting Children’s and Young Adult Literature in the SLMP*	
MEDT 7487	Practicum (must be taken during last semester in program)*	
M.Ed. Core	Required (9 hours)	
CURR 6575	Curriculum Trends and Issues	
EDRS 6301	Introduction to Research in the Human Sciences	
CEPD 6101	Psychology of Classroom Learning	
Electives	6 hours required	
	Reading Endorsement sequence	
READ 7271	Literacy, Development, & Practices in the Digital Age*	
READ 7263	Comprehensive Literacy Assessments & Interventions*	
READ 7201	Integrating Language, Literacy & Technology across Content Area*	
	Online Teaching Endorsement sequence	
MEDT 7472	Introduction to Distance Learning	
MEDT 7491	Implementation, Assessment, & Evaluation of Online Learning	
MEDT 7492	Leadership & Administration of Online Learning & e-Learning	
	Additional Electives	
SPED 6706	Special Education in the Regular Classroom**	
MEDT 7479	Digital Game-Based Learning	
MEDT 7480	Global Learning and Collaboration with Technology	
MEDT 7467	Web Design for Instruction	
MEDT 7470	Digital Media Production & Utilization	
MEDT 7485	Special Topics in Media	
	Other elective as approved by advisor	

*Required courses for certification through Georgia Professional Standards Commission (GaPSC).

**Required if candidate has not already met House Bill 671 requirement (course/training or Renewable Professional Certificate).

***Students without appropriate teacher certification must also pass or meet the exemption criteria for the GACE Program Admission Assessment.

Students must pass the appropriate GACE content assessment(s) to be eligible for certification.

Subscription to TK20 required (or other program assessment database as directed)

Student Mailing Address: _____

E-mail Address: _____ Day/Cell phone _____

Approvals: Academic Advisor _____ Date _____

Department Chair _____ Date _____

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:	Educational Technology and Foundatio	
PROGRAM:	SLM (M.Ed.)	COURSES
		1
		2
		3
	<p>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.</p> <hr/> <p>REINFORCED: <u>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.</u></p> <hr/> <p>MASTERED: <u>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.</u></p>	4
		5
		6
		7
		8
		9
		10
		11
		12
		13
		14
	15	
	16	
	17	
	18	
	19	
	<p>**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</p>	20
		21
		22

CURRICULUM MAPPING TEMPLATE

Courses	PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4
RSES	Candidates demonstrate content, pedagogical, and professional knowledge and skills.	Candidates develop, implement, and evaluate learning opportunities for all students.	Candidates demonstrate professional dispositions and ethics.	Candidates demonstrate ability to serve needs of diverse populations including special needs.
MEDT 7451	I, A		I, A	I
MEDT 7452	R	I	R, A	R
MEDT 7461	R	R	R	R
MEDT 7455	R	R	R	R
MEDT 7465	R	R	R	R
MEDT 7454	R	R	R	R
MEDT 7487	M, A	M, A	M, A	M, A
EDRS 6301	R		R	
CEPD 6101	R			R
CURR 6575		R		R

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.)

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6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.

DEPARTMENT:	Educational Technology and Foundatio	
PROGRAM:	SLM (Ed.S.)	COUR
		1
		2
		3
	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
	<u>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.</u>	8
		9
		10
		11
		12
	<u>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.</u>	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	20
		21
		22

CURRICULUM MAPPING TEMPLATE

Courses	PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4
COURSES	Candidates demonstrate content, pedagogical, and professional knowledge and skills.	Candidates develop, implement, and evaluate learning opportunities for all students.	Candidates demonstrate professional dispositions and ethics.	Candidates demonstrate ability to serve needs of diverse populations including special needs.
MEDT 7469	I	I	I, A	I
MEDT 8470	M, A	M, A	R	M, A
MEDT 8461	R	R	R	R
MEDT 8464	R	R	R	R
MEDT 8468	M	R	M, A	R

Assessment Summary for Years

College	College of Educa
Degree	Master of Educa
Program	Media (130501)

Student Learning	Strategic Plan
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Candidates demonstrate ability to serve needs of diverse populations including special needs.	2D
--	----

Candidates demonstrate content, pedagogical, and professional knowledge and skills.	2D
--	----

<p>Candidates demonstrate professional dispositions and ethics.</p>	<p>2D</p>
<p>Candidates develop, implement, and evaluate learning opportunities for all students.</p>	<p>2D</p>

tion

tion (MED)

School Library Media concentration

Measure/Method	Success
<p>How data will be collected: SLM Program Portfolio: Students complete a digital portfolio that includes projects (assignments) created throughout the program with written reflections that directly connect their learning to this program outcome. This program outcome aligns to the GaPSC Media Specialist Program Standards and the forthcoming AASL-CAEP (2019) Standards for Initial Preparation of School Librarians. Who will review the portfolio: Throughout the program, instructors evaluate the various projects students may choose to include in the digital Portfolio. The final portfolio is reviewed by the instructor teaching MEDT 7487 Practicum for School Library Media, which is the final course in the program.</p> <p>When will data be collected: Data is collected at the conclusion of each semester within MEDT 7487.</p> <p>How Portfolio will be reviewed: A 4-point rubric is used to review the Portfolio (4 = Exemplary, 3 = Proficient, 2 = Developing, 1 = Unacceptable). The rubric is designed to evaluate student performance according to this program outcome.</p> <p>How data will be reported: Data is reported in the percentage of students achieving each of the four rubric scores.</p>	<p>Students score a minimum of 3 on a 4-point rubric.</p>
<p>How data will be collected: SLM Program Portfolio: Students complete a digital portfolio that includes projects (assignments) created throughout the program with written reflections that directly connect their learning to this program outcome. This program outcome is aligned to the GaPSC Media Specialist Program Standards and the forthcoming AASL-CAEP (2019) Standards for Initial Preparation of School Librarians. Who will review the portfolio: Throughout the program, instructors evaluate the various projects students may choose to include in the digital Portfolio. The final portfolio is reviewed by the instructor teaching MEDT 7487 Practicum for School Library Media, which is the final course in the program.</p> <p>When will data be collected: Data is collected at the conclusion of each semester within MEDT 7487.</p> <p>How Portfolio will be reviewed: A 4-point rubric is used to review the Portfolio (4 = Exemplary, 3 = Proficient, 2 = Developing, 1 = Unacceptable). The rubric is designed to evaluate student performance according to this program outcome.</p> <p>How data will be reported: Data is reported in the percentage of students achieving each of the four rubric scores.</p>	<p>Students score a minimum of 3 on a 4-point rubric.</p>

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AY	AY	AY

Interpretation & Use of Results

Improve Plan

Large empty rectangular area with a light gray background, intended for notes or a plan.


Large empty rectangular area with a light blue background, intended for notes or a plan.

PHED - 6630 - Assessment and Program Evaluation in Health and Physical Education

2020-2021 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*

2020

Course Information

Course Prefix*

PHED

Course Number*

6630

Course Title* Assessment and Program Evaluation in Health and Physical Education

Course Type*

Physical Education

Catalog Course Description*

This course provides an opportunity for in-depth analysis of assessment and program evaluation in health and physical education. Students will gain a deeper understanding of lesson and unit assessment, the development of course-based rubrics for measuring learning outcomes, grading in health and physical education, and overall program evaluation, including curriculum and related content.

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

Yes

No

256/368

credit hour course?*

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.* n/a

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

Prerequisites none

Concurrent Prerequisites none

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?* This will be a required course in the reactivated Masters in Physical Education Program.

Student Learning Outcomes* The student will:
1. Construct a variety of course-based assessments in each of the three learning domains (Standard 2).
2. Analyze national and state standards for student learning, including grade-

2. Analyze national and state standards for student learning, including grade level outcomes (Standard 3).


3. Outline a variety of national/state standards-based curricula, including lessons, units, and academic yearly plans for a quality K-12 curriculum (Standard 2).

4. Assess individual and class-based fitness results based on health-related fitness criterion (Standard 3).

5. Document appropriate criteria for student grades of a quality health and/or physical education curriculum (Standard 1).

6. Use the nationally-developed performance evaluation (SHAPE America) to assess the specific areas of professional growth, teacher development, and programmatic needs (Standard 3).

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?* n/a

Fee Justification

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 Sport Management, Wellness, and Physical Education
Is this a School of Nursing course?*	<input type="radio"/> Yes <input checked="" type="radio"/> No
	Is this a College of Education course?*
	<input checked="" type="radio"/> Yes <input type="radio"/> No

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.

PHED 6630 Assessment and Program Evaluation in Health and Physical Education

*Instructor Information

Instructor:

Class Meeting Time & Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)

Call: 678-839-6248 or 1-855-933-8946 or
email: online@westga.edu

[24/7/365 D2L Help Center](#)

Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

counseling@westga.edu

College of Education Vision

The College of Education at the University of West Georgia will be recognized for leading Innovation in Teaching, Leadership, and Wellness, with programs designed to transform lives and contribute to the betterment of society.

College of Education Mission

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.

***Course Information**

Course Description

This course provides an opportunity for in-depth analysis of assessment and program evaluation in health and physical education. Students will gain a deeper understanding of lesson and unit assessment, the development of course-based rubrics for measuring learning outcomes, grading in health and physical education, and overall program evaluation, including curriculum and related content.

Credit Hours: 3

Prerequisites: N/A

Co-requisites: N/A

Texts, Readings, and Instructional Resources

Required Text(s)

Suggested Text(s)

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

Instruction in this course will be delivered through online sessions. Online tools such as discussion boards and chat rooms are required. Students are expected to use Course Den for information and communication.

***Course Objectives and Learning Outcomes**

The student will:

1. Construct a variety of course-based assessments in each of the three learning domains (Standard 2).
2. Analyze national and state standards for student learning, including grade-level outcomes (Standard 3).

3. Outline a variety of national/state standards-based curricula, including lessons, units, and academic yearly plans for a quality K-12 curriculum (Standard 2).
4. Assess individual and class-based fitness results based on health-related fitness criterion (Standard 3).
5. Document appropriate criteria for student grades of a quality health and/or physical education curriculum (Standard 1).
6. Use the nationally-developed performance evaluation (SHAPE America) to assess the specific areas of professional growth, teacher development, and programmatic needs (Standard 3).

Assignments

Always refer to Course Den for additional assignment details and due dates.

Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty.

Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Attendance Policy:

In order to distribute Title IV funding (federal student aid), student attendance verification is required. For online courses, Students must post in the online discussion during week 1, to be considered as attending class. Students who do not post to the introductory discussions in week 1 module may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

Extra Credit:

No extra credit is provided in this course.

Late Work:

All assignments are due prior to class on the assigned date. Late assignments (without prior consent of the instructor) will not be accepted. Missed assessments (without prior consent of the instructor) cannot be made up.

Professional Conduct:

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's progress and continuation in the program.

Students are expected to display writing skills indicative of graduate level work. Therefore, all assignments will be graded with spelling, grammar, and sentence structure taken into consideration. Assignments not meeting a minimum standard may be returned. If an assignment is returned, the student will have 48 hours to resubmit the assignment with credit for the assignment beginning at 80%.

***UWG Policies**

As of July 1, 2017, "campus carry" is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](#). Answers to specific questions can be found under the "Additional Information" tab.

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- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

My goal is to return major assignments within 7-10 days, depending on the amount of feedback required that time may be extended.

Class Schedule Information (can be a separate document)

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
1				
2				

****Note:** Dates may change at the instructor’s discretion. All changes will be posted in the News/Announcements section of CourseDen.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

Center for Academic Success

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want

to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280). Our email address is cas@westga.edu.

Smarthinking

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Full URL Support for Courses

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online@westga.edu
- **24/7/365 D2L Help Center**
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**
<https://www.westga.edu/administrations/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>


- **Student Services**
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
- <https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

PHED - 6675 - Current Issues and Trends in Health, Physical Education, and Sport

2020-2021 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*

2020

Course Information

Course Prefix*

PHED

Course Number* 6675

Course Title* Current Issues and Trends in Health, Physical Education, and Sport

Course Type*

Physical Education

Catalog Course Description*

Students will examine strengths, weaknesses, opportunities and threats related to health, physical education, and sport programming. In addition, the course provides opportunities to explore current and new technologies for student learning, advocate for effective curricula and related needs, and seek methods for programmatic growth and improvement.

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

266/368

Course#

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.* n/a

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

Prerequisites na/

Concurrent Prerequisites na/

Corequisites

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

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

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 will be a required course in the revised Masters in Physical Education Program.

Student Learning Outcomes* The student will:

1. Critique the national and state-wide advocacy plans (Standard 1).
2. Examine a variety of new and current technologies for effective instruction, student learning, and participant enjoyment in health, physical education, and physical activity environments (Standard 1).

- 3. Identify practitioner-based methods for program growth and improvement, including marketing efforts, external partnerships, and funding opportunities for quality instruction in health, physical education, and physical activity (Standard 1).
- 4. Describe significant strengths, weaknesses, opportunities and threats for quality health and physical education programs, administrators, and other stakeholders (Standard 2).
- 5. Complete a review of literature demonstrating an effective analysis of current research in health and physical education (Standard 3).

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?* n/a

Fee Justification

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 Sport Management, Wellness, and Physical Education
Is this a School of Nursing course?* <input type="radio"/> Yes <input checked="" type="radio"/> No	Is this a College of Education course?* <input checked="" type="radio"/> Yes <input type="radio"/> No

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.

PHED 6675 Current Issues and Trends in Health, Physical Education, and Sport

*Instructor Information

Instructor:

Class Meeting Time & Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

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Call: 678-839-6248 or 1-855-933-8946 or
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Call 1-855-772-0423

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[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

counseling@westga.edu

College of Education Vision

The College of Education at the University of West Georgia will be recognized for leading *Innovation in Teaching, Leadership, and Wellness*, with programs designed to transform lives and contribute to the betterment of society.

College of Education Mission

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.

*Course Information

Course Description

Students will examine strengths, weaknesses, opportunities and threats related to health, physical education, and sport programming. In addition, the course provides opportunities to explore current and new technologies for student learning, advocate for effective curricula and related needs, and seek methods for programmatic growth and improvement.

Credit Hours: 3

Prerequisites: N/A

Co-requisites: N/A

Texts, Readings, and Instructional Resources

Required Text(s)

Suggested Text(s)

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

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Instruction in this course will be delivered through online sessions. Online tools such as discussion boards and chat rooms are required. Students are expected to use Course Den for information and communication.

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Assignments

Always refer to Course Den for additional assignment details and due dates.

Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty.

Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Attendance Policy:

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Extra Credit:

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- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

My goal is to return major assignments within 7-10 days, depending on the amount of feedback required that time may be extended.

Class Schedule Information (can be a separate document)

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
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2				

****Note:** Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of CourseDen.

Additional Support Information

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<https://www.westga.edu/administratio>
[n/vpaa/common-language-course-](https://www.westga.edu/administratio)
[syllabi.php](https://www.westga.edu/administratio)
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student->
[services/counseling/accessibility-](https://www.westga.edu/student-)
[services.php](https://www.westga.edu/student-)
- **Student Services**
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<https://www.westga.edu/library/resour>
[ce-sharing.php](https://www.westga.edu/library/resour)
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- **Proctored Exams**
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[p#student](http://uwgonline.westga.edu/exams.ph)
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[guide.php](https://uwgonline.westga.edu/online-student-)
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<https://docs.google.com/document/d/16Ri1Xg>
[aXiGx28ooO-](https://docs.google.com/document/d/16Ri1Xg)
[zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?t](https://docs.google.com/document/d/16Ri1Xg)
[s=57b4c82d#heading=h.yrqeffvts1f](https://docs.google.com/document/d/16Ri1Xg)

PHED - 7660 - Developing the Whole Child for 21st Century Learning

2020-2021 Graduate New Course Request

General Information

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

Desired Effective Semester*

Fall

Desired Effective Year*

2020

Course Information

Course Prefix*

PHED

Course Number*

7660

Course Title* Developing the Whole Child for 21st Century Learning

Course Type*

Physical Education

Catalog Course Description*

This course provides an in-depth review of the principles and evidence-based practices associated with improving students' cognitive, physical, social, and emotional development. The course is focused on strategies for developing, implementing, and evaluating school programs for a positive impact on individual and community health.

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.*

n/a

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

Prerequisites n/a

Concurrent Prerequisites n/a

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?* This is a required course in the revised Masters in Physical Education Program

Student Learning Outcomes* The student will:

1. Describe the scientific and theoretical foundations of the methods for developing the whole child, including a variety of research-based models (Standard 1).
2. Identify evidence-informed initiatives across the 10 components of the Whole School, Whole Community, Whole Child (ASCD-WSCC) model (Standard 1).

- 3. Explain the public health value and societal role for developing the whole child, including a variety of research-based models (Standard 3).
- 4. Formulate a logical model that facilitates the implementation and broader school and local community impact a school wellness model (Standard 2).
- 5. Appraise the implementation of a newly implemented school health and/or physical activity initiative to the broader school and local community (Standard 2).

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?* n/a

Fee Justification

Routing Information

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**School/
Department***

Department of Sport Management, Wellness, and Physical Education

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

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

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.

PHED 7660: Developing the Whole Child for 21st Century Learning

Semester/Year

*Instructor Information

Instructor: Name

Class Meeting Time & Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

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[D2L UWG Online Help](#) (8 AM – 5 PM)

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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.

*Course Information

Course Description

This course provides an in-depth review of the principles and evidence-based practices associated with improving students' cognitive, physical, social, and emotional development. The course is focused on strategies for developing, implementing, and evaluating school programs for a positive impact on individual and community health.

Credit Hours: 3

Prerequisites: N/A

Co-requisites: N/A

Texts, Readings, and Instructional Resources

Required Text(s)

1. Carson, R.L., & Webster, C.A. (Eds.). (2019). *Comprehensive school physical activity programs: Putting evidence-based research into practice*. Champaign, IL: Human Kinetics.
2. Institute of Medicine (2013). *Educating the student body: Taking physical activity and physical education to school*. Washington DC: The National Academies Press.
Free PDF version available at

<http://www.nationalacademies.org/hmd/Reports/2013/Educating-the-Student-Body-Taking-Physical-Activity-and-Physical-Education-to-School.aspx>

Recommended Resources

1. Centers for Disease Control and Prevention (2017). *Increasing Physical Education and Physical Activity: A Framework for Schools* U.S. Department of Health and Human Sciences. Freely available online at: [Centers for Disease Control and Comprehensive school physical activity programs: A guide for schools](https://www.cdc.gov/healthyschools/physicalactivity/pdf/17_278143-A_PE-PA-Framework_508.pdf). U.S. Department of Health and Human Sciences. Freely available online at: https://www.cdc.gov/healthyschools/physicalactivity/pdf/17_278143-A_PE-PA-Framework_508.pdf
2. Nike, Inc. (2015). *Designed to move active schools: A practical guide for school leaders*. Available online at: <https://www.designedtomove.org/resources>

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark

Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#). For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

Instruction in this course will be delivered through online sessions. Online tools such as discussion boards and chat rooms are required. Students are expected to use Course Den for information and communication.

*Course Objectives and Learning Outcomes

The student will:

1. Describe the scientific and theoretical foundations of the methods for developing the whole child, including a variety of research-based models (Standard 1).
2. Identify evidence-informed initiatives across the 10 components of the Whole School, Whole Community, Whole Child (ASCD-WSCC) model (Standard 1).
3. Explain the public health value and societal role for developing the whole child, including a variety of research-based models (Standard 3).
4. Formulate a logical model that facilitates the implementation and broader school and local community impact a school wellness model (Standard 2).
5. Appraise the implementation of a newly implemented school health and/or physical activity initiative to the broader school and local community (Standard 2).

Assignments

Always refer to Course Den for additional assignment details and due dates.

1. **Module Blogs:** 100 points (20%)
Students will be asked to post blogs based on the assigned class materials, discussions and applied activities. Blogs are intended to demonstrate students’ understanding and ability to guide application by encouraging to critically reflect on the course material. Five blogs will be posted – each a paragraph in length and worth 20 points or 4% of course grade – via *Blogs* on Blackboard.
2. **CSPAP Logic Model Report:** 100 points (20%)
Students will formulate a logic model for this new physical initiative that addresses the initiative’s broader importance to the entire school setting and community at large.
3. **Reflection:** 100 points (20%)
In this assignment, students will integrate lessons learned (science vs. practice

intersection). A **1-page** written reflection should be submitted via the *Discussion Board* for review and

4. **Mini-Prospectus Presentation & Paper:** 100 points each
(20% each) Students will be asked to apply their understanding of the course experiences and literature (course readings beyond those assigned may be necessary) into a well-designed CSPAP-based research study. The study should be on a personally relevant, gap-filling CSPAP topic that can be feasibly pursued in the near future (e.g., dissertation). A mini-prospectus of the study (i.e., stated problem, methods, references) will first be orally presented to the class (15 min.), followed by a final written paper (10 pages total) that integrates presentation feedback. Both presentation and paper will be submitted via *Assignments*.

Professional Development Project (Key Assessment, submit via TK20). Students will design and develop one module of materials for a Professional Development topic for a specified audience of co-workers. The project will focus on information literacy standards, technology standards, and forms of technology incorporated into content curriculum. Specific details for the Professional Development project will be posted in the “Prof Development Project” learning module in the Content section of the course page in Course Den. (Objective 3; checklist)

Grading Information and Policy

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

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

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Extra Credit:

No extra credit is provided in this course.

Late Work:

All assignments are due prior to class on the assigned date. Late assignments (without prior consent of the instructor) will not be accepted. Missed assessments (without prior consent of the instructor) cannot be made up.

Professional Conduct:

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's progress and continuation in the program.

Students are expected to display writing skills indicative of graduate level work. Therefore, all assignments will be graded with spelling, grammar, and sentence structure taken into consideration. Assignments not meeting a minimum standard may be returned. If an assignment is returned, the student will have 48 hours to resubmit the assignment with credit for the assignment beginning at 80%.

***UWG Policies**

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- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

My goal is to return major assignments within 7-10 days, depending on the amount of feedback required that time may be extended.

Class Schedule Information (can be a separate document)

Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
1				
2				

****Note:** Dates may change at the instructor’s discretion. All changes will be posted in the News/Announcements section of Course Den.

Additional Support Information

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to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280). Our email address is cas@westga.edu.

Smarthinking

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- **University Bookstore**
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- **Common Language for Course Syllabi**
<https://www.westga.edu/administratio>
[n/vpaa/common-language-course-](https://www.westga.edu/administratio)
[syllabi.php](https://www.westga.edu/administratio)
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student->
[services/counseling/accessibility-](https://www.westga.edu/student-)
[services.php](https://www.westga.edu/student-)


- **Student Services**
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
- <https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>

PHED - 7665 - Analysis of Research on Teaching in Health and Physical Education

2020-2021 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*

2020

Course Information

Course Prefix*

PHED

Course Number* 7665

Course Title* Analysis of Research on Teaching in Health and Physical Education

Course Type*

Physical Education

Catalog Course Description*

Students in this course will learn to review and analyze professional literature in health, physical education, and physical activity. Critical reasoning skills and statistical analysis of research will be a significant focus. Students will engage in scholarly discussion and writing to reflect advanced reasoning and inquiry.

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

287/368

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.*

n/a

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

Prerequisites n/a

Concurrent Prerequisites n/a

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?*

This is a required course in the revised Masters in Physical Education Program.

Student Learning Outcomes*

The student will:

- 1) Identify goals of research, scholarship, and professional literature in health and physical education (Standard 1);
- 2) Demonstrate competence in the skills of abstracting, comparing, contrasting, and assessing literature appropriate to assigned and selected topics and issues

(Standard 3);

3) Annotate books, journals, and on-line materials to conceptualize the breadth and depth of the fields of health and physical education (Standard 3);

4) Synthesize appropriate knowledge in a selected research area to formulate an introductory review of the related literature that accurately and adequately reflects the procedures, methodology, and conclusions of other researchers conducting studies in similar areas (Standard 3); and

5) Develop a research-based literature review from appropriate sources on a selected topic (Standard 2).

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?* n/a

Fee Justification

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 Sport Management, Wellness, and Physical Education
Is this a School of Nursing course?* <input type="radio"/> Yes <input checked="" type="radio"/> No	Is this a College of Education course?* <input checked="" type="radio"/> Yes <input type="radio"/> No

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.

PHED 7665: Analysis of Research on Teaching in Health and Physical Education

*Instructor Information

Instructor:

Class Meeting Time & Location:

Office Location:

Telephone (direct):

Telephone (department):

Online Hours:

Westga email:

Skype or Google+ name

*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

[Course Den D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)

Call: 678-839-6248 or 1-855-933-8946 or

email: online@westga.edu

[24/7/365 D2L Help Center](#)

Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

counseling@westga.edu

College of Education Vision

The College of Education at the University of West Georgia will be recognized for leading Innovation in Teaching, Leadership, and Wellness, with programs designed to transform lives and contribute to the betterment of society.

College of Education Mission

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.

*Course Information

Course Description

Students in this course will learn to review and analyze professional literature in health, physical education, and physical activity. Critical reasoning skills and statistical analysis of research will be a significant focus. Students will engage in scholarly discussion and writing to reflect advanced reasoning and inquiry.

Credit Hours: 3

Prerequisites: N/A

Co-requisites: N/A

Texts, Readings, and Instructional Resources

Required Text(s)

Suggested Text(s)

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

Instruction in this course will be delivered through online sessions. Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication.

*Course Objectives and Learning Outcomes

The student will:

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Always refer to Course Den for additional assignment details and due dates.

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Students will be graded using the following scale:

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Week	Begin Date	End Date	Topic/Activity/Reading Assignment	Assignment Name & Due Date **
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Reading Instruction, M.Ed.

2020-2021 Graduate 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

If other, please identify.


Desired Effective Semester*

Desired Effective Year*

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* Reading Instruction, M.Ed.

Program ID - DO NOT EDIT* 2819

Program Code - DO NOT EDIT

Program Type*

Degree Type*

Program Description* The Master of Education (M.Ed.) in Reading Instruction is a graduate degree program housed in the Department of Literacy and Special Education in the College of Education at the University of West Georgia. This degree is offered to educators certified in teaching who desire graduate studies in language and literacy theories, research, and instructional practices. The M.Ed. in Reading Instruction program is fully online and consists of 30 credit hours.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT 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 - Deletinq Courses

298/368

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  and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the  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.

Prospective Curriculum*

Program Description

The Master of Education (M.Ed.) in Reading Instruction is a graduate degree program housed in the Department of Literacy and Special Education in the College of Education at the University of West Georgia. This degree is offered to educators certified in teaching who desire graduate studies in language and literacy theories, research, and instructional practices. The M.Ed. in Reading Instruction program is fully online and consists of 30 credit hours.

Degree Requirements

Applicants must have a valid, level 4 or higher, Professional, Advanced

Professional, or Lead Professional teaching certificate, leadership certificate, service certificate, or Life certificate; and must have at least

three years of teaching experience. An M.Ed. in Reading Instruction can be achieved by completing a 30-hour program of study, The program consists of 18 hours in Literacy Concentration (Area I), 3 hours in Research (Area II), 6 hours in ESOL and/or Teacher Leadership (Area III), and 3 hours in Technology Integration (Area IV). Candidates must pass a comprehensive exam during their final semester in the program. Georgia educators must pass the GACE Content Assessment in Reading to add the Reading Specialist certification to their GaPSC teaching certificate.

Plan of Study

Area I: Literacy Concentration (18 hours)

READ 7271 Theoretical and Pedagogical Approaches to Language and Literacy Instruction

READ 7263 Comprehensive Language and Literacy Assessments and Interventions

READ 7201 Teacher as Language and Literacy Leader

READ 7261 Language and Literacy Engagement through Writing

READ 7262 Trends and Issues in Language and Literacy Education

READ 7267 Diversity and Equity in Children's and Young Adult Literature

Area II: Research (3 hours)

EDRS 6301 Introduction to Research in the Human Sciences

Area III: Area of Specialization (6 hours)

Choose two of the following courses from Option 1 (ESOL) and/or Option 2 (Teacher Leadership).

Option 1: English to Speakers of Other Languages (ESOL)

READ 7239 TESOL: Cultural and Linguistic Diversity in the Classroom

READ 7240 TESOL: Literacy, Linguistics, and Second Language Acquisition

READ 7241 TESOL: Methods, Materials, and Assessment through Clinical Experience

Option 2: Teacher Leadership (does not lead to GaPSC Teacher Leadership certification)

EDLE 6312 Principles of Instructional Leadership

EDLE 6316 School Law, Policy, and Ethics

EDLE 6327 Professional Learning Communities

EDLE 6329 School Operations for Student Learning

EDLE 6341 Using Data to Improve the School

EDLE 7312 Schools and Community Engagement

Area IV: Technology Integration (3 hours)

MEDT 7461 Instructional Design

Total Program: 30 hours

Program Notes:

1. The Reading Endorsement courses are (a) READ 7271, (b) READ 7263, and (c) READ 7201, and this is the preferred course sequence. 2. ESOL

Endorsement courses are (a) READ 7239, (b) READ 7240, and (c) READ 7241. Students have the option of either completing or partially

completing the ESOL Endorsement while completing coursework for the M.Ed. in Reading Instruction. While only two Area III specialization courses are required to complete the M.Ed. in Reading Instruction degree, passing all three ESOL Endorsement courses (READ 7239, READ 7240, and READ 7241) will lead to the ESOL Endorsement. 3. All enrolled Georgia candidates are required to attempt the state-approved content assessment (GACE) prior to program completion. A passing score on the state-approved content assessment is not required for program completion; however, a passing score is required for state certification. 4. READ 7263, READ 7201, READ 7240, and READ 7241 require access to student data. 5. All candidates should apply for graduation during the semester preceding the one they plan to graduate. 6. All candidates should take and pass a selected-response comprehension exam during their last semester in the program.

Justification and Assessment

Rationale* We are updating course titles, catalog descriptions, and student learning outcomes (objectives) for all courses associated with the M.Ed. in Reading Instruction to meet current trends in literacy education and in conjunction with the release of the 2017 International Literacy Association (ILA) Standards for Literacy Professionals.

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 documents ^{302/368} by navigating to the Proposal Toolbox and clicking

ATTACH the the following required documents 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 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.

<p>Program Map* <input checked="" type="checkbox"/> I have attached the Program Map/Sheet. <input type="checkbox"/> N/A - I am not making changes to the program curriculum.</p>
<p>Assessment Plan* <input type="checkbox"/> I have attached the Assessment Plan. <input checked="" type="checkbox"/> N/A</p>

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.

<p>School/ Department - DO NOT EDIT* <input type="text" value="Department of Literacy and Special Education"/></p>	
<p>Is this a School of Nursing Program?* <input type="radio"/> Yes <input checked="" type="radio"/> No</p>	<p>Is this a College of Education Program?* <input checked="" type="radio"/> Yes <input type="radio"/> No</p>
<p>Is Senate Review required?* <input checked="" type="radio"/> Yes <input type="radio"/> No</p>	

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.

**(Current) MASTER OF EDUCATION READING
INSTRUCTION PLAN OF STUDY**

Name: _____

ID#: 917

PLAN OF STUDY ¹	HRS.	GR	TRF/ SUB		HRS.	GR	TRF/ SUB
Area I: Reading-Writing Concentration	15			Area III: ESOL	6		
* READ 7271 Literacy Theory, Development, and Practices in the Digital Age	3			PTED 7239 Language and Culture in the Classroom	3		
* READ 7263 Comprehensive Literacy Assessments and Interventions	3			PTED 7241 Teaching English as a Second Language: Methods, Materials, and Assessment	3		
* READ 7201 Integrating Language, Literacy, and Technology Across Content Areas	3						
READ 7261 Literacy Engagement Through Writing	3			Area IV: Technology Integration	3		
READ 7262 Trends in Literacy Education	3			MEDT 7461 Instructional Design	3		
Area II: Culture and Literacy	3			Area V: Research	3		
READ 7267 Culturally-Diverse Literature, P-12	3			EDRS 6301 Research in Education	3		
				Total Program	30		

* Reading Endorsement Courses. Preferred course sequence: 1) READ 7271, 2) READ 7263, and 3) READ 7201.

Program Note:

- All enrolled Georgia candidates are required to attempt the state-approved content assessment after program admission and before August 31 during the year of program completion. A passing score on the state-approved content assessment is not required for program completion; however, a passing score is required for state certification.

STUDENT SIGNATURE: _____

DATE: _____

ADVISOR SIGNATURE: _____

DATE: _____

DEPARTMENT CHAIR SIGNATURE: _____

DATE: _____

**Proposed: MASTER OF EDUCATION READING INSTRUCTION
PLAN OF STUDY**

Name: _____

Number: 917

	HRS	GR	TR/ SUB		HRS	GR	TR/ SUB
Area I: Literacy Concentration	18			Area III: Area of Specialization <i>Choose <u>two</u> of the following courses:</i>	6		
*READ 7271: Theoretical and Pedagogical Approaches to Language and Literacy Instruction	3			Option 1: English to Speakers of Other Languages (ESOL) **READ 7239: TESOL: Cultural and Linguistic Diversity in the Classroom **READ 7240°: TESOL: Literacy, Linguistics, and Second Language Acquisition **READ 7241°: TESOL: Methods, Materials, and Assessment through Clinical Experience	3		
*READ 7263°: Comprehensive Language and Literacy Assessments and Interventions	3						
*READ 7201°: Teacher as Language and Literacy Leader	3						
READ 7261: Language and Literacy Engagement through Writing	3			Option 2: Teacher Leadership (<i>does not lead to GaPSC Teacher Leadership certification</i>) EDLE 6312: Principles of Instructional Leadership EDLE 6316: School Law, Policy, and Ethics EDLE 6327: Professional Learning Communities EDLE 6329: School Operations for Student Learning EDLE 6341: Using Data to Improve the School EDLE 7312: Schools and Community Engagement	3		
READ 7262: Trends and Issues in Language and Literacy Education	3						
READ 7267: Diversity and Equity in Children's and Young Adult Literature	3						
Area II: Research	3			Area IV: Technology Integration	3		
EDRS 6301: Introduction to Research in the Human Sciences	3			MEDT 7461: Instructional Design	3		
Total Program:					30		

Program Notes:

- *Reading Endorsement courses. Preferred course sequence: 1) READ 7271, 2) READ 7263, and 3) READ 7201.
- **ESOL Endorsement courses. Students have the option of either completing or partially completing the ESOL Endorsement while completing coursework for the M.Ed. in Reading Instruction. While only two Area III specialization courses are required to complete the M.Ed. in Reading Instruction degree, passing all three ESOL Endorsement courses (READ 7239, READ 7240, and READ 7241) will lead to the ESOL Endorsement.
- All enrolled Georgia candidates are required to attempt the state-approved content assessment prior to program completion. A passing score on the state-approved content assessment is not required for program completion; however, a passing score is required for state certification.
- °READ 7263, READ 7201, READ 7240, and READ 7241 require access to student data.
- All candidates should apply for graduation during the semester preceding the one they plan to graduate.
- All candidates should take and pass a selected-response comprehension exam during their last semester in the program.

STUDENT SIGNATURE: _____

DATE: _____

ADVISOR SIGNATURE: _____

DATE: _____

DEPARTMENT CHAIR SIGNATURE: _____

DATE: _____

**College of Education
University of West Georgia**

**M.Ed./READ
10/18/19**

Addendum IV

Graduate Degree Time Limit Extension Form

The Degree Time Limit Extension Form must be completed for all qualifying students who exceed the 6 year time limit for degree completion (7 years for programs in the College of Education and School of Nursing and 8 years for the Ph.D. in Psychology).

Instructions:

- 1. Student completes Part 1 and submits letter of appeal to their Program Director. Include supporting documentation, if applicable.
2. Program Director reviews the request and makes a determination. If approved, a timeline for degree completion and benchmarks to mark progress must be attached, signed by both the student and Program Director (see attached example).
3. Program Director forwards for approval from College or School's Dean.
4. If approved in the Dean's Office, form is forwarded to Graduate School Dean for final approval.
5. Completed Form with all signatures is submitted to the Registrar's Office for processing.

Part 1: Completed by Student

Name: _____ ID # 917 _____ Phone: _____
Degree: _____ Major: _____
*A letter of appeal and any supporting documentation must be attached to this form prior to submission.

Part 2: Completed by Program Officials

Extension Decision: [] Approved [] Denied Original Date of Admission: _____
If approved, provide reason for extension: [] *Extraordinary Circumstance [] Military Service
*Comments _____
Revised Completion Deadline Date (attach timeline and benchmarks): _____

Signature Approvals: _____ Date
Program Director

_____ Date
College or School Dean

_____ Date
Graduate School Dean

Timeline for Degree Completion and Benchmark Template (example)

DRAFT

Semester:
Courses to be completed:
1.
2.
3.
4.

Semester:
Courses to be completed:
1.
2.
3.
4.

Semester:
Courses to be completed:
1.
2.
3.
4.

Benchmark 1: _____
_____ **Deadline:** _____

Benchmark 2: _____
_____ **Deadline:** _____

Benchmark 3: _____
_____ **Deadline:** _____

Student Signature **Date**

Program Director Signature **Date**



Graduate Degree Time Limit Extension Form

*The Degree Time Limit Extension Form must be completed for all qualifying students who exceed the 6-year time limit for degree completion (7-years for degree programs in education and 8-years for a Ph.D in Psychology).

Instructions:

1. Student completes **Part 1** and submits form and a letter of appeal to their Program Director
2. Program Director makes a determination, completes **Part 2** and forwards for final approval
3. Completed form with all signatures is submitted to the Registrar's Office in Parker Hall

Part 1: Completed by Student

Name: _____ ID#: _____ Phone: _____

Degree: _____ Major: _____

**A letter of appeal must be attached prior to submission*

Part 2: Completed by Program Officials

Extension Decision:

Approved Denied

Original Date of Admittance: _____

If approved, reason for extension: *Extraordinary Circumstance Military Services

*Comments: _____

Revised Completion Deadline Date: _____

Signature Approval:

Program Director

Date

Director of Graduate Studies (College or School of Nursing)

Date

*If the Program Director and Director of Graduate Studies are the same, then the Dean's signature is required.

Addendum V

UWG “Flame of Knowledge” Proposal

1. Goal/Mission:

As members of the UWG Sustainability Council, we propose a solution to lower the costs and carbon emissions associated with the UWG “Flame of Knowledge” by either lighting the flame only on certain special occasions (rather than year-round) and/or replacing it with an electronic flame powered by solar panels. Our proposal contributes to and supports our institution’s commitment to the values of sustainability, integrity, caring, and wisdom. As an institution of higher education, we should be mindful of the example we set for the students, staff, faculty, and community at large. As a campus with 50% Pell-grant eligible students, it is socially insensitive to waste money and resources on an amenity that is purely aesthetic and symbolic (with the symbolic function already satisfied by the bronze flame sculpture serving as the flame’s base). Moreover, the current budget crisis at UWG (with faculty members slated to lose their jobs) makes a continually burning flame fiscally irresponsible and ethically questionable. As such, the “Flame of Knowledge” actually appears to be a misnomer and displays a lack of environmental and social responsibility. Our proposal seeks to educate our students, create a new sustainability tradition, and mitigate the effects of climate change.

2. Problem and Facts:

The Flame of Knowledge emits an estimated one (1) ton of combined CO₂ and CO₂ equivalent (from released methane) per week.¹ Assuming that the flame stays lit year-round, it produces 52 tons of CO₂ and CO₂ equivalent per year.

According to the [EPA Greenhouse Gas Equivalencies Calculator](#), 52 tons are equivalent to:

- 5.6 homes’ energy use for one year
- 10 passenger vehicles driven for one year
- 6 million smartphones charged

Avoiding or sequestering this amount of greenhouse gas/carbon emissions would require:

- 55.5 acres of U.S. forests in one year
- 780 tree seedlings grown for 10 years
- 2,058 trash bags of waste recycled instead of landfilled

In sum, the greenhouse gas emissions released into the atmosphere as well as the costs of burning the needed gas are, in our estimation, unjustifiable.

3. Plan of Action:

We propose lighting the flame only to mark special occasions on our campus: Graduation (with a designated period prior to graduation for photo-ops), Preview Day (3 times per year), and Homecoming weekend. Alternatively, we may explore the option of installing an electronic,

¹ Estimates were provided by the UWG office of Risk Management/Environmental Health & Safety. Email, September 23, 2019.

solar powered “flame.” We propose a concerted campaign to educate the campus and Carrollton community about the fiscal and environmental detriment of keeping the flame lit most of the year, while explaining the benefits of turning it off (with the exception of the special occasions mentioned). Such a campaign would include a widely advertised “Turn-off-the-Flame” celebration organized by the Sustainability Council to highlight ways in which students, faculty, staff, and community members can reduce their carbon footprint, practice energy conservation, and move to green energy sources.

Dr. Patrick Erben, faculty
Joy Ginther, M.A, staff

Addendum VI

The Intercollegiate Athletics and University Advancement Committee, in consultation with the UWG Athletics Department, finds that there is a disconnect between academics and athletics at UWG. We believe that taking steps to bring the two closer together has potential benefits for both our student athletes and the university community as a whole. The purpose of this information item is to share with the Faculty Senate some of the academic accomplishments of our student athletes and highlight some of the work done by the UWG Athletics Department does to promote the success of their students.

Table 1 shows GPA's for the last five academic years for student athletes in each sport, average GPA's across all sports, and GPA's for the general student population. It is worth noting that the GPA's for student athletes have been consistently higher than that of the general student population. Table 2 shows student athletes from the past two years who are Ingram scholars and Table 3 list Honors Day/Scholars Day presentations of student-athletes from the past four years.

The academic success is due in no small part to the Athletics Department's efforts:

- They track academic progress of over 300 student athletes
- They track students' credit hours for compliance
- They connect with departmental advisors to be up on requirements
- They evaluate students' academic preparedness during recruiting
- They organize study halls, academic meetings, and connect students with on-campus resources

We have invited David Haase, Assistant Athletic Director for Student Athlete Development and Academic Support, to today's meeting so that we can recognize the efforts of he and his colleagues.



Academic Report Fall 2013 - Spring 2018 - GPA

Team	2014-15	2015-16	2016-17	2017-18	2018-2019	5yr AVG
Baseball	3.01	3.01	3.12	3.03	3.15	3.06
Men's Basketball	2.17	2.68	2.37	2.37	2.65	2.45
Women's Basketball	2.64	3.08	2.85	2.72	3.20	2.90
Men's Cross Country	2.39	2.46	2.31	2.65	2.99	2.56
Women's Cross Country	3.34	3.04	3.10	3.12	3.25	3.17
Football	2.40	2.45	2.15	2.21	2.39	2.32
Men's Golf	3.16	3.44	3.04	3.14	3.57	3.27
Women's Golf	3.59	3.44	3.31	3.08	3.61	3.41
Women's Soccer	3.43	3.18	3.09	3.24	3.39	3.27
Women's Softball	3.44	3.62	3.44	3.31	3.37	3.44
Women's Tennis	3.52	3.53	3.42	3.29	3.37	3.42
Women's Track & Field	2.66	2.71	3.05	2.88	2.79	2.82
Women's Volleyball	3.06	3.50	3.40	3.23	3.53	3.34
Total AD GPA	2.81	2.88	2.75	2.73	2.91	2.82
UWG FTE Students	2.77	2.79	2.75	2.77	2.81	2.78

Table 1

Ingram Scholars 19-20 - Athletics				
Last	First	Class	Major	Sport
Bagsic	Michelle	SO	Speech Pathology	Women's Golf
Bennett	Carsten	JR	Elementary Education	Cheer
Brown	Thomas	JR	History	Baseball
Burnette	Autumn	SR	Sport Management	Volleyball
Donaldson	Jacquelyn	JR	International Economic Affairs	Women's Soccer
Green	William	SO	Economics	Football
Hanson	Kathryn	SR	Geology	Volleyball
Jones	Ethan	JR	Psychology	Men's Golf
Mount	Jordan	SO	Biology	Men's Basketball
Parkerson	Allie	JR	Chemistry	Softball
Prince	Sadie	SO	Elementary Education	Women's Soccer
Sims	Connor	SR	Political Science	Baseball
Smith	Janasia	SO	Meta Major - Health	Women's Soccer
Snavely	Katherine	SO	Biology	Softball
Soltis	Sofia	SO	Geology/Dual Deg Engineer	Women's Tennis
Szajdek	Madison	SO	Meta Major - Health	Cheer
Turner	Jedidiah	JR	History	Men's Cross Country
Wiggins	Kenneth	JR	Health & Community Wellness	Football

Table 2

Table 3

Student-Athlete Scholar's Day Presentations			
Spring 2016	Ashlynn Deese	Women's Soccer	Outstanding Student in Communication Sciences and Disorders
Spring 2016	Carirosa Powell	Women's Soccer	Health and Physical Education Experience in Teaching
Spring 2017	Dylan Dupree	Men's Basketball	An Investigation of Inequality of Sport: Female and Male Coaches
Spring 2017	Joshua Nobles	Football	Social Media on Sport Management
Spring 2017	Sara Watson	Women's Tennis	Assembly, Annotation and Evolution of Darter Mitochondrial Chromosomes
Spring 2017	Kilandra Dollar	Softball	Season Differences of Urban Heat Islands in Metro Atlanta
Spring 2017	Dylan Pence	Men's Golf	Retrolife
Spring 2017	Samantha Drane	Volleyball	Historical Figures in Nursing Timeline
Spring 2018	Andrew Hayles	Baseball	Studying the Relationship Between Water Bodies and Their Temperature Using Geographic Information Systems and Satellite Remote Sensing Techniques
Spring 2018	Kathryn Hanson	Volleyball	The Contribution of Ordovician Crinoid Subclasses to Echinoderm Disparity
Spring 2018	Sara Watson	Women's Tennis	Evolutionary Analysis of Darter Mitochondrial Protein Coding Genes Mentored
Spring 2018	Jaylen Ferguson	Men's Cross Country	Economic Benefits of Medical and Recreational Legalization of Marijuana in Georgia
Spring 2018	Kelly Geary	Women's Soccer	Elinor "Helper Woman" Gregg
Spring 2019	Chase Uter	Baseball	The Effects of Burn Frequency on Soil pH at the Piedmont National Wildlife Refuge
Spring 2019	Caitlin Forkin	Women's Track	Bug Art: A Visual Appreciation of Insects
Spring 2019	Alisha Greis	Women's Soccer	Analysis of Sea Level Rise in Chatham County and Tybee Island, Georgia
Spring 2019	Ronzail Walker, Corey Askew	Cheer	The Difference Between Male and Female Athletes in Professional Sports: A Look at Pay, Viewership, and Sponsorship
Spring 2019	Rickia Stafford	Women's Track	A Stitch in Time Save Nine: How Child Social Service Agencies Can Take Preventive Steps to Reduce Juvenile Delinquency

Addendum VII

UWG Faculty Handbook
Modification of 102.0201 The Probationary Period

Rationale: Improvement of wording; ensuring that new faculty is aware of the Faculty Handbook and departmental promotion and tenure policies and procedures.

PROPOSED MODIFIED VERSION

102.0201 The Probationary Period

- A. The substantive and procedural standards generally employed in decisions affecting renewal of appointments, promotion and tenure are published in this Handbook. When a new faculty member is employed, the department chair will ensure that the new faculty member receives a copy of this Handbook **as well as the written departmental promotion and tenure policies and procedures** and ~~or at least~~ is referred to the web site <https://www.westga.edu/administration/vpaa/assets/docs/faculty-handbook.pdf> ~~and the relevant written departmental promotion and tenure policies and procedures~~. These specific department policies may be more precise than the institution-wide criteria delineated herein, but they must generally conform to them. Department ~~policies on promotion and tenure~~ **promotion and tenure policies** must be developed by the tenured department faculty members in consultation with the department chair and the appropriate college dean or Dean of Libraries. If there are fewer than three tenured faculty members in a department, the appropriate Dean, in consultation with the department chair and the faculty members in the department, shall appoint a sufficient number of tenured faculty members from similar disciplines outside that department to develop these departmental policies, so long as a majority of those who develop these policies are not department chairs. These policies must have the approval of the Provost and Vice President for Academic Affairs. It is the responsibility of the individual faculty member to be aware of these policies and expectations.
- B. Pre-Tenure Review. Assistant professors in their third year (or those serving a full probationary period regardless of professorial rank) are required to have a pre-tenure review completed by the end of the second semester of the third year. Effective Fall 2018, dossiers must be submitted electronically in a format approved by the Provost. ~~This~~ **The reviewing committee shall be composed exclusively of tenured faculty members (no fewer than three)** of the department, selected by the faculty of the department by whatever means ~~the faculty of the department shall determine~~. If there are fewer than three tenured faculty members in a department, the appropriate dean, in consultation with the department chair and the faculty members in the department, shall appoint a sufficient number of tenured faculty members from similar disciplines outside that department to constitute this committee. No department chair may serve on a Pre-Tenure Review Committee. This committee shall thoroughly and comprehensively review the individual's achievements and performance in light of the department's promotion and tenure policies. The Pre-Tenure Review Committee will report its findings to ~~the all~~ tenured faculty members of the department, to the department chair and to the ~~dean college dean (or library dean)~~. The report will state in writing whether progress toward promotion and/or tenure is sufficient at this time. At a minimum, the pre-tenure review report should include a substantive evaluation of the faculty member's progress and/or qualifications in the following four areas: (a) teaching, (b) service, (c) professional growth and development, and (d) ~~professional qualifications~~ **academic achievement**,

including appropriate academic degrees. In addition, the department chair and the dean of the college (or library dean) will each provide a separate written report as to the **regarding progress of the faculty member's progress toward promotion and/or tenure**. The faculty member under review shall receive written copies of the reports prepared by the Pre-Tenure Review Committee, the department chair, and the **dean college dean (or library dean)**. The faculty member is encouraged to reply to the reports. Progress judged toward promotion and/or tenure in this report does not guarantee or prejudice a favorable **or unfavorable** recommendation later on.

- ~~C. Any recommendation to the department chair regarding reappointment shall be reached by a departmental faculty group in accordance with procedures approved by the faculty in that department. Available evidence bearing on the relevant performance of the candidate should be sought out and considered in light of the relevant standards.~~
- D. **C.** In any year, a department may recommend whether or not to extend a contract to a non-tenured faculty member. This recommendation shall be made by the department chair in consultation with the tenured faculty members in the department. Recommendations for reappointment of faculty members shall be presented through the appropriate administrative channels to the President for his or her consideration, so long as administrators under consideration for reappointment do not ~~have an opportunity to~~ make recommendations with respect to their own status as faculty members.

PROPOSED REVISED VERSION

102.0201 The Probationary Period

- A. The substantive and procedural standards generally employed in decisions affecting renewal of appointments, promotion and tenure are published in this Handbook. When a new faculty member is employed, the department chair will ensure that the new faculty member receives a copy of this Handbook as well as the written departmental promotion and tenure policies and procedures and is referred to the web site <https://www.westga.edu/administration/vpaa/assets/docs/faculty-handbook.pdf>. These specific department policies may be more precise than the institution-wide criteria delineated herein, but they must generally conform to them. Department promotion and tenure policies must be developed by the tenured department faculty members in consultation with the department chair and the appropriate college dean or Dean of Libraries. If there are fewer than three tenured faculty members in a department, the appropriate Dean, in consultation with the department chair and the faculty members in the department, shall appoint a sufficient number of tenured faculty members from similar disciplines outside that department to develop these departmental policies, so long as a majority of those who develop these policies are not department chairs. These policies must have the approval of the Provost and Vice President for Academic Affairs. It is the responsibility of the individual faculty member to be aware of these policies and expectations.
- B. Pre-Tenure Review. Assistant professors in their third year (or those serving a full probationary period regardless of professorial rank) are required to have a pre-tenure review completed by the end of the second semester of the third year. Effective Fall 2018, dossiers must be submitted electronically in a format approved by the Provost. The reviewing committee shall be composed exclusively of tenured faculty members (no fewer than three) of the department, selected by the faculty of the department by whatever means the

department shall determine. If there are fewer than three tenured faculty members in a department, the appropriate dean, in consultation with the department chair and the faculty members in the department, shall appoint a sufficient number of tenured faculty members from similar disciplines outside that department to constitute this committee. No department chair may serve on a Pre-Tenure Review Committee. This committee shall thoroughly and comprehensively review the individual's achievements and performance in light of the department's promotion and tenure policies. The Pre-Tenure Review Committee will report its findings to all tenured faculty members of the department, to the department chair and to the dean. The report will state in writing whether progress toward promotion and/or tenure is sufficient at this time. At a minimum, the pre-tenure review report should include a substantive evaluation of the faculty member's progress and/or qualifications in the following four areas: (a) teaching, (b) service, (c) professional growth and development, and (d) academic achievement, including appropriate academic degrees. In addition, the department chair and the dean will each provide a separate written report regarding the faculty member's progress toward promotion and/or tenure. The faculty member under review shall receive written copies of the reports prepared by the Pre-Tenure Review Committee, the department chair, and the dean. The faculty member is encouraged to reply to the reports. Progress judged toward promotion and/or tenure in this report does not guarantee a favorable or unfavorable recommendation later on.

- C. In any year, a department may recommend whether or not to extend a contract to a non-tenured faculty member. This recommendation shall be made by the department chair in consultation with the tenured faculty members in the department. Recommendations for reappointment of faculty members shall be presented through the appropriate administrative channels to the President for his or her consideration, so long as administrators under consideration for reappointment do not make recommendations with respect to their own status as faculty members.

Addendum VIII

UWG Academic Affairs Policies Index

Approval of UWG Procedure 2.4.2, Pre-Tenure Review

Rationale: Currently no university procedure exists for the pre-tenure review of faculty. The proposed procedure reflects Section 102.0201.B of the Faculty Handbook as suggested in the preceding appendix.

PROPOSED PROCEDURE



UWG PROCEDURE NUMBER: 2.4.2, Pre-Tenure Review

Authority: UWG POLICY 2.4, Recurring Faculty Evaluations

The University of West Georgia faculty, pursuant to the authority of UWG Policy 2.4, establishes the following procedures for compliance with UWG Policy 2.4 on Recurring Faculty Evaluations:

The purpose of Procedure 2.4.2 is to outline all steps in the process of the pre-tenure review for University of West Georgia faculty undergoing or performing review.

A. Definitions

1. **Probationary period** – See BoR Policy Manual, Section 8.3.7.4 Award of Tenure.
2. **Tenure** – Employment status that may be awarded to tenure-track faculty after the probationary period. Per BoR Policy 8.3.7.2: Institutional responsibility for employment of a tenured individual is to the extent of continued employment on a 100 percent workload basis for two out of every three consecutive academic terms until retirement, dismissal for cause, or release because of financial exigency or program modification as determined by the Board of Regents.

B. Procedures for Pre-Tenure Review

1. Assistant professors in their third year (or those serving a full probationary period regardless of professorial rank) are required to have a pre-tenure review completed by the end of the second semester of the third year.
2. Dossiers must be submitted electronically in a format approved by the Provost.
3. A reviewing committee shall be composed exclusively of tenured faculty members (no fewer than three) of the department, selected by the faculty of the department by

whatever means the department shall determine. If there are fewer than three tenured faculty members in a department, the dean, in consultation with the department chair and the faculty members in the department, shall appoint a sufficient number of tenured faculty members from similar disciplines outside that department to constitute this committee. No department chair may serve on a Pre-Tenure Review Committee.

4. The Pre-Tenure Review committee shall thoroughly and comprehensively review the individual's achievements and performance in light of the department's promotion and tenure policies.
5. The Pre-Tenure Review Committee will report its findings to the tenured faculty members of the department, to the department chair, and to the dean. The report will state in writing whether progress toward promotion and/or tenure is sufficient at this time. At a minimum, the pre-tenure review report should include a substantive evaluation of the faculty member's progress and/or qualifications in the following four areas: (a) teaching, (b) service, (c) professional growth and development, and (d) academic achievement, including appropriate academic degrees.
6. In addition to the above report, the department chair and the dean will each provide separate written reports as to the progress of the faculty member toward promotion and/or tenure.
7. The faculty member under review shall receive written copies of the reports prepared by the Pre-Tenure Review Committee, the department chair, and the dean.
8. The faculty member is encouraged to reply to the reports. The faculty member should note that progress judged toward promotion and/or tenure in this report does not guarantee a favorable or unfavorable recommendation later on.

C. Compliance

The University of West Georgia follows the Board of Regents policies on this matter, and to the extent the language conflicts, the Board of Regents language prevails.

Issued by the [title of person charged with writing procedure], *the* ____ *day of* _____, 2020.

Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Previous version dated: N/A

Addendum IX

Rationale: The proposed modifications address the issues raised at a previous senate meeting: As different departments have different policies and views on the selection process of the faculty evaluation committee, the proposed version allows each department to decide on their own process of selecting the evaluation committee members. In addition, the revised version details the process in case a department has fewer than three tenured faculty members.

PROPOSED MODIFIED VERSION

103.0201 Faculty Promotion and Tenure Evaluation

A. Departmental Evaluation (for units with academic departments)

1. Faculty Committee

A faculty promotion and tenure evaluation committee, consisting exclusively of ~~no fewer than three~~ tenured faculty members (**no fewer than three**) selected by the ~~voting members of the department~~ **faculty of the department by whatever means the department shall determine**, shall formally review dossiers submitted to the department chair. ~~In the event that a department does not have a sufficient number of tenured faculty members, tenured faculty from other departments must be invited to serve.~~ **If there are fewer than three tenured faculty members in a department, the appropriate dean, in consultation with the department chair and the faculty members in the department, shall appoint a sufficient number of tenured faculty members from similar disciplines outside that department to constitute this committee.**

Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which he or she is being considered by the committee. The departmental committee (or other review body of academic units that do not have departments) shall be guided by all of the specific university, college/school, and, for academic units that contain departments, departmental criteria for promotion or tenure in their formal review of dossiers submitted to the department chair and shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding each case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation.

If a candidate is not recommended for promotion and/or tenure, the chair of the department (or Dean in the case of a unit that does not have departments) shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

PROPOSED REVISED VERSION

103.0201 Faculty Promotion and Tenure Evaluation

A. Departmental Evaluation (for units with academic departments)

2. Faculty Committee

A faculty promotion and tenure evaluation committee, consisting exclusively of tenured faculty members (no fewer than three) selected by the faculty of the department by whatever means the department shall determine, shall formally review dossiers submitted to the department chair. If there are fewer than three tenured faculty members in a department, the appropriate dean, in consultation with the department chair and the faculty members in the department, shall appoint a sufficient number of tenured faculty members from similar disciplines outside that department to constitute this committee. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which he or she is being considered by the committee. The departmental committee (or other review body of academic units that do not have departments) shall be guided by all of the specific university, college/school, and, for academic units that contain departments, departmental criteria for promotion or tenure in their formal review of dossiers submitted to the department chair and shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding each case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation.

If a candidate is not recommended for promotion and/or tenure, the chair of the department (or Dean in the case of a unit that does not have departments) shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

Addendum X

UWG Academic Affairs Policies Index

Approval of UWG Procedure 2.2.3, Evaluation Process

Rationale: Currently no university procedure exists for the evaluation process. The proposed procedure has the same content as Section 103.0201 of the Faculty Handbook, including the suggested modifications from the preceding appendix.

PROPOSED PROCEDURE



UWG PROCEDURE NUMBER: 2.2.3, Evaluation Process

Authority: UWG POLICY: 2.2, Promotion

The University of West Georgia faculty, pursuant to the authority of UWG Policy **2.2**, establishes the following procedure for compliance with UWG Policy **2.2** on **Promotion**:

The purpose of the procedure is to clearly communicate to the University of West Georgia faculty the faculty evaluation procedure for tenure and promotion.

A. Departmental Evaluation (for units with academic departments)

1. Faculty Committee

A faculty promotion and tenure evaluation committee, consisting exclusively of tenured faculty members (no fewer than three) selected by the faculty of the department by whatever means the department shall determine, shall formally review dossiers submitted to the department chair. If there are fewer than three tenured faculty members in a department, the appropriate dean, in consultation with the department chair and the faculty members in the department, shall appoint a sufficient number of tenured faculty members from similar disciplines outside that department to constitute this committee. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which he or she is being considered by the committee. The departmental committee (or other review body of academic units that do not have departments) shall be guided by all of the specific university, college/school, and, for academic units that contain departments, departmental criteria for promotion or tenure in their formal review of dossiers submitted to the department chair and shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding each case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation.

If a candidate is not recommended for promotion and/or tenure, the chair of the department (or Dean in the case of a unit that does not have departments) shall give the candidate a copy

of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

2. Department Chair

The department chair shall include the faculty committee's written evaluation along with his or her own written evaluation in the dossier of the candidate. Formal written evaluations shall include a discussion of the candidate's strengths and shall identify areas where the candidate failed to meet the criteria.

3. Evaluation of Department Chair

When a department chair is under consideration for promotion and/or tenure, the faculty committee (see above) shall review the candidate's dossier submitted to the Dean. The committee shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding the case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation. If a candidate is not recommended for promotion and/or tenure, the chair of the Committee shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

4. Evaluations of other faculty holding administrative positions

Members of the administrative staff who hold faculty rank in a teaching area and who wish to be considered for promotion shall submit a dossier to the chair of the department in which they hold rank. Their applications shall be considered under the procedures herein prescribed.

Faculty above the level of department chair (e.g., deans, vice presidents) shall be evaluated in accordance with the same promotion and/or tenure criteria and procedures outlined in this Handbook.

5. Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

B. College Evaluation

1. A Faculty Promotion and Tenure Evaluation Committee shall be established in each of the following: The College of Arts and Humanities, the College of Business, the College of Education, the College of Science and Mathematics, and the College of Social Sciences. Each committee shall be composed exclusively of tenured faculty members selected by the voting members of the academic unit and shall formally review dossiers submitted to the Dean. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which he or she is being considered by the committee. Each department shall have representation on the committee, but no department shall have more than two members. Deans shall be responsible for calling the initial meeting of this committee. At the initial meeting, the members of each committee shall elect one of the members as chair, who will be a voting member of the committee.

2. Each committee shall meet at the call of its committee chair. At the initial meeting, the committee chair shall review the qualifications for each rank so that members will be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure.
3. Dossiers submitted shall be reviewed by committee members prior to committee meetings.
4. The merits of each candidate for promotion or tenure shall be discussed to the extent desired by a simple majority of committee members. Department members serving on the Promotion and Tenure Evaluation Committee are to serve as resource persons to the committee rather than advocates for or adversaries against members of their department under consideration for promotion and/or tenure. Any supervisor may be called to discuss with the committee the qualifications of each person nominated from his or her department.
5. Voting on promotion and tenure shall be by separate secret ballots and according to the following procedures: all candidates for promotion to each academic rank shall be voted on at the same time, and all candidates for tenure shall be voted on at the same time.
6. Each candidate shall receive a vote of approval or disapproval. The committee chair shall total the votes awarded each candidate. A simple majority vote of the committee is required for a positive recommendation. It will be the responsibility of the Dean to preserve the ballots and to keep these on file for a period of ten years.

The committee chair shall prepare a written evaluation for each candidate that includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation, including vote totals, shall be forwarded in the dossier of the candidate to the appropriate Dean. If a candidate is not recommended for promotion and/or tenure, the Dean shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

7. Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

C. Promotion and Tenure Committee Formation for Units without Departments (e.g. School of Nursing and Library)

Units without departments shall have the option of forming a single, unit-level promotion and tenure committee instead of two committees as described in 103.0201 A and B. Such a committee must be composed exclusively of tenured faculty and must include a minimum of three (3) members. In the event that the unit does not have a sufficient number of eligible tenured faculty, the committee must be populated by inviting tenured faculty from other units of the university, emeriti faculty, or tenured faculty from appropriate academic units at other universities. Any units that plan to populate promotion and tenure committees with emeriti or non-UWG faculty must establish a written policy for the selection of these committee members.

Units choosing the option of single-level review for promotion and tenure must develop their own written procedures for promotion and tenure committee formation and review and obtain approval from the governing body of the unit and the Provost/VPAA. These procedures must be otherwise consistent with the procedures outlined in Section 103.0201.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

D. Evaluation by the Dean

Each Dean shall evaluate the qualifications of the people under consideration for promotion and/or tenure. The Dean's review shall be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure, taking into account all the material in their dossiers, vote totals, and recommendations provided in each previous evaluation. The names of those recommended for promotion shall be arranged by academic rank; an additional list shall consist of the names of those recommended for tenure. The names of those not recommended for promotion and/or tenure will be listed separately.

The Dean shall prepare a written evaluation that includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation shall be included in the dossier of the candidate and forwarded to the Provost. In the event the Dean recommends a candidate who, up to this point, has not been recommended for promotion and/or tenure, or chooses not to recommend a candidate who up to this point has been recommended for promotion and/or tenure, the Dean's written report shall articulate the reasons for differing with prior evaluations. If a candidate is not recommended for promotion and/or tenure, the Dean shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

E. Evaluation by the Provost and Vice President for Academic Affairs

The Provost and Vice President for Academic Affairs shall evaluate the qualifications of the people under consideration for promotion and/or tenure. The Provost and Vice President for Academic Affairs' review shall be guided by all of the specific university, college/school, and departmental criteria for promotion or tenure taking into account all the material in their dossiers, vote totals, and recommendations provided in each previous evaluation. The names of those recommended for promotion shall be arranged by academic rank; an additional list shall consist of the names of those recommended for tenure. The names of those not recommended for promotion and/or tenure will be listed separately. The Provost and Vice President for Academic Affairs shall prepare a written evaluation which includes a discussion of the candidate's strengths and areas where the candidate failed to meet the criteria. A copy of this written evaluation shall be included in the dossier of the candidate and forwarded to the President. In the event the Provost and Vice President for Academic Affairs recommends a candidate who, up to this point has not been recommended for promotion and/or tenure, or chooses not to recommend a

candidate who up to this point has been recommended for promotion and/or tenure, the Provost and Vice President for Academic Affairs' written report shall articulate the reasons for differing with prior evaluations. If a candidate is not recommended for promotion and/or tenure, the Provost and Vice President for Academic Affairs shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

The Provost and Vice President for Academic Affairs shall then notify the Dean of each college/school of his or her decisions in each case. The Dean of each College or School shall notify the department chair or area supervisor of the status of each candidate.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

F. Final Approval

The President shall evaluate the qualifications of the people under consideration for promotion and/or tenure as revealed by the material in their dossiers and by the reports from the College, School, or Library Promotion and Tenure Evaluation Committees, the Deans, and the Provost and Vice President for Academic Affairs. The President shall approve or disapprove the candidate's application for promotion and/or tenure.

Candidates may appeal any evaluation that does not recommend promotion and/or tenure in accordance with the procedures and timelines specified in Section 103.0202.

G. Compliance

The University of West Georgia follows the Board of Regents policies on this matter, and to the extent the language conflicts, the Board of Regents language prevails.

Issued by the [title of person charged with writing procedure], *the* ____ *day of* _____, 2020.

Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Previous version dated: N/A

Addendum XI

UWG Faculty Handbook
Modification of 103.0402, Time Limitations

Rationale:

- The current items listed in Section 103.0402 are citations from the BoR Policy Manual. The citations have been replaced by references to the corresponding sections in the BoR Policy Manual to make this section more concise.
- The proposed changes allow faculty to pause a review clock without necessarily taking a leave of absence and for administrative assignments (e.g. program director) in addition to reasons defined in the Family and Medical Leave Act.
- The section includes time limits for review clocks other than the tenure clock.

PROPOSED MODIFIED VERSION

103.0402 ~~Time Limitations~~ Time Limits

1. Tenure may be awarded upon recommendation by the President ~~and approval by the Board of Regents~~ upon completion of a probationary period **as outlined in BOR 8.3.7.4**. ~~of at least five years of full-time service at the rank of Assistant Professor or higher. The five-year period must be continuous except that a maximum of two years interruption because of a leave of absence or of part-time service may be permitted, provided, however, that no probationary credit for the period of an interruption shall be allowed. A maximum of three years credit toward the minimum probationary period may be allowed for service in tenure track positions at other institutions or for full-time service at the rank of Instructor or Lecturer at the University of West Georgia. Such credit for prior service shall be defined in writing by the President and approved by the Board of Regents at the time of the initial appointment at the rank of assistant professor or higher.~~
2. **A faculty member may request a one year extension per qualifying event of the tenure / promotion / post-tenure review clock in situations that are “qualifying events” as defined in the Family and Medical Leave Act (FMLA) but which do not necessarily result in the faculty member taking a formal leave of absence. Faculty members may also request extensions based on administrative appointments such as being named director of a program, chairing of a department, or an academic unit, and similar administrative assignments. Further exceptions include qualifying events which occur during summer sessions when the faculty member is not under contract. The total time for all extensions cannot exceed two years. These extensions may be granted by the President at his or her discretion pursuant to Board Policy 8.3.7.4.**

Faculty members may request this extension by submitting a letter and supporting documentation to their immediate supervisor as soon as it becomes clear that an extenuating circumstance has substantially impeded (or will impede) progress toward tenure / promotion / post-tenure review. The maximum leave of absence is defined in Board Policy 8.3.7.4. Such requests should normally be made within three months of the event.

3. **The maximum credit towards the minimum tenure probationary period is stated in Board Policy 8.3.7.4.**

4. ~~2.~~ The maximum time that may be served at the rank of assistant professor or above without the award of tenure shall be seven years, provided, however, that a terminal contract for an eighth year may be proffered if an institutional recommendation for tenure is not approved by the President **in the combination of full-time instructional appointments as instructor or professorial ranks, or at the rank of assistant professor or above without the award of tenure is defined in [BOR 8.3.7.6](#).**
3. ~~The maximum time that may be served in the combination of full-time instructional appointments as instructor or professorial ranks without the award of tenure shall be ten years, provided, however, that a terminal contract for an eleventh year may be proffered if an institutional recommendation for tenure is not approved by the President. The maximum period of time that may be served at the rank of full-time instructor shall be seven years.~~
5. ~~4.~~ Tenure or probationary credit towards tenure is lost upon resignation from the University of West Georgia or upon written resignation from a tenured position in order to take a non-tenured position at the University of West Georgia or upon written resignation from a position for which probationary credit toward tenure is given in order to take a position for which no probationary credit is given at the University of West Georgia. In the event such an individual is again employed as a candidate for tenure at the University of West Georgia, probationary credit for the prior service may be awarded in the same manner as for service at another institution. **The loss of tenure or probationary credit towards tenure is outlined in [BOR 8.3.7.7](#).**

PROPOSED REVISED VERSION

103.0402 Time Limits

1. Tenure may be awarded upon recommendation by the President upon completion of a probationary period as outlined in [BOR 8.3.7.4](#).
2. A faculty member may request a one year extension per qualifying event of the tenure / promotion / post-tenure review clock in situations that are “qualifying events” as defined in the Family and Medical Leave Act (FMLA) but which do not necessarily result in the faculty member taking a formal leave of absence. Faculty members may also request extensions based on administrative appointments such as being named director of a program, chairing of a department, or an academic unit, and similar administrative assignments. Further exceptions include qualifying events which occur during summer sessions when the faculty member is not under contract. The total time for all extensions cannot exceed two years. These extensions may be granted by the President at his or her discretion pursuant to Board Policy 8.3.7.4.
Faculty members may request this extension by submitting a letter and supporting documentation to their immediate supervisor as soon as it becomes clear that an extenuating circumstance has substantially impeded (or will impede) progress toward tenure / promotion /

post-tenure review. The maximum leave of absence is defined in [Board Policy 8.3.7.4](#). Such requests should normally be made within three months of the event.

3. The maximum credit towards the minimum tenure probationary period is stated in [Board Policy 8.3.7.4](#).
4. The maximum time that may be served in the combination of full-time instructional appointments as instructor or professorial ranks, or at the rank of assistant professor or above without the award of tenure is defined in [BOR 8.3.7.6](#).
5. The loss of tenure or probationary credit towards tenure is outlined in [BOR 8.3.7.7](#).

Addendum XII

UWG Academic Affairs Policies Index

Approval of UWG Procedure 2.3.1, Time Limits for Tenure

Rationale: Currently no university procedure exists for the time limits for tenure. The proposed procedure has the same content as Section 103.0402 of the Faculty Handbook as suggested in the preceding appendix.

PROPOSED PROCEDURE



UWG PROCEDURE NUMBER: 2.3.1, Time Limits for Tenure

Authority: UWG POLICY 2.3, (Tenure)

The University of West Georgia faculty, pursuant to the authority of UWG Policy 2.3, establishes the following procedures for compliance with UWG Policy 2.3 on Tenure:

The purpose of the procedure is to clearly communicate to the University of West Georgia faculty the time limits for tenure.

A. Definitions

1. **Probationary credit** - See [BOR Academic and Student Affairs Handbook](#), 4.4.1 Probationary Credit Toward Tenure.

B. Time Limits

1. Tenure may be awarded upon recommendation by the President upon completion of a probationary period as outlined in [BOR 8.3.7.4](#).
2. A faculty member may request a one year extension per qualifying event of the tenure / promotion / post-tenure review clock in situations that are “qualifying events” as defined in the Family and Medical Leave Act (FMLA) but which do not necessarily result in the faculty member taking a formal leave of absence. Faculty members may also request extensions based on administrative appointments such as being named director of a program, chairing of a department, or an academic unit, and similar administrative assignments. Further exceptions include qualifying events which occur during summer sessions when the faculty member is not under contract. The total time for all extensions cannot exceed two years. These extensions may be granted by the President at his or her discretion pursuant to Board Policy 8.3.7.4.

Faculty members may request this extension by submitting a letter and supporting documentation to their immediate supervisor as soon as it becomes clear that an extenuating circumstance has substantially impeded (or will impede) progress toward tenure / promotion /

post-tenure review. The maximum leave of absence is defined in [Board Policy 8.3.7.4](#). Such requests should normally be made within three months of the event.

3. The maximum credit towards the minimum tenure probationary period is stated in [Board Policy 8.3.7.4](#).
4. The maximum time that may be served in the combination of full-time instructional appointments as instructor or professorial ranks, or at the rank of assistant professor or above without the award of tenure is defined in [BOR 8.3.7.6](#).
5. The loss of tenure or probationary credit towards tenure is outlined in [BOR 8.3.7.7](#).

C. Compliance

UWG follows the Board of Regents policies on this matter, and to the extent the language conflicts, the Board of Regents language prevails. (BOR Academic and Student Affairs Handbook, 4.4 Award of Tenure and BOR Policy Manual, 8.3.7 Tenure and Criteria for Tenure)

Issued by the [title of person charged with writing procedure], *the* ____ *day of* _____, 2020.

Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Previous version dated: N/A

Addendum XIII

UWG Faculty Handbook
Modification of 104.01 – 104.0101 Administrative Evaluation of Faculty

Rationale: Instead of citing the section of the BoR Policy Manual, which requires the establishment of criteria and procedures for the evaluation of faculty, the introductory section states criteria and procedures practiced at UWG.

PROPOSED MODIFIED VERSION

104 Evaluation

104.01 Administrative Evaluation of Faculty

~~*Board of Regents Policy Manual, Section 803.07 requires each institution to establish definite and stated criteria, consistent with Regents' POLICIES and the statutes of the institution, against which the performance of each faculty member will be evaluated. The evaluation shall occur at least annually and shall follow stated procedures as prescribed by each institution. Each institution, as part of its evaluative procedures, will utilize a written system of faculty evaluations by students, with the improvement of teaching effectiveness as the main focus of these student evaluations. (BR Minutes, 1979-80, p.50; 1983-84, p.36)*~~

The performance of each faculty member shall be evaluated annually. The evaluation process shall utilize the Student Evaluations of Instruction. In those cases in which a faculty member's primary responsibilities do not include teaching, the evaluation should focus on excellence in those areas (e.g., professional development, service) where the individual's major responsibilities lie. (See also Section 8.3.5.1, BoR Policy Manual.)

104.0101 Procedure

The following steps should be made a part of all faculty evaluations systems:

- A. The immediate supervisor will discuss with the faculty member in a scheduled conference the content of that faculty member's annual written evaluation.
- B. The faculty member will sign a statement to the effect that he or she has been apprised of the content of the annual written evaluation.
- C. The faculty member will be given the opportunity to respond in writing to the annual written evaluation; this response will be attached to the evaluation.
- D. The immediate supervisor will acknowledge in writing his or her receipt of this response, noting changes, if any, in the annual written evaluation made as a result of either the conference or the faculty member's written response. This acknowledgment will also become a part of the records.

PROPOSED REVISED VERSION

104 Evaluation

104.01 Administrative Evaluation of Faculty

The performance of each faculty member shall be evaluated annually. The evaluation process shall utilize the Student Evaluations of Instruction. In those cases in which a faculty member's

primary responsibilities do not include teaching, the evaluation should focus on excellence in those areas (e.g., professional development, service) where the individual's major responsibilities lie. (See also Section 8.3.5.1, BoR Policy Manual.)

104.0101 Procedure

The following steps should be made a part of all faculty evaluations:

- A. The immediate supervisor will discuss with the faculty member in a scheduled conference the content of that faculty member's annual written evaluation.
- B. The faculty member will sign a statement to the effect that he or she has been apprised of the content of the annual written evaluation.
- C. The faculty member will be given the opportunity to respond in writing to the annual written evaluation; this response will be attached to the evaluation.
- D. The immediate supervisor will acknowledge in writing his or her receipt of this response, noting changes, if any, in the annual written evaluation made as a result of either the conference or the faculty member's written response. This acknowledgment will also become a part of the records.

Addendum XIV

UWG Academic Affairs Policies Index

Approval of UWG Procedure 2.4.1, Annual Evaluation

Rationale: Currently no university procedure exists for the annual evaluation. The proposed procedure has the same content as Section 104.0101 of the Faculty Handbook as suggested in the preceding appendix.

PROPOSED PROCEDURE



UWG PROCEDURE NUMBER: 2.4.1, Annual Evaluation

Authority: UWG POLICY 2.4, (Recurring Faculty Evaluations)

The University of West Georgia (UWG) faculty, pursuant to the authority of UWG Policy 2.4, establishes the following procedures for compliance with UWG Policy 2.4 on Recurring Faculty Evaluations:

The purpose of the procedure is to clearly communicate to the University of West Georgia faculty the annual faculty evaluation procedure.

A. Annual Evaluation Procedure

1. The immediate supervisor will discuss with the faculty member in a scheduled conference the content of that faculty member's annual written evaluation.
2. The faculty member will sign a statement to the effect that he or she has been apprised of the content of the annual written evaluation.
3. The faculty member will be given the opportunity to respond in writing to the annual written evaluation; this response will be attached to the evaluation.
4. The immediate supervisor will acknowledge in writing his or her receipt of this response, noting changes, if any, in the annual written evaluation made as a result of either the conference or the faculty member's written response. This acknowledgment will also become a part of the records.

B. Compliance

UWG follows the Board of Regents policies on this matter, and to the extent the language conflicts, the Board of Regents language prevails. ([BOR Academic and Student Affairs Handbook](#), 4.7 Evaluation of Faculty and [BOR Policy Manual](#), 8.3.5 Evaluation of Personnel)

Issued by the [title of person charged with writing procedure], *the* ____ *day of* _____, 2020.

Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Previous version dated: N/A

Addendum XV

QEP Impact Report: Improving Student Writing in the Core

Goals and Intended Outcomes of the QEP

The University of West Georgia's inaugural Quality Enhancement Plan aims to improve undergraduate writing in the core curriculum, with the goal of preparing students to write more effectively, thus positioning them to succeed at the upper level of the undergraduate curriculum and beyond graduation. With this ambitious goal in mind, the university adopted a commensurately ambitious five-pronged approach: (1) WOLF summer module for incoming freshmen; (2) inclusion of writing assignments and their assessment via a QEP rubric in all areas of the core curriculum; (3) bolstering on-campus writing tutoring services; (4) increasing student awareness of and access to online writing tutoring services; (5) faculty development.

The initial goals of the QEP involved supporting and assessing these five areas in ways appropriate to each, with the overall intended outcome of seeing a tangible improvement in student writing during the students' progression through the core. In addition, while the original proposal did not articulate a precise faculty development learning outcome, there was an assumption from the outset that student success in this QEP is closely connected to equipping faculty and staff across campus to better serve student writers. Indeed, the Center for Teaching and Learning was established at the same time as the QEP proposal was submitted, with the aim of serving as a resource for this initiative and beyond. Organically, during the process of implementation, a faculty learning outcome developed: to train faculty across disciplines in best practices of teaching and assessing writing in the core. Of special importance is the training that faculty across campus received in the use of rubrics in teaching and assessing writing.

Changes to the Original QEP Proposal and Justification for the Changes

In addition to clarifying the faculty development learning outcome for the QEP (area 5), two non-substantive changes were made to the implementation and assessment of the QEP in area 2 – the incorporation of writing assignments and their assessment via a QEP rubric in all areas of the core. The two changes brought the campus in alignment with best practices for writing-based QEP's, and yielded better data.

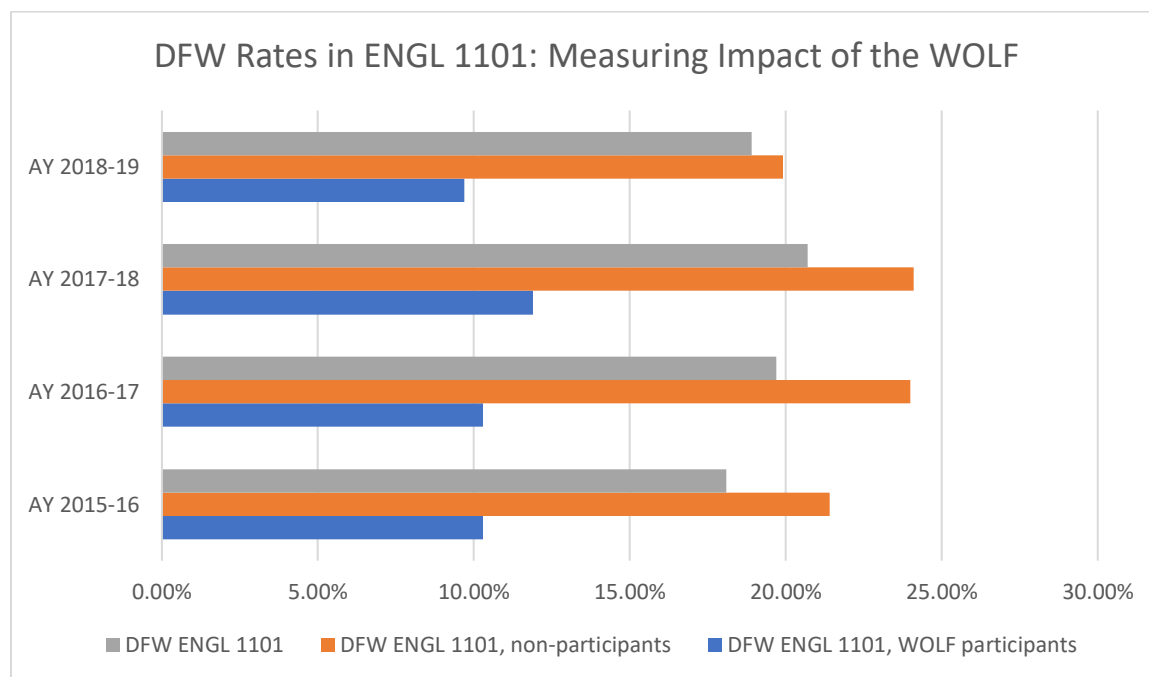
The first of these changes, implemented during the third year of the QEP, was a switch from course-specific QEP rubrics for writing assignments and scoring solely by professors for the courses, to random sampling of QEP assignments across campus, and the scoring of those samples via a uniform campus-wide QEP rubric and a new QEP Assessment Committee. A review of data after the first two years showed that when writing was scored by professors for courses, scores varied too widely to be meaningful even for different sections of the same course and even when norming training was provided.

The second of these changes stemmed from the erroneous assumption made in the original QEP proposal, that students progress through the core sequentially. Most of the courses originally earmarked for QEP assessment are most commonly populated by freshmen, and thus QEP assessment conducted in these courses was not providing a narrative of change over time. A change was implemented during the fourth year of the QEP, bringing more sophomore-level

courses into the QEP. This allowed for comparison of writing abilities between freshmen and sophomores, providing data on the growth of student-writers as they progress through the core. Further justification on both of these changes is provided below in the description of the impact of QEP area 2.

Impact of the QEP on Student Learning and Environment Supporting Student Learning, Area 1: WOLF Module

An online, non-credit summer course, WOLF (Writing OnLine for Freshmen) has been developed to be taken by all in-coming freshmen as part of summer orientation, preparing them for writing at the college level. In order to measure the impact of this course, failure rates (grades of D, F or W) among students who took the course have been compared each academic year with the DFW rates for students who did not complete the course. The chart below summarizes the results.



Data from the WOLF shows that this area has had the most positive impact on student success. Students who complete the WOLF have significantly lower DFW rates in ENGL 1101. Since success or failure in ENGL 1101 is the greatest single predictor for a given student’s subsequent ability to stay in college, the impact of the WOLF reaches far beyond the goals of this QEP. In addition, the success of the WOLF in preparing students to perform in freshman English courses has provided a productive model for other units on campus. In particular, the Department of Mathematics has since developed a similar online module that aims to prepare students to succeed in college mathematics courses.

Impact of the QEP on Student Learning and Environment Supporting Student Learning, Area 2: QEP Courses in the Core

As stated in the executive summary, a writing learning outcome has been added to core areas A-E, thus ensuring that all students will complete the core with a minimum of six courses with a significant writing component. Since the aim was for students to gain experience by writing across disciplines in the core, the university developed a rubric template, which individual departments then customized for their particular disciplines and courses. The university's QEP Implementation committee, active in the year before implementation began and during the first two years of implementation, included representatives from every department that teaches QEP courses.

This was the most intensive area of implementation, and one that required the bulk of the financial investment in the QEP – a grand total of \$300,000 was allocated for new faculty and staff hires who would be especially heavily involved in the QEP. An additional \$20,000 per year was allocated to compensate faculty and graduate student scorers in large-size QEP sections.

The originally proposed approach was followed without changes for the first two years of implementation. Two non-substantive changes were introduced thereafter. The process of arriving at these changes, furthermore, ended up being one of the unforeseen but positive results of the QEP, as described later in this report.

Assessing the QEP in core courses for the first two years had resulted in massive amounts of data, since each student in every single section of every QEP course had to submit one written assignment to be assessed via the QEP rubric by the professor for that course. In total, 12,876 individual QEP assignments were scored during AY 2015-16 (first year of implementation) and 13,335 QEP assignments were scored during AY 2016-17. Despite the astounding data points present, however, the QEP data from courses did not provide meaningful data. First, norming problems were apparent, as the variation of scores was significant from instructor to instructor in multiple sections of the same course. Second, because of the different expectations, scores varied dramatically between departments. Finally, some faculty were not comfortable with the scoring of one or more portions of the QEP rubric (the grammar portion was especially in this category), and awarded top points for that criterion to all students. Overall, the data from the QEP course assessments did not present a uniform story either about the students as a body or about individual students. The original aim of the QEP was to be able to document individual students' progress through QEP courses and, ideally, to be able to see improvement in a student's QEP scores over time. The data from the first two years, however, showed that this goal was not achievable with the data collection process, both because of the different expectations of faculty in different disciplines, but also because students do not proceed through the core sequentially.

In order to solicit qualitative feedback and implement positive change, focus groups with students and faculty were held in Spring 2017. Student Focus Group meetings were held with 9 course sections in four disciplines (2 in Chemistry, 3 in English, 2 in History, 2 in Political Science), surveying a grand total of 271 students. The courses selected for the focus groups were specifically courses that are traditionally largely populated by freshmen—a group statistically known to be enrolled in mostly QEP courses. All but one of these courses (HIST 2112) were QEP courses, which means that the students in those courses had to complete at least one writing assignment that was graded with the QEP rubric. Because the same students typically take multiple QEP courses in the same semester, it was not necessary to survey sections of courses in

all areas of the core. One Honors core section (a Chemistry lab) was included in the sample in order to incorporate Honors students' voices in the process.

Student feedback showed that students largely cared about improving their writing, and felt that their professors cared about helping them improve as well. At the same time, students complained that in many of their QEP courses, writing was not properly integrated, but was merely an extra add-on assignment.

The same semester, two lunch-time faculty focus groups were held with faculty heading QEP initiatives in their departments, and a third focus group was held with First Year Writing faculty in the English Department. In addition, one-on-one meetings were held with several faculty who were unable to come to the lunch faculty group meetings. Finally, a number of faculty provided feedback via email. Altogether, 39 faculty from twelve departments and programs (Art, Chemistry, English, Foreign Languages and Literatures, History, Library, Mass Communications, Music, Philosophy, Physics and Astronomy, Political Science, and Theater) provided input. Finally, a Provost's Symposium in June 2017 brought together 37 faculty and staff from across campus who either have taught QEP courses and/or had expertise in teaching research and writing to undergraduate students.

Faculty feedback revealed that the QEP in its original form was contributing to faculty burnout, and one significant culprit was the data collection process. Faculty were required to score QEP assignments in their courses using a QEP rubric, and often did so in addition to grading the assignments with a different rubric for the purposes of their course. The process of uploading the rubric to a special drive afterwards was clunky and frustrating as well. Since the data provided from this method was not meaningful, the recommendation from the Provost's Symposium was to switch to stratified random sampling of student writing from QEP courses to be scored at the end of each semester. A new QEP Assessment Committee was formed to oversee the task. The Committee consists of twelve faculty and staff, representing each college and school on campus, including the Library, and is chaired by the QEP Director acting as a thirteenth member.

The switch was made, therefore, effective Fall 2017 semester, to stratified random sampling, striving for an accuracy of +/- 5-10% (depending on semester), and the scoring of all selected samples via a uniform rubric, developed by the new QEP Assessment Committee. A total of 350 samples from QEP courses have henceforth been selected each semester, and are scored over two work days at the end of each term. The methodology used for selecting the samples is as follows: based on enrollments in all sections of each QEP course for that term, the IEA Director informs the QEP Director of the number of samples needed from each course. The methodology specifically factors in the under-sampling of certain courses (most notably, ENGL 1101-1102) while over-sampling others (e.g., Art). In order to achieve the most meaningful data results, the sampling includes all campus locations and instructional sites and all modes of delivery. Finally, when available, Honors sections of courses are included in the sampling. In sampling, the committee has been using the following rubric, developed by the QEP Assessment Committee, and based on the original QEP rubric template that was approved by SACSCOC at its last accreditation visit. While the Learning Characteristics in bold were the ones approved by

SACSCOC, and thus not subject to change, the targets in italics are the focus of current assessment.

QEP Common Writing Rubric

SCORE	4 = Exemplary (Exceeds Expectations)	3 = Proficient (Meets Expectations)	2 = Developing (Does Not Meet Expectations)	1 = Unsatisfactory (Failing)
Learning Characteristics	Criteria	Criteria	Criteria	Criteria
<p>I: Adapt written communication to specific purposes and audiences.</p> <p><i>Target: clarity and comprehensibility of language</i></p>	No pervasive sentence-level errors are present that interfere with the comprehension and clarity of the response.	Some sentence-level errors interfere with the comprehension and clarity of the response.	Significant sentence-level errors frequently interfere with the comprehension and clarity of the response.	Pervasive sentence-level errors render the response incomprehensible.
<p>II: Synthesize and logically arrange written presentations.</p> <p><i>Target: organization of ideas</i></p>	The response has a focus and exhibits excellent logical development and organization of ideas.	The response has a focus and exhibits an overall understanding of logical development and organization of ideas.	The response has inadequate focus and exhibits a limited understanding of logical development and organization of ideas.	The response lacks focus and exhibits a weak overall understanding of logical development and organization of ideas.
<p>III: Recognize and identify appropriate topics for presentation in writing.</p> <p><i>Target: critical thinking</i></p>	The response demonstrates independent critical thinking consistently, and the attempts at critical thought are convincing.	The response demonstrates independent critical thinking occasionally.	The response demonstrates no critical thinking, or the attempts at critical thought are weak or unconvincing.	The response fails to articulate or develop an evaluative response and fails to write in support of a specific topic.

Two and a half years of data (at the time of this writing) from using random stratified sampling have illustrated clearly why the focus of this QEP was apt for the campus, and also highlighted students' strengths and weaknesses in writing:

Assessment by Random Sampling (Average of All Sample Scores)

<i>Semester</i>	<i>Rubric Criterion 1 (Comprehensibility of Language)</i>	<i>Rubric Criterion 2 (Organization and Overall Argument)</i>	<i>Rubric Criterion 3 (Critical Thinking / Originality)</i>
<i>Fall 2017</i>	2.51	2.2	2.34
<i>Spring 2018</i>	2.94	2.51	2.68
<i>Fall 2018</i>	2.97	2.52	2.66
<i>Spring 2019</i>	3.2	2.76	2.88
<i>Fall 2019</i>	3.2	2.78	2.84

As the data in the table above illustrates, students have done best on the first rubric criterion – comprehensibility of language. Scores have been lower on the second and third criterion, both of which require higher-order thinking. An additional tweak was made to the data collection process: since students do not progress through the core sequentially, the courses originally earmarked for the QEP have been largely populated by freshmen. The addition of sophomore courses into the QEP assessment process effective AY 2018-19 has allowed for comparison of scores between the two groups of students:

Averages of Samples in Freshmen vs. Sophomore Courses

<i>Semester</i>	<i>Rubric 1: Freshmen</i>	<i>Rubric 1: Sophomores</i>	<i>Rubric 2: Freshmen</i>	<i>Rubric 2: Sophomores</i>	<i>Rubric 3: Freshmen</i>	<i>Rubric 3: Sophomores</i>
<i>Fall 2018</i>	2.86	3.12	2.45	2.62	2.54	2.83
<i>Spring 2019</i>	3.18	3.21	2.75	2.78	2.84	2.92
<i>Fall 2019</i>	2.95	3.27	2.58	3.08	2.62	3.18

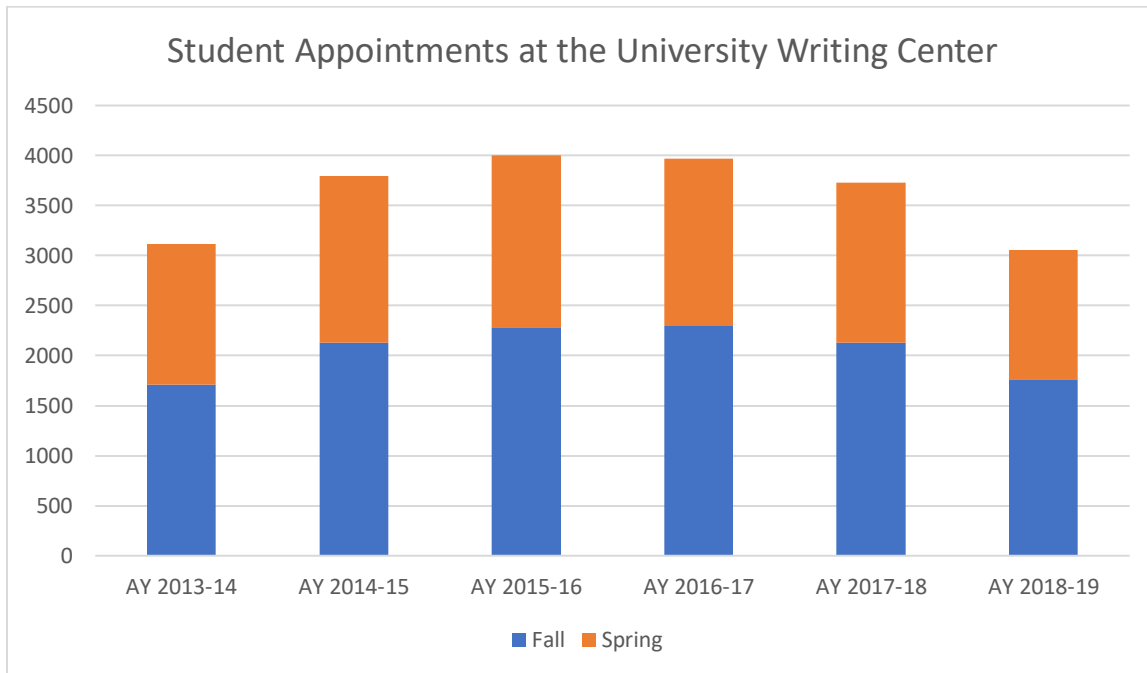
The comparison of scores between freshmen and sophomores shows that while improvement is not very marked, improvement does occur as students progress through the core.

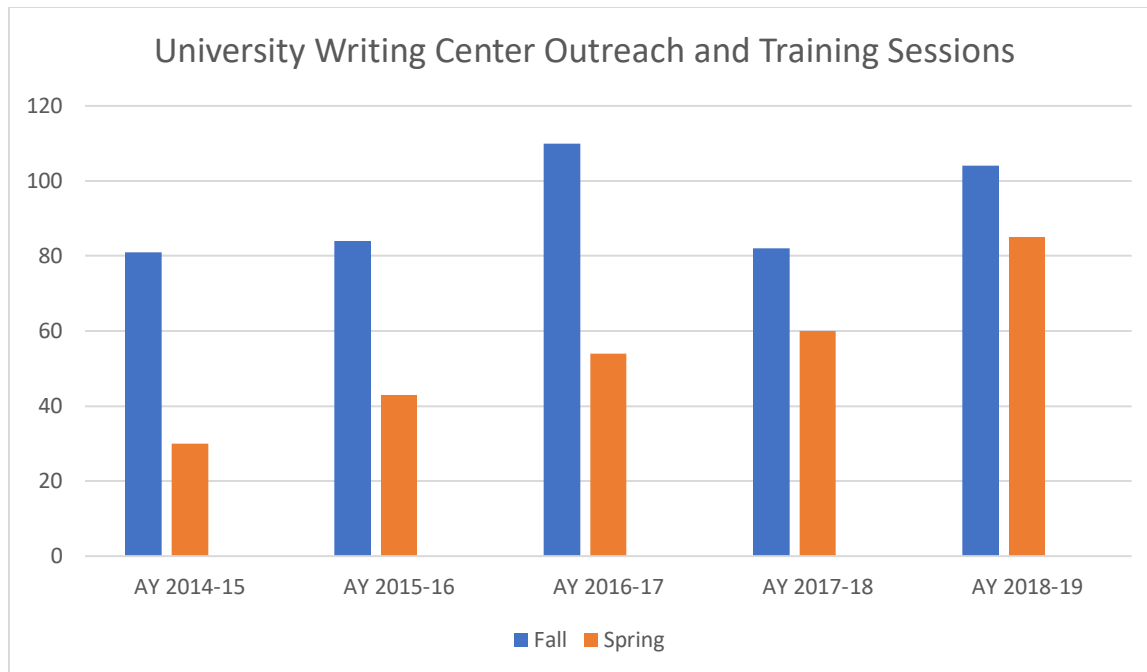
Impact of the QEP on Student Learning and Environment Supporting Student Learning, Area 3: On-Campus Writing Resources

Per the original QEP proposal, support services, especially the Writing Center and the Library, have been enhanced to help students with writing assignments in their core courses. The data regarding student use of both resources shows a marked increase during the period of the QEP.

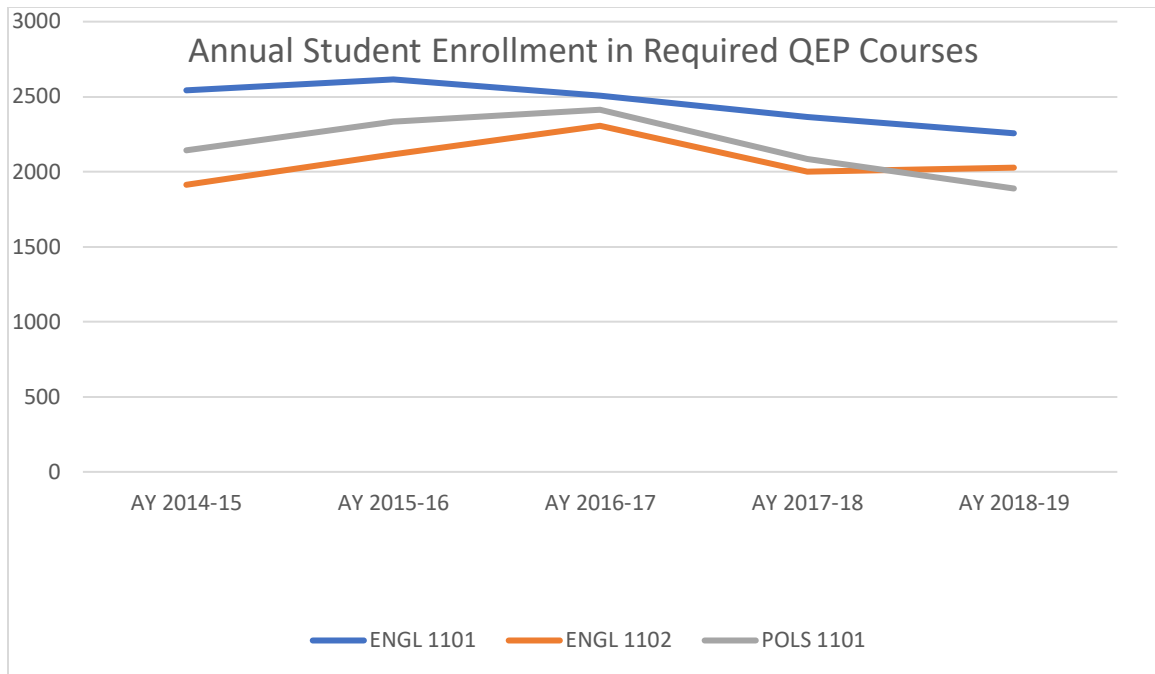
Since the implementation of the QEP, the Library website now includes detailed research guides for courses in all academic disciplines and in all levels of study, including the core: <http://libguides.westga.edu/?b=s> During the four-year period between 01/01/2014 (the semester right before full implementation of the QEP) and 12/31/2018, the Library Guides received a staggering combined 659,074 hits, and the English Literature Resources Guide, in particular, received 12,136 hits.

The University Writing Center has likewise played a major role in supporting student writers. Additional funding for the University Writing Center has been a part of the annual QEP budget. As the chart of student appointments over the past six academic years shows, the additional funding has allowed the Center to serve as many as 4,000 students per academic year at its peak. Also, the additional funding has provided a staffing increase, allowing the Writing Center Coordinator to conduct a significant number of outreach activities and training sessions with classes and student groups – the number of these additional sessions is documented in the second chart below.





As the above charts show, the number of student appointments at the Center rose especially dramatically during the first two years of QEP implementation (AY 2015-16 and 2016-17), and while it has declined somewhat more recently, this decline coincides with a decrease in core students, and the rise of other resources on campus and online, including the new experimental English lab for freshmen, implemented in Fall 2018, and group editing and writing workshops that the UWC conducts as outreach. In other words, the decline of individual appointments at the UWC does not mean that students are no longer using assistance, but that these students are using newer resources that are available to them. Furthermore, the QEP was originally designed to impact first-time first-semester freshmen. Yet increasingly more students either transfer into UWG after taking some or all of the core elsewhere, or have tested out of the QEP core courses in various ways. The number of incoming freshmen has declined overall since the inception of the QEP, despite the growth of the overall student population of UWG. Thus the number of students impacted directly by the QEP has been decreasing slightly beginning in the third year of QEP implementation. The graph below illustrates this decline.



Impact of the QEP on Student Learning and Environment Supporting Student Learning, Area 4: Online Writing Resources

As stated in the executive summary, the Online Faculty Development Center (now combined with the Center for Teaching and Learning) has been leveraged to support academic units in their effort to improve writing competence for students in online courses, thus ensuring that students taking any core courses online have access to comparable resources to those available to on-campus students. Specifically, Smarthinking, an online writing tutoring resource, has been embedded in UWG’s online course delivery platform. The table below shows the hours of tutoring used by students since 2014, the calendar year before QEP implementation began.

Calendar Year	2014	2015	2016	2017	2018	2019
Number of hours used	264.69	1,261.9	1083.54	668.7	751.62	364.39

In addition to Smarthinking, the University Writing Center has been experimenting in the summers with online tutoring, thus ensuring that online students have multiple options for writing support.

Impact of the QEP on Student Learning and Environment Supporting Student Learning, Area 5: Faculty Development

The Center for Teaching and Learning has been established, and provides faculty development opportunities based on QEP faculty input and needs. In particular, the CTL hosts regular Lunch & Learn sessions furthering faculty dialogue about the QEP, and best practices for all stages of implementing it in the core curriculum. During the first three years of implementation, CTL included a QEP orientation for in-coming faculty teaching QEP courses.

Arguably the most important area of assistance that the CTL has provided has been in training faculty on how to create effective rubrics for grading writing, and how to use rubrics as an “intervention” tool to improve student writing. At the time when the QEP was initially adopted, English was one of the few areas on campus that used rubrics consistently to score writing. Since that time, however, faculty across virtually all departments that teach in the core have adopted rubrics to use at least in QEP courses.

Unanticipated Outcomes of the QEP

While the goals of the QEP were very much student-centered, perhaps the most useful, yet unanticipated, impact of the QEP has been increased faculty awareness of effective assessment practices. The implementation process of the QEP had required significant training for faculty on assessment of writing and the use of rubrics. Also, the model of random sampling that was ultimately adopted for assessment of QEP courses is a first of its kind of campus, but its effectiveness has shown potential for use in other types of assessment. Indeed, this model is currently being piloted for General Education Assessment. Ultimately, assessment literacy on campus is now much better than it was five years ago.

Final Reflections: What Has UWG Learned From This QEP?

In addition to the above lessons that the campus has learned – especially with regards to assessment, both in the areas of student writing and more generally – UWG has learned that there is no “easy fix” for such areas as improving writing. Put simply, any plan for improvement in student learning requires the entire campus to work together (as we did), but also cannot be limited to just one portion of the educational process (e.g., the Core). It was especially telling that despite the significant pouring of resources into the QEP, a comparison of NSSE scores from Spring 2015 (pre-QEP) and Spring 2017 (year two of QEP implementation) and Spring 2019 (year four of QEP implementation) showed that according to student perception, students were writing less, rather than more. What these scores show, ultimately, is that a focus on writing in the Core is too myopic if we want students to write more as part of the strategy of improving student writing. So, ironically, despite the aggressive implementation of the QEP as part of the Core, students did not get the perception that writing was emphasized more in their education, since the QEP implementation in the Core coincided with a number of departments on campus removing writing from Senior capstone classes.

To conclude, the current QEP model identified a legitimate area of concern, and made the best impact on campus that it could while following this model. But we can do better. At this time, UWG is focusing on the LEAP initiative, which includes writing as one of its essential learning outcomes, but integrates writing more holistically throughout the student’s educational journey. While it is still early in the process to see the impact of LEAP on student writing at

UWG, the hope is that a long-term focus on LEAP and similar initiatives will provide a much better path forward as we continue on our quest to improve student writing.