

Memorandum

To: General Faculty

Date: January 18, 2023

Regarding: Faculty Senate Agenda for January 20, 2023 in the Nursing Building, room 106

1. Call to Order
2. Roll Call
3. Minutes

A) The December 2, 2022 Faculty Senate Meeting Minutes were approved electronically on December 11, 2022.

4. Committee Reports

Executive Committee (Jeff Reber, Chair)

Information Items:

- 1) General Information Updates
- 2) Committee Chair General Updates

Committee I: Undergraduate Programs Committee (Kim Green, Chair) Action Items ([Addendum I](#)):

A) College of Arts, Culture, and Scientific Inquiry

1) Department of Anthropology, Psychology, and Sociology

a) [ANTH 2001 – Introduction to Archaeology](#)

Request: Revise

2) Department of Art, History, and Philosophy

a) [Africana Studies Minor](#)

Request: Revise

b) [Art, Art Education B.F.A.](#)

Request: Revise

c) [Art, Art Education B.F.A.](#)

Request: Revise

3) Department of English, Film, Languages, and Performing Arts

- a) [MUSC 3860 – Advanced Conducting](#)
Request: Add
- 4) Department of Natural Sciences
 - a) [BIOL 4130 – Climate Change Biology](#)
Request: Add
- B) School of Communications, Film, and Media
 - 1) [COMM 1100 – Human Communication](#)
Request: Add

Committee II: Graduate Programs Committee (Patrick Hadley, Chair)

Action Items (Addendum II):

- A) College of Arts, Culture, and Scientific Inquiry
 - 1) Department of English, Film, Languages, and Performing Arts
 - a) [Music Education Educator Certification Program](#)
Request: Deactivate
- B) College of Education
 - 1) Department of Counseling, Higher Education, and Speech Language Pathology
 - a) [Speech Language Pathology, M.Ed.](#)
Request: Modify
 - 2) Department of Educational Technology and Foundations
 - a) [School Library Media Certificate in Instructional Technology, Media, & Design](#)
Request: Modify
 - 3) Department of Literacy and Special Education
 - a) [READ 6705 – Comprehensive Final Exam for M.Ed. in Reading Instruction](#)
Request: Add
 - b) [Special Education, Ed.S.](#)
Request: Modify
- C) University College
 - 1) Department of Civic Engagement and Public Service
 - a) [Criminology, M.A.](#)
Request: Modify

D) Graduate Catalog 2023 – 2024

1) Academic Standing ([Addendum III](#))

Request: Modify

Committee IX: Rules Committee (Jamie Brandenburg, Chair)

Action Items:

A) UWG Academic Policies and Procedures

1) Remove duplication of policies and associated procedures in PolicyStat

a) Promotion, Tenure, and Faculty Evaluations Decommissions in PolicyStat

i. [Recurring Faculty Evaluations \(#2004\)](#)

ii. [Promotion \(#2002\)](#)

iii. [Tenure \(#2003\)](#)

Request: Modify

5. Administrator Reports

A) Report from the President.

B) Report from the Provost.

6. Old Business

7. New Business

8. Announcements

9. Adjourn

Addendum I

ANTH - 2001 - Introduction to Archaeology

2023-2024 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](#).

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If you have any questions, please email curriculumlog@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. Inclusion in Core (Area E)

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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Department/School *

Department of Anthropology, Psychology, and Sociology

Is this an XIDS course, School of Nursing, or School of Communication, Film and Media course? *

Yes
 No

Is this a College of Education course? *

Yes
 No

Is this a Department of Mass Communications course? *

Yes
 No

Is the addition/change related to core, honors, or XIDS courses? *

Yes
 No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below *

Yes No

[List of Faculty Senate Action and Information Items](#)

Course Information

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

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

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

Course Prefix*

Course Number* 2001

Course Title* Introduction to Archaeology

Long Course Title

Course Type - DO NOT EDIT*

Catalog Course Description* Survey of Archaeology as a Subfield of Anthropology, Content includes basic theoretical concepts, analytic methods, and interpretive models of scientific archaeology. Specific concerns include identification of major shifts in political and social organization, cultural systems, and their adaptive patterns through recovery and analysis of material remains.

Prerequisites

Corequisites

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

Grading*

Status* Active-Visible Inactive-Hidden

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

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

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.* N/A

Justification and Assessment

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

- 1) Demonstrate an understanding of the methods archaeologists use to interpret past human behavior
- 2) Recognize the diversity of archaeological sites and peoples across the state and the globe
- 3) Identify the major shifts in political and social organization, culture, and technology in our past that have influenced who we are and how we live today
- 4) Compare and contrast popular and scientific perspectives on archaeology and their impact on the public

Rationale* Anth 2001 Introduction to Archaeology has long been incorporated in Core Area E at many University System of Georgia Institutions. Currently, at UWG, the class is scheduled once every other year and fulfills the Area F requirement for Anthropology majors. The course already aligns well with Area E Learning Outcomes (E4, Social Sciences), but does not topically overlap with any course listed in this Area at our institution, and therefore offers a new addition to the currently offered curriculum that will draw new student interest and promote student success. The inclusion of this course in Area E will not affect graduation requirements or the program map for Anthropology majors.

The course teaches basic theoretical concepts, analytic methods, and interpretive models of scientific archaeology with a special focus on the identification of major shifts in political and social organization, cultural systems, and their adaptive patterns. In this course, students learn how archaeology uses prehistoric physical remains to reconstruct past human lifestyles from early hunter-gatherers to the rise of complex societies using examples from here in Georgia and all over the world in diverse time periods. Students gain an understanding of questions such as: When did people first arrive in the Americas? What led to the development of agriculture? How did the first cities develop and why? How did complex societies rise and fall? What did early political structures look like compared to ours? Finally, this course discusses how archaeological approaches to studying the human past are important for generating a public understanding of humanity's present and future.

(Also see Attached)

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* 35

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

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

Fee Justification* N/A

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

Administrative Use Only - DO NOT EDIT

Course ID* 20

Africana Studies Minor

2023-2024 Undergraduate Revise Program Request

Introduction

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

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

Desired Effective Semester *

Desired Effective Year *

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School/ Department*

College of Arts, Culture, and Scientific Inquiry

Department of Art, History, and Philosophy

Department of English, Film, Language, and Performing Arts

Is this a School of Nursing or School of Communication, Film and Media course?*

Yes

No

Is this a College of Education Program?*

Yes

No

Is the addition/change related to core, honors, or XIDS courses?*

Yes

No

Is this an Accelerated Bachelors to Masters program related proposal?*

Yes

No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.*

Yes

No

[List of Faculty Senate Action and Information Items](#)

Program Information

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

Type of Program*

Program

Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name* Africana Studies Minor

Program ID - DO NOT EDIT* 20

Program Code - DO NOT EDIT 20

Program Type*

Degree Type*

Program Description* The Africana Studies minor is a multidisciplinary program jointly housed in the English and History departments that combines the study, research, interpretation, and the dissemination of knowledge concerning the African presence in Africa, the Americas, and other parts of the world from the birth of human civilization to the present. This program of study introduces students to theoretical perspectives and empirical studies of Africa and the African Diaspora. Undergraduate work in Africana Studies prepares students for employment opportunities in a variety of professional careers or for graduate study in the humanities and social sciences. Students are also equipped for careers in education, research institutions, corporations, multicultural institutions, community outreach, human resources management, social services, and public policy. Students in business and the professions (law, medicine, etc.) particularly enhance their ability to deal with a culturally diverse clientele. For more information, see program coordinator, Dr. Stacy Boyd.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Requirements

The Africana Studies minor requires fifteen (15) hours from the following:

ENGL 3350 Introduction to Africana Studies

[Right] (or)

HIST 3350 Introduction to Africana Studies

[After]

**[After] 4 additional electives (or 12 credit hours)
related to race, Africa, the Caribbean, the
African Diaspora, and/or African America
chosen from at least 2 different disciplines
(e.g. English, History, Sociology, Psychology,
Anthropology, Criminology, etc)**

**[After] A minimum of 9 credit hours at the 3000-4000
level**

**[After] Courses taken to satisfy Major requirements
may not be counted toward a Minor.**

**[After] Students must maintain a minimum GPA of 2.0
in courses used to satisfy the Minor.**

Total: 15 Hours

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:

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.

Justification and Assessment

Rationale* Our rationale for revising the requirements for the Africana Studies Minor is twofold:

First, these modifications not only help us to recruit more students into the minor but help our current minors complete the minor requirements in a timely manner. We are finding that the complexities of the current requirements which stipulate that 2 courses must come from the Humanities and 2 courses must come from the Social Sciences are causing some confusion and unintended delay for our students, resulting in an increased number of petitions to allow for students to take one or more classes from either Humanities and/or the Social Sciences outside of the allotted two. Modifying the current requirements will enable students to take 4 electives from at least two different disciplines, allow for more courses to be included in our Curriculum Schema. This, in turn, enables students to complete the minor without complication in a shorter timeframe than they are currently experiencing.

Secondly, the recent reorganization of the colleges at UWG created unintended complications for the students currently undertaking the minor as programs previously listed in the Humanities and/or the Social Sciences are now in University College and are no longer classified as Humanities or Social Sciences. In modifying the requirements for the minor to allow for students to take 4 electives (or 12 credit hours) related to race, Africa, the Caribbean, the African Diaspora, and/or African America chosen from at least 2 different disciplines, we can solve that issue, enable students to choose from a variety of courses being taught any given semester, and complete the minor in a shorter and manageable time frame. This modification will further help us recruit for the minor, and, by extension, help other programs recruit more majors into their programs as students will be exposed to more classes and disciplines that they wouldn't have been able to include under the old requirements.

Overall, these modifications make no major curriculum changes or changes in credit hours required to complete the minor, as the same classes previously counting towards the minor will continue to do so and the minor remains at 15 total hours. These modifications are 100% student-focused and are solely intended to help our students complete the minor in a reasonable time frame.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format. There are no changes to the Program Learning Outcomes

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to kgwaltney@westga.edu.

- Check all that apply to this program***
- This change affects 25-49% of the program's curriculum content.
 - This change affects 25-49% of the program's length/credit hours.
 - This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
 - This change affects 50% or more of the program's curriculum content.
 - This change affects 50% or more of the program's length/credit hours.
 - This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
 - None of these apply

- 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.

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

- Assessment Plan***
- I have attached the Assessment Plan.
 - N/A

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Art, Art Education, B.F.A.

2023-2024 Undergraduate Revise Program Request

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- Program Name
 - Track/Concentration
 - Catalog Description
 - Degree Name
 - Program Learning Outcomes
 - Program Curriculum
 - Other

Desired Effective Semester *

Desired Effective Year *

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School/ Department*

College of Arts, Culture, and Scientific Inquiry

Department of Art, History, and Philosophy

Is this a School of Nursing or School of Communication, Film and Media course?*

Yes No

Is this a College of Education Program?*

Yes No

Is the addition/change related to core, honors, or XIDS courses?*

Yes
 No

Is this an Accelerated Bachelors to Masters program related proposal?*

Yes
 No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.*

Yes
 No

[List of Faculty Senate Action and Information Items](#)

Program Information

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

Type of Program* Program
 Shared Core

If other, please

identify.

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Program Name
Program Description

Program Name* Art, Art Education, B.F.A.

Program ID - DO NOT EDIT* 20

Program Code - DO NOT EDIT 20

Program Type*

Degree Type*

Program Description* UWG offers two programs in Art Education: the B.F.A. in Art Education is designed for undergraduate candidates and has two tracks art teacher certification and community arts (non-teacher certification track), while the Post-Baccalaureate Initial Certification in Art is designed for candidates holding an undergraduate degree from an accredited institution. Only the B.F.A. in Art Education (teacher certification track) and the Post-Baccalaureate Initial Certification in Art lead to teaching certification T-4 (P-12). The B.F.A. In Art Education Community Arts track focuses on teaching and facilitating art activities in community settings such as arts centers, museums, community centers and more. The programs focus on providing quality education, instruction, and guidance to assist art teaching and community arts candidates in professional preparation programs to become highly effective and efficient artist-teachers. Emphasis is placed on providing an awareness of traditional and contemporary approaches to teaching art and for methods of developing meaningful, cohesive art curricula applicable to community arts settings and P-12 grades for students and individuals of all aptitudes, and abilities. The programs place emphasis on teaching and learning strategies that are based on interdisciplinary and cross-curricula approaches to education, which integrate art production, art history, art criticism, and aesthetics.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Core Requirement

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

Core Curriculum

Core Area F: 18 Hours

ART 1006 Design I (2D)

ART 1007 Drawing I

ART 1008 Drawing II

ART 1009 Design II (3D)

ART 2201 History of Western Art: Ancient to
Medieval

ART 2202 History of Western Art: Renaissance
to Contemporary

BFA in Art: Art Education

Fine Arts Core: 15 Hours

ART 3301 Beginning Ceramics
[After] (and)

ART 3601 Painting I: Watercolor
[Right] (or)

ART 3602 Painting II
[After] (and)

ART 3700 Survey of Photography
[Before](or)

ART 3701 Intro to Photography
[Before](and)

ART 3801 Printmaking I: Survey

Art Education Sequence: 18 Hours

ART 3011 Elementary Art Methods
ART 3012 Art for Pre-K and Special Populations
ART 4009 Art Curriculum and Classroom Management
ART 4010 Secondary Art Methods
ART 4078 Mid-Program Review
ART 4998 Senior Capstone Experience I
ART 4999 Senior Capstone Experience II

Art History Electives: 6 Hours

3 hrs Non-Western Art and 3 hrs 3000 or Above

ART 3210 Non-Western Art
[Before](or)

ART 4211 Japanese Art
[Before](or)

ART 4215 Art of the African Diaspora

Art Electives: 15 Hours

3000 or Above

Professional Education: 15 Hours

EDUC 2120 Exploring Sociocultural Perspectives on Diversity in Educational Contexts
SPED 3715 The Inclusive Classroom: Differentiating Instruction
ART 4011 Student Teaching in Art Education
ART 4012 Student Teaching in Art Education
ART 4013 Student Teaching in Art Education

Total: 126 Hours

Total: 120 hours

Reserved studio space will be available both during the day and evening in order that students have access to a minimum of three clock hours per credit hour of class per week.

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Step 3 - Adding Courses in the Curriculum Schema

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Justification and Assessment

Rationale* The proposed modifications are to the program description and curriculum sequence. The modifications better reflect the contemporary identity of the art educator as an artist-teacher who has depth, breadth and knowledge in pedagogy, studio practice, art history, aesthetics and stronger professional preparation. These modifications place the program more securely in meeting the required NASAD standards and percentages required for professional practice preparation in studio, art history and art education.

The proposed curriculum changes will be the requirement of 15 credit hours in 3000/4000 level studio art electives. This assists in better preparing students for the required GACE Art Content Knowledge test required by Georgia for P-12 art teacher certification and teaching of studio and art history content in P-12 schools. The EDUC 2110 and 2130 and CEPD 4101 courses will be eliminated from the curriculum. The courses' content is introduced, reinforced and practiced in the Art Education course sequence. The reduction in total credits hours (132 to 126) helps to meet the request from Provost Preston and BOR for programs to be at 120 total credits. In addition, the BOR has mandated that all teacher certification programs be at no more than 129 total credits. The BFA degree (a professional degree) requires more studio hours to maintain accreditation with NASAD. 126 credit hours for the program meets the NASAD standards and aligns the program with all current UWG BFA Art concentrations. In addition, for accreditation by the state for Art Education teacher certification program, Georgia defers to NASAD accreditation for the program.

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

SACSCOC Substantive Change

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 - None of these apply

- Check all that apply to this program***
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SACSCOC Comments

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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.

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

- Assessment Plan*** I have attached the Assessment Plan.
 N/A

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

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

Art, Art Education, B.F.A.

2023-2024 Undergraduate Revise Program Request

Introduction

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

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

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

Desired Effective Semester *

Desired Effective Year *

Routing Information

Routes cannot be changed after a proposal is launched.

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School/ Department*

College of Arts, Culture, and Scientific Inquiry

Department of Art, History, and Philosophy

Is this a School of Nursing or School of Communication, Film and Media course?*

Yes

No

Is this a College of Education Program?*

Yes

No

Is the addition/change related to core, honors, or XIDS courses?*

Yes

No

Is this an Accelerated Bachelors to Masters program related proposal?*

Yes

No

Is this a Senate ACTION or INFORMATION item? Please refer to the link below.*

Yes

No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* Program
 Shared Core

If other, please

identify.

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

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

Program Name
Program Description

Program Name* Art, Art Education, B.F.A.

Program ID - DO NOT EDIT* 20

Program Code - DO NOT EDIT 20

Program Type*

Degree Type*

Program Description* UWG offers two programs in Art Education: the B.F.A. in Art Education is designed for undergraduate candidates and has two tracks art teacher certification and community arts (non-teacher certification track), while the Post-Baccalaureate Initial Certification in Art is designed for candidates holding an undergraduate degree from an accredited institution. Only the B.F.A. in Art Education (teacher certification track) and the Post-Baccalaureate Initial Certification in Art lead to teaching certification T-4 (P-12). The B.F.A. In Art Education Community Arts track focuses on teaching and facilitating art activities in community settings such as arts centers, museums, community centers and more. The programs focus on providing quality education, instruction, and guidance to assist art teaching and community arts candidates in professional preparation programs to become highly effective and efficient artist-teachers. Emphasis is placed on providing an awareness of traditional and contemporary approaches to teaching art and for methods of developing meaningful, cohesive art curricula applicable to community arts settings and P-12 grades for students and individuals of all aptitudes, and abilities. The programs place emphasis on teaching and learning strategies that are based on interdisciplinary and cross-curricula approaches to education, which integrate art production, art history, art criticism, and aesthetics.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Core Requirement

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

Core Curriculum

Core Area F: 18 Hours

ART 1006 Design I (2D)

ART 1007 Drawing I

ART 1008 Drawing II

ART 1009 Design II (3D)

ART 2201 History of Western Art: Ancient to
Medieval

ART 2202 History of Western Art: Renaissance
to Contemporary

BFA in Art: Art Education

Fine Arts Core: 15 Hours

ART 3301 Beginning Ceramics
[After] (and)

ART 3601 Painting I: Watercolor
[Right] (or)

ART 3602 Painting II
[After] (and)

ART 3701 Intro to Photography
[Right] (or)

ART 3700 Survey of Photography
[After] (and)

ART 3801 Printmaking I: Survey

ART 3901 Introductory Sculpture

Community Arts Education Sequence: 18 Hours

ART 3011 Elementary Art Methods
ART 3012 Art for Pre-K and Special Populations
ART 4009 Art Curriculum and Classroom Management
ART 4010 Secondary Art Methods
ART 4078 Mid-Program Review
ART 4998 Senior Capstone Experience I
ART 4999 Senior Capstone Experience II

Art History Electives: 6 Hours

3 hrs Non-Western Art and 3 hrs 3000 or Above

ART 3210 Non-Western Art
[Before](or)

ART 4211 Japanese Art
[Before](or)

ART 4215 Art of the African Diaspora

Art Electives: 18 Hours

3000 or Above

Community Arts Professional Core: 12 Hours

SPED 3715 The Inclusive Classroom: Differentiating Instruction
ART 4011 Student Teaching in Art Education
ART 4012 Student Teaching in Art Education
ART 4013 Student Teaching in Art Education

Total: 126 Hours

Reserved studio space will be available both during the day and evening in order

that students have access to a minimum of three clock hours per credit hour of class per week.

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:

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.

Justification and Assessment

Rationale* The proposal is the creation of a non-teacher certification track in community arts within the BFA Art Education concentration. This track captures an audience of students who want to teach art but do not want to seek Georgia P-12 art education certification and want to teach in settings other than public schools. The track utilizes the Art Education, studio art and art history course sequence for the Art Education certification track, retains the SPED 3715 course and includes the requirement of 18 credits in 3000/4000 level studio art electives resulting in 126 credits for the track aligning the total credits with all BFA Art concentrations. The community arts track does not require the EDUC 2110, 2120, 2130 or CEPD 4101 courses. The content of those courses is reflected in the Art Education courses. This track will be the first of its kind for UWG and will facilitate students to be able to work in community centers, community arts centers, museums, etc. where they can design art programs/curriculum, teach and run the programs as well as capture a new audience of majors in this new track. The track culminates with a semester-long internship in an approved community arts setting.

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

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to kgwaltney@westga.edu.

- Check all that apply to this program***
- This change affects 25-49% of the program's curriculum content.
 - This change affects 25-49% of the program's length/credit hours.
 - This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
 - This change affects 50% or more of the program's curriculum content.
 - This change affects 50% or more of the program's length/credit hours.
 - This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
 - None of these apply

- 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. 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.

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

- Assessment Plan*** I have attached the Assessment Plan.
 N/A

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

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

MUSC - 3860 - Advanced Conducting

2023-2024 Undergraduate New Course Request

Introduction

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Desired Effective Semester*

Spring

Desired Effective Year*

2024

Routing Information

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College - School/
Department*

Department of English, Film, Language, and Performing Arts

Is this a School of
Nursing or School of
Communication, Film

Yes

No

Is this a College of
Education course?*

Yes

No

Communication, Film,
and Media course?*

Is this an Honors
College course? * Yes
 No

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

Course Information

Course Prefix*

MUSC

Course Number* 3860

Course Title* Advanced Conducting

Long Course Title

Course Type*

Music

Catalog Course Description* This course deals with advanced conducting skills, score study, and rehearsal techniques for instrumental and/or choral ensembles. Topics may include baton and hand technique, physical gestures, nonverbal communication, score study, and repertoire.

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* 2

Lab Hrs* 1

Credit Hrs* 2

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.* 2

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

Prerequisites MUSC 3850

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Is this a General Education course?* Yes No

If yes, which area(s) (check all that apply):

- Area A
- Area B
- Area C
- Area D
- Area E

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

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

Grading*

Justification and Assessment

Rationale* Nearly every university in the state has two conducting courses built into their music curriculum. This would put UWG on par with those degree programs. Students need the additional training as all music majors, education and performance, need to be prepared to conduct beyond the basic level once they graduate.

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

1. Demonstrate proper conducting technique using pieces from students' selected genre(s).
2. Demonstrate an expanded vocabulary of physical gestures.
3. Understand and detail the importance of nonverbal gestures within the ensemble setting.
4. Research musical scores in a way that will strengthen their musical and pedagogical approaches to ensemble teaching.
5. Understand and utilize a systematic approach towards musical interpretation and translates directly to gesture.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 10-20

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

If yes, what will the fee be?* N/A

Fee Justification

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BIOL - 4130 - Climate Change Biology

2023-2024 Undergraduate New Course Request

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Desired Effective Semester*

Summer

Desired Effective Year*

2024

Routing Information

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College - School/
Department*

Department of Natural Sciences

Is this a School of Nursing or School of Communication, Film and Media course?*

Yes

No

Is this a College of Education course?*

Yes

No

Is this an Honors Yes

College course?* No

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

Course Information

Course Prefix*

BIOL

Course Number* 4130

Course Title* Climate Change Biology

Long Course Title Climate Change Biology

Course Type*

Biology

Catalog Course Description* This course examines the impacts of climate change on living organisms, biological communities and ecosystems. The course focuses on what is known and what is not known, about the ways in which the suite of changing climate variables influence biological systems

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 [Curriculum Terminology/Icon Guide](#).

Prerequisites BIOL 1107 or BIOL 2107 Minimum Grade: C) and (BIOL 1107L or BIOL 2107L Minimum Grade: C) and (BIOL 1108 or BIOL 2108 Minimum Grade: C) and (BIOL 1108L or BIOL 2108L Minimum Grade: C)

Concurrent Prerequisites

Corequisites

Cross-listing BIOL 5130

Restrictions

Is this a General Education course? Yes No

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

Status* Active-Visible Inactive-Hidden

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

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

Grading*

Undergraduate Standard Letter

Justification and Assessment

Rationale* This has been scheduled as a May-mester course and meets 5 days a week for the duration of the May-mester. The readings, lectures, projects, writing assignments, and exams require 3-5 hours of work per day on average.

Assessment:

Project and written report 35%

Exam (Multiple Choice and Short Answer) 30%

Writing Assignments (Short papers and Abstracts) 35%

Total 100%

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

By the end of this course, you should be able to:

1. Interpret the current climate change in a historical context and define natural and human causes of climate variability.
2. Examine the general trends in future climate and interpret the variability in future climate predictions through running different computer models
3. Explain expected changes in the net primary production of ecosystems through the analysis of different effects of climate change on plant physiology and decomposition
4. Hypothesize how different species and entire communities react to the changing climate by formulating a scientific question that will be applied to the final project
5. Design experimental methods necessary to study how individuals, populations, communities, and entire ecosystems will respond to the changing climate and discuss their limitations.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 20

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

If yes, what will the fee be?* 0

Fee Justification

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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 - 1100 - Human Communication

2023-2024 Undergraduate New Course Request

Introduction

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Desired Effective Semester*

Summer

Desired Effective Year*

2023

Routing Information

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College - School/
Department*

School of Communication, Film and Media

Is this a School of Nursing or School of Communication, Film and Media course?*

Yes

No

Is this a College of Education course?*

Yes

No

Is this an Honors Yes

College course?* No

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

Course Information

Course Prefix*

Course Number* 1100

Course Title* Human Communication

Long Course Title

Course Type*

Catalog Course Description* A broad approach to oral communication skills including intrapersonal, interpersonal, small group, and public speaking.

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 none

Concurrent Prerequisites none

Corequisites none

Cross-listing N/A

Restrictions none

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?

Grading*

Undergraduate Standard Letter

Justification and Assessment

Rationale* - Currently when UWG students take the eCore version of this course it fulfills the B1 requirement in WolfWatch, though it is not listed as an approved course in our core curriculum. Adding this as a UWG course will eliminate confusion for UWG students and advisors, and for students who transfer in with this class.

-This course is offered as a non-eCore course at multiple USG institutions in all teaching modalities. Adding this as a UWG course would keep us on par and competitive with these institutions.

- There is demonstrated need and desire for this course on all UWG campuses, especially for dual-enrolled students.

-Currently if UWG students want to take this course, their only option is the eCore version. This means they must use two different LMS platforms. This can be confusing, especially for dual-enrolled and other students early in their academic career. Having a UWG version of this course would provide them with a seamless learning environment.

-This course would provide students in some majors a Communication course that is more relevant to their career path and goals. Our current B1 offerings focus exclusively on Public Speaking, ignoring other relevant skills such as interpersonal and group communication, listening and conflict management.

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

- Students will demonstrate an understanding of the Communication Process.
- Students will identify and apply the skills and major concepts necessary to become effective communicators in a variety of contexts.
- Students will analyze and evaluate the role communication plays to satisfy individual and collective needs in society.
- Students will observe, analyze, and create effective public presentations.

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* 240

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

If yes, what will the fee be?* N/A

Fee Justification N/A

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

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

Addendum II

Music Education Educator Certification Program

2023-2024 Graduate Delete Program Request

General Information

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Desired Effective Semester *

Spring

Desired Effective Year *

2023

What would you like to do? *

- Deactivate Existing Program
 Terminate Existing Program

Routing Information

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School/ Department *

Department of English, Film, Language, and Performing Arts

Is this a School of Yes No

Is this a College of Yes No

Program Information

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

DO NOT edit the imported information below.

Type of Program* Program
 Shared Core

Program Name* Music Education Educator Certification Program

Program Type*

Degree Type*

Program Description* Graduate students with a degree in music enrolled in this program for P-12 certification in the state of Georgia.

Program Location*

Status* Active-Visible Inactive-Hidden

Initial Certification Program: Music Education

(Prerequisite: Baccalaureate degree in Music)

Required Courses

MUSC 3601 - Woodwind Techniques and Materials 1

MUSC 3602 - Brass Techniques and Materials 1

MUSC 3603 - Percussion Techniques and Materials 1

MUSC 3604 - String Techniques and Materials 1

MUSC 3605 - Voice Techniques and Materials 1 or

MUSC 3606 - Principles of Diction 1

MUSC 3900 - Music in the Elementary Schools 3

MUSC 4011 - Choral 3 or

MUSC 4021 - Instrumental Methods and Materials 3

MUSC 4040 - Principles and Methods of Music Learning and Teaching 3

MUSC 4186 - Teaching Internship 3

MUSC 4187 - Teaching Internship 3

MUSC 4188 - Teaching Internship 3

MEDT 3401 - Integrating Technology into the Curriculum 3 or

MEDT 6401 MEDT 6401 - Instructional Technology

SPED 3715 - Inclusive Classrooms 3 or

SPED 6706 SPED 6706 - Special Education in the Regular Classroom

CEPD 4101 - Educational Psychology 3 or

CEPD 6101 CEPD 6101 - Psychology of Classroom Learning

Up to two of the above graduate classes (6 semester hours) used for initial certification may be counted toward a Master of Music with a concentration in Music Education. Time limits to degree apply.

Note: Please see the Undergraduate Catalog for all undergraduate course descriptions

Justification and Assessment

Rationale* There are no students currently enrolled in the program. All classes were part of our normal undergraduate music education sequence which has since been moved (at least partially) to the daytime. This prohibits people with provisional teaching positions to take all of the necessary coursework. The music faculty voted in August to terminate the program.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to kgwaltney@westga.edu.

REQUIRED ATTACHMENTS

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

1.) Teach Out Plan

Examples of Teach Out Plans can be found [here](#).

Teach Out Plan I have attached the Teach Out Plan as required.

Administrative Use Only - DO NOT EDIT

Program ID* 21

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.

Speech Language Pathology, M.Ed.

2023-2024 Graduate Revise Program Request

Introduction

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

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

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

If other, please identify. Admission Criteria

Desired Effective Semester*

Desired Effective Year*

Routing Information

Routes cannot be changed after a proposal is launched.

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School/ Department *

Department of Counseling, Higher Education, and Speech Language Pathology

Is this a School of Nursing or School of Communication, Film and Media course?*

Yes

No

Is this a College of Education Program?*

Yes

No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below.*

Yes

No

[List of Faculty Senate Action and Information Items](#)

Program Information

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

Type of Program*

Program

Shared Core

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

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

Program Name

Program Description

Program Name* Speech Language Pathology M Ed

Program Name Speech Language Pathology, M.Ed.

Program ID - DO NOT EDIT* 21

Program Code - DO NOT EDIT 21

Program Type*

Degree Type*

Program Description* The Master of Education in Speech-Language Pathology (residential) program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA). The program prepares students for a professional career in the identification, assessment, and treatment of all communication disorders, including language, articulation, voice, resonance, fluency, and swallowing disorders. Successful completion of the program and other professional requirements is designed to lead the applicant toward obtaining a Master of Education degree (M.Ed.) in Speech-Language Pathology, Georgia Professional Standards Commission (PSC) certification, Georgia Licensure in Speech-Language Pathology, and ASHA's Certificate of Clinical Competence (CCC).

In the graduate program at UWG, students complete closely supervised practical and/or internships in a variety of settings and with persons of varying ages. The Comprehensive Community Clinic that is housed in the College of Education provides opportunities for students to complete a number of clinical hours on the campus. However, students are required to complete clinical hours in other settings.

Applicants are accepted for the summer term only.

For admission to the graduate program in speech-language pathology, the applicant must have:

Undergraduate GPA of 3.0 or better

Two strong letters of recommendation from professional references

Personal Statement/Essay

Completion of the Computer-Based Assessment For Sampling Personal Characteristics (CASPER Test) via Altus Suite with scores sent to UWG

Interview with speech-language pathology faculty

Clear criminal background check

Acceptance to the program with a bachelor's degree in an area other than Speech-Language Pathology requires prior completion of prerequisite courses in the following coursework or equivalents: Speech and Language Acquisition or Language Development; Phonetics; Anatomy and Physiology of Speech and Hearing; Audiology; and three additional speech/language courses (as judged by program faculty to provide knowledge and skills equivalent to those typically gained a bachelor's degree program in speech-language pathology)

Acceptance to the program requires prior completion of courses in the biological sciences (e.g. biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary sciences), physical sciences (physics or chemistry), social/behavioral sciences (e.g. psychology, sociology, anthropology, public health), and a stand-alone course in statistics.

Prerequisites

ASHA Basic Skills:

- 1) Biological Science
- 2) Chemistry or Physics
- 3) Social/Behavioral Science
- 4) Statistics

CMSD Prerequisites if bachelor's degree is not in Speech-Language Pathology:

CMSD Prerequisites if Bachelor's degree is not in Speech-Language Pathology

- 1) SLPA 3702 Speech & Language Acquisition
- 2) SLPA 3703 Phonetics
- 3) SLPA 3704 Anatomy & Physiology of the Speech & Hearing Mechanism
- 4) SLPA 4703 Introduction to Audiology
- 5) 3 additional CMSD courses approved by program faculty

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Plan of Study (A,B)

SLPA 6701 Stuttering: Theory and Research

SLPA 6702 Voice and Resonance Disorders

**SLPA 6704 Assessment and Treatment of
Neurogenic Communication Disorders**

SLPA 6707 Aural Habilitation and Rehabilitation

**SLPA 6708 Advanced Articulation and
Phonological Disorders**

**SLPA 6711 Assessment & Treatment of
Communication & Swallowing Disorders in a
Global Society**

**SLPA 6713 Neuroanatomy and Neurophysiology
of Speech, Language, Hearing, and Swallowing**

SLPA 6740 Motor Speech Disorders

**SLPA 6741 Evaluation and Treatment of
Dysphagia**

SLPA 6760 Auditory Disorders

**SLPA 6779 Current Trends and Issues in
Speech-Language Pathology**

**SLPA 6784 Research Methods in Speech-
Language Pathology**

**SLPA 6790 Clinical Practicum and Methods in
Speech-Language Pathology I**

**SLPA 6791 Clinical Practicum and Methods in
Speech-Language Pathology II**

**SLPA 6792 Clinical Practicum and Methods in
Speech-Language Pathology III**

SLPA 6761 Methods of Clinical Management

**SLPA 6794 Medical Externship in Speech-
Language Pathology**

[Right] (F)

**SLPA 6796 School Internship: Speech-
Language Pathology**

[Right] (F)

SLPA 7720 Language Disorders and Literacy

Elective (May be repeated for credit) (D)

**SLPA 6785 Special Topics in Speech-Language
Pathology**

[Right] (D)

Total Program (C) 63

Total Program (C) 63

(A) A grade of B or better is required in courses in these sections.

(B) Substitutions must be approved by advisor.

(C) 63 Hour Program (6 semesters plus comprehensive examination as part of summative assessment two semesters prior to graduation): for students with an undergraduate degree in speech-language pathology.

(D) This course may be required for remediation and/or an opportunity to gain additional experiences.

(E) ALL ASHA math and science requirements must be satisfied prior to admission to the M.Ed. in Speech-Language Pathology. ASHA Standard IV-A: The applicant must have demonstrated knowledge of statistics as well as the biological, physical, and social/behavioral sciences.

Implementation: Coursework in statistics as well as in biological, physical, and social/behavioral sciences that is specifically related to communication sciences and disorders (CSD) may not be applied for certification purposes to this category unless the course fulfills a university requirement in the statistics, biology, physical science, or chemistry areas. Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science). Chemistry and physics are important for the foundational understanding of the profession of speech-language pathology. For all applicants who apply beginning January 1, 2020, courses that meet the physical science requirement must be in physics or chemistry. Program directors must evaluate the course descriptions or syllabi of any courses completed prior to students entering their programs to determine if the content provides foundational knowledge in physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Coursework in research methodology in the absence of basic statistics cannot be used to fulfill this requirement.

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.

Justification and Assessment

Rationale* We would like to change the admissions criteria for the program to increase equity and access for prospective students. Specifically, we will no longer require the GRE but will require completion of the CASPER Test. We will require two letters of recommendation as opposed to three.

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

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to kgwaltney@westga.edu

- Please select all that apply.***
- This change affects 25-49% of the program's curriculum content.
 - This change affects 25-49% of the program's length/credit hours.
 - This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
 - This change affects 50% or more of the program's curriculum content.
 - This change affects 50% or more of the program's length/credit hours.
 - This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
 - None of these apply

- 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.

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

- Assessment Plan*** I have attached the Assessment Plan.
 N/A

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

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

School Library Media Certificate in Instructional Technology, Media, & Design

2023-2024 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. Admission Requirements

Desired Effective Semester*

Desired Effective Year*

Routing Information

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School/ Department *

Department of Educational Technology and Foundations

Is this a School of Nursing or School of Communication, Film and Media course?*

Yes

No

Is this a College of Education Program?*

Yes

No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below.*

Yes

No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*

Program

Shared Core

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

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Program Name

Program Description

Program Name* School Library Media Certificate in Instructional Technology, Media, & Design

Program ID - DO NOT EDIT* 21

Program Code - DO NOT EDIT* 21

Program Type* Certificate

Degree Type* Graduate Certificate

Program Description* The Certificate program in School Library Media is designed to prepare individuals to serve as building-level school library media specialists (also known as "school librarians") in PK-12 schools. To be admitted to the program, individuals must already hold a Georgia professional certificate in any field. Students are eligible to receive a service field certification through the Georgia Professional Standards Commission upon certificate completion and passing the applicable GACE content assessment.

Learning Outcomes

1. Candidates demonstrate content knowledge and skills.
2. Candidates implement learning opportunities for all students.
3. Candidates demonstrate professional dispositions.
4. Candidates demonstrate ability to serve needs of diverse populations including special needs.

Status* Active-Visible Inactive-Hidden

Program Location* Online

Curriculum Information

Program Requirements

MEDT 7451 Administration of the School Media Center

MEDT 7452 Multiple Literacies for School Library Media

MEDT 7454 Promoting Children's and Young Adult Literature in the School Library Media Program

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

MEDT 7461 Instructional Technology, Media, & Design

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

MEDT 7487 Practicum

PROGRAM CURRICULUM

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Justification and Assessment

Rationale* Currently, the School Library Media (SLM) Certificate allows a student who does not hold a Georgia professional certificate to pursue the program while, concurrently, obtaining initial professional certification (through the Georgia Professional Standards Commission [GaPSC]) by completing four courses. However, after the revision of the SLM M.Ed. from a 36-hour program to a 30-hour program, it is more efficient for such a student, who is pursuing initial certification and preparation to serve as building-level school library media specialists in PK-12 schools, to pursue the M.Ed. program. Therefore, we propose removing the option to take the four, additional pre-requisite/co-requisite courses and limiting the SLM Certificate to students who already hold a Georgia professional certificate in any field. To do this, we request two changes:

1. Adding a Georgia professional certificate in any field as a requirement for admission.
2. Removing the option to concurrently pursue the SLM Certificate and initial certification (by the GaPSC) by way of the four, additional courses (i.e., removing courses tied to initial certification from the program of study page: CURR 6575, EDRS 6301, CEPD 6101, SPED 6706).

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

SACSCOC Substantive Change

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Send questions to kgwaltney@westga.edu

- Please select all that apply.***
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 - This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
 - None of these apply

- 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

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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.

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

- Assessment Plan*** I have attached the Assessment Plan.
 N/A

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READ - 6705 - Comprehensive Final Exam for M.Ed. in Reading Instruction

2023-2024 Graduate New Course Request

General Information

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Desired Effective Semester*

Spring

Desired Effective Year*

2023

Routing Information

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School/ Department*

Department of Literacy and Special Education

Is this a School of Yes No

Is this a College of Yes No

Course Information

Course Prefix*

READ

Course Number* 6705

Course Title* Comprehensive Final Exam for M.Ed. in Reading Instruction

Course Type*

Reading

Catalog Course Description* This is a zero-credit course for students enrolled in the M.Ed. in Reading Instruction program to take their comprehensive final exam.

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?* Yes 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* Active-Visible Inactive-Hidden

**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?* Currently, the program faculty are notified by the Office of the Registrar with a list of tentative program graduates at the end and beginning of each semester. After we receive this list, the literacy faculty reach out to every student listed via their UWG email to provide them with specific instructions on how to register and prepare for their required Comprehensive Final Exam. Notices of the exam are also posted by all literacy faculty in their current graduate level READ courses. However, even with these two methods of notification in place, each semester one to two students on the tentative program graduates list do not register for the exam on time. Having a zero-credit placeholder course will help us ensure every student on the tentative program graduates list registers and completes the Comprehensive Final Exam required for graduation.

Student Learning Outcomes* Students will:
Demonstrate competence in the first ILA standard: Foundational Knowledge
Demonstrate competence in the second ILA standard: Curriculum and Instruction
Demonstrate competence in the third ILA standard: Assessment and Evaluation
Demonstrate competence in the fourth ILA standard: Diversity and Equity
Demonstrate competence in the fifth ILA standard: Learners and the Literacy Environment
Demonstrate competence in the sixth ILA standard: Professional Learning and Leadership
Demonstrate competence in the seventh ILA standard: Practicum/Clinical Experiences

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 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?* \$22.00 charged by ProctorU

Fee Justification Since the program is 100% online, the Comprehensive Final Exam is also administered 100% online. Therefore, we are using the testing monitoring service recommended and approved by UWG's Academic Testing Services, ProctorU.

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.

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Special Education, Ed.S.

2023-2024 Graduate Revise Program Request

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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. Admission requirements

Desired Effective Semester*

Desired Effective Year*

Routing Information

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School/ Department *

Is this a School of Nursing or School of Communication, Film and Media course? * Yes No

Is this a College of Education Program? * Yes No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below. * Yes No

[List of Faculty Senate Action and Information Items](#)

Program Information

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

Type of Program * Program Shared Core

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

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

Program Name
Program Description

Program Name * Special Education Ed S

Program Name Special Education, Ed.S.

Program ID - DO NOT EDIT* 21

Program Code - DO NOT EDIT 21

Program Type* Specialist

Degree Type* Specialist in Education

Program Description* The EDS-SPED degree is designed to meet the needs of teachers certified in Special Education who have completed a master's degree in special education. The program consists of a minimum of 27 graduate credit hours, including an Exit Examination and Research Project. Students who do not have a master's degree in special education may qualify for entrance to the program through the completion of two 3-credit hour prerequisite courses, or proof of a minimum of three years of full-time experience as a special educator or school-based experience as a speech-language pathologist. In this program, candidates will be required to read, write, and research the major topics in Special Education. Candidates enroll in 15 hours of 7000 and 8000 level special education Content Specialization courses, and 12 hours of special education research. Most of the required courses include a designated artifact that is utilized as a part of the assessment plan for each candidate. Students may begin the program any semester. During the initial advising session, a projected sequence of courses is developed for each student. Any changes in the projected sequence need to be determined jointly between student and advisor in order for the student to be able to complete the program in a timely manner.

Status* Active-Visible Inactive-Hidden

Program Location* Online

Curriculum Information

Degree Requirements

The program has been designed to meet the needs of individuals who wish to obtain advanced training in Special Education.

Applicants with a Master's degree in special education must:

Provide proof of a Master's degree in special education from an accredited institution.

Present a cumulative 3.0 (4.0 scale) grade point average or higher on the last graduate degree earned.

Present a clear and renewable T-5 teaching certificate in special education or service certificate in speech-language pathology.

Document 2 or more years of successful experience as a special education teacher, collaborative teacher working directly with students with disabilities, or speech-language pathologist in the school setting.

Applicants without a Master's degree in special education must:

Provide proof of a Master's degree in education from an accredited institution.

Present a cumulative 3.0 (4.0 scale) grade point average or higher on the last graduate degree earned.

Present a clear and renewable T-5 teaching certificate in special education or service certificate in speech-language pathology.

Document 2 or more years of successful experience as a special education teacher.

Submit a personal statement of purpose, not to exceed 300 words, that identifies the applicant's reasons for pursuing graduate study.

Complete two of the following prerequisite courses: SPED 6701, SPED 6709, SPED 6715, SPED 6721, SPED 6766, and SPED 6776; OR provide proof of a minimum of three years of full-time experience as a special educator or school-based experience as a speech-language pathologist.

All out-of-state students must verify with their local certification agency to determine if sought after degree will result in a certification upgrade.

The courses and experiences of the Ed S program require a minimum of 27

The courses and experiences of the EdS program require a minimum of 27 semester hours. See Area of Special Education advisors for specific program

sheets and development of a program of study.

Program Areas and Requirements

Content Specialization (15 semester hours)

SPED 7701 Program Planning and Evaluation
SPED 7704 Leadership and Administration of Special Education Programs
SPED 7729 Special Education Law
SPED 8704 Multicultural Issues in Education
SPED 8771 Curriculum Design and Implementation

Research (12 semester hours)

SPED 7782 Directed Research Readings in Special Education
SPED 8783 Readings in Research
SPED 8784 Research Seminar

Comprehensive Exam (0 credit hours)

SPED 8795 Comprehensive Exam for the Specialist of Education: Special Education

Total Credits: 27 hours

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.

Justification and Assessment

Rationale* The SPED program faculty have requested a modification to our catalog description and admission requirements. Please see the rationale below:

1. SPED program faculty proposed the modification to the catalog description in response to our growing number of applicants with speech-language pathologist backgrounds and master's degrees outside of special education who have extensive school-based experience. These students have historically excelled in prerequisite courses and provide feedback in course evaluations that the course objectives add little value given their professional experiences.
2. SPED program faculty proposed the modification to our admissions requirements to better align with peer institutions and prioritize performance on the last degree earned.

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

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)

Send questions to kgwaltney@westga.edu

- Please select all that apply.***
- This change affects 25-49% of the program's curriculum content.
 - This change affects 25-49% of the program's length/credit hours.
 - This change affects 25-49% of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
 - This change affects 50% or more of the program's curriculum content.
 - This change affects 50% or more of the program's length/credit hours.
 - This change affects 50% or more of the program's method of delivery - competency-based education (all forms), distance education, face-to-face instruction, or more than one method of curriculum delivery.
 - None of these apply

- 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.

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

- Assessment Plan*** I have attached the Assessment Plan.
 N/A

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

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

Criminology, M.A.

2023-2024 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*

Fall

Desired Effective Year*

2023

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 or School of Communication, Film and Media course? * Yes No

Is this a College of Education Program? * Yes No

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below. * Yes No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program * Program Shared Core

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

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

Program Name
Program Description

Program Name* Criminology M A

Program Name Criminology, M.A.

Program ID - DO NOT EDIT* 21

Program Code - DO NOT EDIT* 21

Program Type* Master's

Degree Type* Master of Arts

Program Description* The Master of Arts degree in Criminology is offered by the Department of Civic Engagement and Public Service with two tracks: Criminal Justice Administration and Crime and Social Justice. The Criminal Justice Administration track addresses issues of crime and criminal justice within a framework that emphasizes theory and research and their implications for criminal justice policy and practice. The Crime and Social Justice track trains students in understanding and applying theory and research in academic settings, with an emphasis on preparing students for doctoral work. Both curricula are grounded in the social, behavioral and natural sciences. The Department of Civic Engagement and Public Service recognizes the value of diverse methodological and theoretical approaches and encourages their complementary use and integration. The MA Criminology program is conceived widely to include the study of crime, justice, law, and society. Criminology faculty members represent broad and varied backgrounds in working with the criminal justice system, dealing with offenders and victims, and conducting research on a wide range of criminal justice issues. Synchronous and asynchronous delivery formats are available. The M.A. in Criminology is offered fully online.

Status* Active-Visible Inactive-Hidden

Program Location* Online

Curriculum Information

Program Requirements

The master's degree is granted to those students who accomplish the following, with a minimum cumulative 3.0 GPA required for graduation.

Students must select either the Criminal Justice Administration track or the Crime and Social Justice track.

Criminal Justice Administration Track

Under the Criminal Justice Administration track, a student must complete the core courses (15 hours), electives (18 hours), and successfully pass CRIM 6284 Graduate Capstone, with a total of 36 hours

Core (15 hours)

Graduate students must successfully complete the following core courses (15 hours) with an "A" or "B" earned in each. Students who receive a "C" or below in a core course must retake the course until a "B" or higher is achieved.

CRIM 6000 Principles of Criminology
CRIM 6003 Applied Statistics in Criminology
CRIM 6010 Theories of Crime and Justice
CRIM 6013 Social Research
CRIM 6233 Ethics and Criminal Justice

Electives (18 hours)

Graduate students must complete 18 hours of electives.

Capstone (3 hours)

Graduate students must successfully pass CRIM 6284 Graduate Capstone (3 hours).

CRIM 6284 Graduate Capstone

Crime and Social Justice Track

Under the Crime and Social Justice track, a student must complete the core courses (15 hours), electives (15 hours), and thesis hours (6 hours) with a total of 36 hours.

Core (15 hours)

Graduate students must successfully complete the following core courses (15 hours) with an "A" or "B" earned in each. Students who receive a "C" or below in a core course must retake the course until a "B" or higher is achieved.

CRIM 6000 Principles of Criminology
CRIM 6003 Applied Statistics in Criminology
CRIM 6010 Theories of Crime and Justice
CRIM 6013 Social Research
CRIM 6233 Ethics and Criminal Justice

Electives (15 hours)

Graduate students must complete 15 hours of electives.

Thesis (6 hours)

Graduate students must successfully pass their thesis (6 hours).

CRIM 6999 Thesis

PROGRAM CURRICULUM

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Justification and Assessment

Rationale* The Criminology MA program is making modifications to both tracks: 1) Both tracks will now require CRIM 6233 Ethics in Criminal Justice as a core course, and 2) The Criminal Justice Administration track will require CRIM 6284 Graduate Capstone course to exit the program under this track (to replace the current comprehensive examination).

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

SACSCOC Substantive Change

Please review **SACSCOC Substantive Change Considerations for Curriculum Changes**

Send questions to **kgwaltney@westga.edu**

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 - New instructional site at which more than 50% of program is offered
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SACSCOC Comments

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Addendum III

CURRENT POLICY

Good Academic Standing

Good Academic Standing is defined for graduate students as a cumulative GPA of 3.0 or higher.

Academic Probation

A student whose cumulative GPA drops below 3.0 will begin the next term on Academic Probation. A student must earn a term GPA of 3.0 or higher each term while on Academic Probation. One of three possible actions will be implemented for a student on Academic Probation at the end of each term of enrollment:

1. A student who earns a term GPA of 3.0 or higher and raises his or her cumulative GPA to 3.0 or higher will return to Good Academic Standing.
2. If a student's term GPA is 3.0 or higher, but the cumulative GPA remains below 3.0, he or she will remain on Academic Probation.
3. If a student earns a term GPA below 3.0 while on Academic Probation, regardless of the cumulative GPA, he or she will be suspended for one term.

Academic Suspension

A student who fails a course, regardless of the term or cumulative GPA, will be suspended from the University for one term. Also, a student on Academic Probation who earns a term GPA below 3.0 will be suspended from the University for one term. One term is defined as the Fall, Spring, or Summer term. The Summer term includes all sessions; thus, a suspended student is required to sit out all sessions that comprise the Summer term. An Academic Suspension Appeal may only be reviewed through a grade appeal or hardship withdrawal.

The student on Academic Suspension is not guaranteed the opportunity to return to the University. The suspended student must apply for reinstatement to return to the University and program after one-term absence. Reinstatement criteria are established by the college or school that houses the student's graduate program and are listed in the Reinstatement Procedures section that follows the College, Department, or Program-Specific Standards section of this policy. A student may only be suspended from a program once. If a student is suspended a second time, they will be academically dismissed from the academic program.

If a student's request for reinstatement is approved, the student returns to the University on Academic Probation. One of three possible actions will be implemented for a reinstated student on Academic Probation at the end of each term of enrollment:

1. A reinstated student who earns a term GPA of 3.0 or higher and raises their cumulative GPA to 3.0 or higher will return to Good Academic Standing.
2. If a reinstated student's term GPA is 3.0 or higher but the cumulative GPA remains below 3.0, they will remain on Academic Probation.

3. If a reinstated student earns a grade of C or lower or a term GPA below 3.0 while on Academic Probation, regardless of the cumulative GPA, they will be academically dismissed from the academic program.

Academic Dismissal

If a student's application for reinstatement following a term suspension is denied by the college or school that houses the student's graduate program, the student will be academically dismissed from the program of study.

A reinstated student on Academic Probation who earns a term GPA below 3.0 will be academically dismissed from the program of study.

A reinstated student on Academic Probation who fails a second course will be dismissed from the program of study. In other words, graduate students are only able to earn one failing grade before being dismissed from the program of study.

A student who fails two courses, regardless of term or cumulative GPA, will be academically dismissed from the program of study.

An Academic Dismissal may only be reviewed through a grade appeal or hardship withdrawal.

Additional College of Education policies apply. Please see the following link to access policies that apply to each program:

<https://drive.google.com/drive/folders/1RvhmkeIBwG5M6lbtzxA9BMCB27XpCysi?usp=sharing>

PROPOSED REVISED POLICY

Good Academic Standing

Good Academic Standing is defined for graduate students as a cumulative **graduate** GPA of 3.0 or higher.

Academic Probation

A student whose cumulative **graduate** GPA drops below 3.0 will begin the next term on Academic Probation. A student must earn a term GPA of 3.0 or higher each term while on Academic Probation. One of three possible actions will be implemented for a student on Academic Probation at the end of each term of enrollment:

1. A student who earns a term GPA of 3.0 or higher and raises his or her cumulative **graduate** GPA to 3.0 or higher will return to Good Academic Standing.
2. If a student's term GPA is 3.0 or higher, but the cumulative **graduate** GPA remains below 3.0, he or she will remain on Academic Probation.
3. If a student earns a term GPA below 3.0 while on Academic Probation, regardless of the cumulative **graduate** GPA, he or she will be suspended for one term.

Academic Suspension

A student who fails a **graduate** course, regardless of the term or cumulative **graduate** GPA, will be suspended from the University for one term. Also, a student on Academic Probation who earns a term GPA below 3.0 will be suspended from the University for one term. One term is defined as the Fall, Spring, or Summer term. The Summer term includes all sessions; thus, a suspended student is required **to not be enrolled for all** sessions that comprise the Summer term. An Academic Suspension Appeal may only be reviewed through a grade appeal or hardship withdrawal.

The student on Academic Suspension is not guaranteed the opportunity to return to the University. The suspended student must apply for reinstatement to return to the University and program after one-term absence. **Reinstatement criteria are outlined in the Reinstatement Procedures of the Graduate Catalog.** A student may only be suspended from a program once. If a student is suspended a second time, they will be academically dismissed from the academic program.

If a student's request for reinstatement is approved, the student returns to the University on Academic Probation. One of three possible actions will be implemented for a reinstated student on Academic Probation at the end of each term of enrollment:

1. A reinstated student who earns a term GPA of 3.0 or higher and raises their cumulative **graduate** GPA to 3.0 or higher will return to Good Academic Standing.
2. If a reinstated student's term GPA is 3.0 or higher but the cumulative **graduate** GPA remains below 3.0, they will remain on Academic Probation.
3. If a reinstated student earns a grade of C or lower or a term GPA below 3.0 while on Academic Probation, regardless of the cumulative **graduate** GPA, they will be academically dismissed from the academic program.

If a student's application for reinstatement following a term suspension is denied by the college or school that houses the student's graduate program, the student will be academically dismissed from the program of study.

Academic Dismissal

A reinstated student on Academic Probation who earns a term GPA below 3.0 will be academically dismissed from the program of study.

A reinstated student on Academic Probation who fails a second graduate course will be dismissed from the program of study. In other words, graduate students are only able to earn one failing grade before being dismissed from the program of study.

A student who fails two graduate courses, regardless of term or cumulative **graduate** GPA, will be academically dismissed from the program of study.

Academic dismissal from a program does not preclude a student from applying to another graduate program; however, the student must be able to achieve good academic standing with a cumulative graduate GPA. Admission to a new graduate program is not guaranteed, and the previous cumulative graduate GPA may affect any new admission decision.

A student who has been academically dismissed for any of the above, as it relates to grades, may request a reinstatement into the program of study from which they were dismissed after three terms. The student will have to reapply through the Graduate Admissions process to be considered for reinstatement. If the student is reinstated, they must retake all courses that led to their dismissal.

Additional College of Education policies apply. Please see the following link to access policies that apply to each

program: <https://drive.google.com/drive/folders/1RvhmkelBwG5M6lbtzxA9BMCB27XpCysi?usp=sharing>