

Memorandum

To: General Faculty

Date: March 15, 2023

Regarding: Faculty Senate Agenda for March 17, 2023 in the Nursing Building, room 106

1. Call to Order
2. Roll Call
3. Minutes
 - A) The February 17, 2023 Faculty Senate Meeting Minutes were approved electronically on March 2, 2023.
4. Administrator Reports
5. 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](#)):

Action Items:

- A) College of Arts, Culture, and Scientific Inquiry
 - 1) Department of Anthropology, Psychology, and Sociology
 - a) [SOCI - 3002 - Introduction to Social Justice](#)
Request: Add
 - 2) Department of English, Film, Languages, and Performing Arts
 - a) [FREN - 4350 - Language Internship](#)
Request: Add
 - b) [GRMN - 4350 - Language Internship](#)
Request: Add

- c) [SPAN - 4350 - Language Internship](#)
Request: Add
- d) [Literature Minor](#)
Request: Revise
- e) [Stand Alone Interdisciplinary Certificate in Musical Theatre](#)
Request: Revise
- 3) Department of Natural Sciences
 - a) [CHEM 2086 Chemistry Leadership Practicum](#)
Request: Add
 - b) [Physics Major with a Pathway to MAT, B.S.](#)
Request: Revise
- B) School of Communications, Film, and Media
 - 1) [Communication in the Workplace Certificate](#)
Request: Add
 - 2) [Communication Studies Minor](#)
Request: Revise
 - 3) [Mass Communications Minor](#)
Request: Revise
- C) University College
 - 1) Center for Interdisciplinary Studies
 - a) [XIDS - 2300 - The Politics of Space and Place in the Nation's Capital](#)
Request: Add

Information Items (Addendum II):

- A) University College
 - 1) Center for Interdisciplinary Studies
 - a) [Global Studies, B.A.](#)
The program is being deleted.
- B) UPC completed Comprehensive Program Reviews (CPR) for three programs in the College of Education.

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

Information Items:

A) As part of the Comprehensive Program Review process, GPC discussed and voted to approve reviews that teams of committee members conducted for ten graduate programs:

- Ed.D. in Professional Counseling and Supervision
- Ed.S. in Elementary Education
- Ed.S. in Professional Counseling
- Ed.S. in Special Education
- M.A. in Teaching
- M.Ed. in Elementary Education
- M.Ed. in Professional Counseling
- M.Ed. in Reading Instruction
- M.Ed. in Special Education
- M.Ed. in Speech-Language Pathology

**Committee III: Academic Policies Committee (Brandy Chambless,
Chair) Action Item (Addendum III):**

A) Department of General Education.

- 1) Proposal to change the Undergraduate Catalog Transfer Credit Evaluation Policy regarding mathematics.

Request: Modify

Information Item (Addendum IV):

A) Office of Undergraduate Research

- 1) Course Attributes for High Impact Practices (HIPs).

**Committee VI: Facilities and Information Technology Committee (Gavin Lee,
Chair)**

Action Item (Addendum V):

A) All Faculty Listserv: proposal to send to the General Faculty for a vote.

Request: Vote

Information Item:

A) Faculty parking on campus.

6. Old Business

7. New Business

8. Announcements

9. Adjourn

Addendum I

SOCI - 3002 - Introduction to Social Justice

2023-2024 Undergraduate New Course Request

Introduction

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Desired Effective Semester*

Fall

Desired Effective Year*

2023

Routing Information

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College - School/
Department*

Department of Anthropology, Psychology, and Sociology

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* 3002

Course Title* Introduction to Social Justice

Long Course Title Introduction to Social Justice

Course Type*

Catalog Course Description* An introduction to social justice. The course explores meanings, forms, and mechanisms of oppression and discrimination; the roles of social structure, individuals, and ideologies play in addressing the needs of diverse populations. The course examines various social movements, advocacy efforts, and community organizing that aims to make change and remedy social injustice.

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 [Curriculum Terminology/Icon Guide](#).

Prerequisites SOCI 1101 or SOCI 1160

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*

Undergraduate Standard Letter

Justification and Assessment

Rationale* As social justice issues are at the forefront of our current culture, social justice is an area of great interest to current students. Moreover, it is important that all students, regardless of major, have an opportunity to learn about the meanings, forms, and mechanisms of discrimination and oppression; the roles structure, individuals, and ideologies play in addressing the needs of diverse populations; how social change happens; and how they can be a part of remedying social injustice. Adding this course to the current offerings aligns with UWG's strategic plan in two ways: 1) Relevance: It is an update to our existing program based on current student interest that will engage students and provide them with 21st-century learning experiences; 2) Placemaking: this course supports both the Feel at Home and Feel Welcome objectives. It will assist in creating an environment in which students understand the benefits of diversity, equity, and inclusion. Moreover, it will encourage stronger relationships and bonds among students from different and diverse backgrounds.

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

1. Define social justice
2. Define basic social justice concepts, such as: equality, equity, meritocracy, fairness, human rights, etc.
3. Recognize various forms and mechanisms of oppression
4. Recognize various forms and mechanisms of discrimination.
5. Recognize various roles citizens may play in addressing social justice.
6. Identify ideological forces in sustaining or addressing social justice.
7. Identify the structural forces in sustaining or addressing social justice.

- 7. Identify the structural forces in sustaining or addressing social justice.
- 8. Identify the impact of efforts to make change and remedy social injustice

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* 50

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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FREN - 4350 - Language Internship

2023-2024 Undergraduate New Course Request

Introduction

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Desired Effective Semester*

Fall

Desired Effective Year*

2023

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College - School/
Department*

College of Arts, Culture, and Scientific Inquiry

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 course?*

Yes

No

Is this an Honors College course? * Yes No

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

Course Information

Course Prefix*

Course Number* 4350

Course Title* Language Internship

Long Course Title

Course Type*

Catalog Course Description* Prerequisite: FREN 1002
Through internships, this course provides students with the opportunity to gain supervised work experience in an agency or organization that is relevant to the study of language and culture. Credit hours are based on the following scale: 45 work hours per semester=1 course credit hour; 90 work hours per semester=2 credit hours; 135 work hours per semester=3 credit hours .
The course can be repeated for up to 3 credit hours. It cannot be used to replace FORL 4586.

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* 1-3

Credit Hrs* 1-3

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

[Terminology/Icon Guide.](#)

Prerequisites FREN 1002

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* This course is designed to allow students to earn UWG credits towards their degree in French for work they complete in an agency or organization that is relevant to the study of language and culture. Moreover, the course codifies the requirements for transforming an internship into a credit-bearing experiential learning opportunity and thus establishes clearer processes for assessing learning outcomes. Within the context of the high impact practice of experiential learning, this course will enable students to apply their knowledge of the French language and culture to the workplace, and strengthens the connections between what they learn in the classroom and the globalized workforce they will participate in. The range of credit hours recognizes the different kinds of internships available to students, and allows students with less working hours in an internship to earn credit towards their degree. In doing so, it aims to include a greater number of students in internship opportunities who were previously unable to earn credit for them. The same logic applies for the prerequisite of FREN 1002. This prerequisite acknowledges how even introductory language and culture classes equip students with the critical thinking and comparative framework that position them to participate more effectively in an increasingly connected and globalized world. Indeed, with 14% of its population speaking a language other than English at home and substantial investments from international corporations, the

state of Georgia is globally connected and increasingly multilingual.

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

*

1. Apply research methods in language and culture studies to analyze the internship environment.
2. Apply background in international languages and cultures to understand the relationship between the internship site and larger social trends regarding language use in a multilingual environment.
3. Apply internship experience as a means of professional advancement (ie, getting a formal job, going to graduate school, etc).

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

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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GRMN - 4350 - Language Internship

2023-2024 Undergraduate New Course Request

Introduction

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Desired Effective Semester*

Fall

Desired Effective Year*

2023

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College - School/ Department*

College of Arts, Culture, and Scientific Inquiry

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 course?*

Yes No

Is this an Honors College course? * Yes No

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

Course Information

Course Prefix*

Course Number* 4350

Course Title* Language Internship

Long Course Title

Course Type*

Catalog Course Description* Prerequisite: GRMN 1002
Through internships, this course provides students with the opportunity to gain supervised work experience in an agency or organization that is relevant to the study of language and culture. Credit hours are based on the following scale: 45 work hours per semester=1 course credit hour; 90 work hours per semester=2 credit hours; 135 work hours per semester=3 credit hours .
The course can be repeated for up to 3 credit hours. It cannot be used to replace FORL 4586.

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* 1-3

Credit Hrs* 1-3

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

Prerequisites GRMN 1002

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*

Undergraduate Standard Letter

Justification and Assessment

Rationale* This course is designed to allow students to earn UWG credits towards their degree in German for work they complete in an agency or organization that is relevant to the study of language and culture. Moreover, the course codifies the requirements for transforming an internship into a credit-bearing experiential learning opportunity and thus establishes clearer processes for assessing learning outcomes. Within the context of the high impact practice of experiential learning, this course will enable students to apply their knowledge of the French language and culture to the workplace, and strengthens the connections between what they learn in the classroom and the globalized workforce they will participate in. The range of credit hours recognizes the different kinds of internships available to students, and allows students with less working hours in an internship to earn credit towards their degree. In doing so, it aims to include a greater number of students in internship opportunities who were previously unable to earn credit for them. The same logic applies for the prerequisite of GRMN1002. This prerequisite acknowledges how even introductory language and culture classes equip students with the critical thinking and comparative framework that position them to participate more effectively in an increasingly connected and globalized world. Indeed, with 14% of its population speaking a language other than English at home and substantial investments from international corporations, the

state of Georgia is globally connected and increasingly multilingual.

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

1. Apply research methods in language and culture studies to analyze the internship environment.
2. Apply background in international languages and cultures to understand the relationship between the internship site and larger social trends regarding language use in a multilingual environment.
3. Apply internship experience as a means of professional advancement (ie, getting a formal job, going to graduate school, etc).

REQUIRED ATTACHMENTS

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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

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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SPAN - 4350 - Language Internship

2023-2024 Undergraduate New Course Request

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Desired Effective Semester*

Fall

Desired Effective Year*

2023

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College of Arts, Culture, and Scientific Inquiry

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 course?*

Yes

No

Is this an Honors College course? * Yes No

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

Course Information

Course Prefix*

Course Number* 4350

Course Title* Language Internship

Long Course Title

Course Type*

Catalog Course Description* Prerequisite: SPAN 1002
Through internships, this course provides students with the opportunity to gain supervised work experience in an agency or organization that is relevant to the study of language and culture. Credit hours are based on the following scale: 45 work hours per semester=1 course credit hour; 90 work hours per semester=2 credit hours; 135 work hours per semester=3 credit hours .
The course can be repeated for up to 3 credit hours. It cannot be used to replace FORL 4586.

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Is this a variable credit hour course? * Yes No

Lec Hrs* 0

Lab Hrs* 1-3

Credit Hrs* 1-3

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

Prerequisites SPAN 1002

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* This course is designed to allow students to earn UWG credits towards their degree in Spanish for work they complete in an agency or organization that is relevant to the study of language and culture. Moreover, the course codifies the requirements for transforming an internship into a credit-bearing experiential learning opportunity and thus establishes clearer processes for assessing learning outcomes. Within the context of the high impact practice of experiential learning, this course will enable students to apply their knowledge of the French language and culture to the workplace, and strengthens the connections between what they learn in the classroom and the globalized workforce they will participate in. The range of credit hours recognizes the different kinds of internships available to students, and allows students with less working hours in an internship to earn credit towards their degree. In doing so, it aims to include a greater number of students in internship opportunities who were previously unable to earn credit for them. The same logic applies for the prerequisite of SPAN 1002. This prerequisite acknowledges how even introductory language and culture classes equip students with the critical thinking and comparative framework that position them to participate more effectively in an increasingly connected and globalized world. Indeed, with 14% of its population speaking a language other than English at home and substantial investments from international corporations, the

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1. Apply research methods in language and culture studies to analyze the internship environment.
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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

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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Literature Minor

2023-2024 Undergraduate 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

Desired Effective Semester *

Summer

Desired Effective Year *

2023

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School/ Department*

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.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

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* Literature Minor

Program ID - DO NOT EDIT* 20

Program Code - DO NOT EDIT 20

Program Type*

Degree Type*

Program Description* The minor in English Literature allows students to feed their love of stories while developing deeper skills in analysis, critical thinking and writing that prepare them to be innovative and adaptable in their future careers. Students complete one 2000 level literature survey, a focus course on literary research (ENGL 3000) and 12 credit hours of upper level literature coursework. All upper-level literature courses engage students in research and writing, but students may also use one more focused writing or editing class to substitute for 3 of their 12 upper level credits.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Requirements

No course with the same number may be taken twice for credit toward the minor in literature.

Students must take one of the following:

ENGL 2110 World Literature
ENGL 2120 British Literature
ENGL 2130 American Literature
ENGL 2180 Studies in African-American Literature
ENGL 2190 Studies in Literature by Women

Research and Methodology

ENGL 3000 Research and Methodology

Upper-division English Courses

Twelve (12) hours chosen from upper-division 4000-level English literature courses.

ENGL 4000 Studies in British Lit. I
ENGL 4002 Studies in British Lit. II
ENGL 4003 Studies in American Lit. I
ENGL 4005 Studies in American Lit. II
ENGL 4106 Studies in Genre
ENGL 4109 Film as Literature
ENGL 4170 Studies in African-American Literature
ENGL 4180 Studies in Regional Literature
ENGL 4185 Studies in Literature by Women
ENGL 4188 Studies in Individual Authors
ENGL 4295 Studies in Young Adult Literature
ENGL 4385 Special Topics

In addition to these courses:

Students may also choose one (1) upper-division writing course for credit within the minor in literature. This class will replace three hours of credit in upper-level English literature courses.

ENGL 3200 Intermediate Creative Writing
ENGL 3400 Pedagogy and Writing
ENGL 3405 Professional and Technical Writing
ENGL 4210 Advanced Creative Writing
ENGL 3410 Technology for Editors/Writers
ENGL 3415 Multimodal Composition in the Workplace
ENGL 4304 Advanced Writing in Disciplines
ENGL 4415 Ethics and Practice of Workplace Writing

Total: 18 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* This change reflects a course numbering adjustment made several years ago that was not previously updated in public facing documents associated with the minor. Thus, this adjustment is for book-keeping purposes rather than a change in our actual curriculum.

Several years ago, the English program created four variable topic courses -- ENGL 4000 (British I), 4002 (British II), 4003 (American I) and 4005 (American II) -- for our literary history requirements to make advising more transparent. Our major curriculum requires students to complete one upper-level course in early British, late British, early American and late American literature, and each of these variable topic courses thus maps to one of those requirements, thus replacing several of our previous course numbers. Previously, for instance, students could take ENGL 4135 (Romanticism), 4145 (Victorian), 4155 (Modern British) or 4160 (Contemporary British and American lit) to fulfill the late British requirement: now, ENGL 4002 (British Literature II) replaces all of these options and is offered in different period-specific versions (i.e. Victorian, Modern British), depending on the specialty of the faculty member teaching the class.

This request updates the course list for the minor to reflect the change in our course numbering. It also adds all of our current writing options to the list of eligible courses for the minor. Students may select one writing course to replace 3 hours of upper-level literature in the minor. This is not a change to the program; this request simply updates the list of courses that will count, based on our current offerings.

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

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 documentsl by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Program Map and/or Program Sheet

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

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

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.

Stand Alone Interdisciplinary Certificate in Musical Theatre

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.

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](#).

School/ Department*

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.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

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* Stand Alone Interdisciplinary Certificate in Musical Theatre

Program ID - DO NOT EDIT* 20

Program Code - DO NOT EDIT 20

Program Type*

Degree Type*

Program Description* Description

The Interdisciplinary Certificate in Musical Theatre provides students of musical theatre the opportunity to take courses in the three facets of the discipline: Theatre, Music, and Dance. Students must audition to be admitted into the certificate program. This is a 17 credit hour interdisciplinary (Music, Theatre, Dance), stand alone certificate in musical theatre.

Admission Requirements:

Students must be degree-seeking at the University of West Georgia.

Students must audition to be admitted into the Musical Theatre Certificate Program.

Certificate Learning Outcomes

The Interdisciplinary Certificate in Musical Theatre will:

Provide focused introductory training in singing, dancing, and acting;

Introduce students to the complexity of training to be a performer;

Identify the training and skills needed to be a triple threat for the stage and film;

Provide a safe environment for the student artist to flourish.

Student Learning Outcomes:

By the completion of this certificate, students will:

Develop and apply acting skills to the music, scene, and dance work covered in class sessions;

Demonstrate the ability to perform dance and movement for the Musical Theatre;

Apply note reading skills in the rehearsal and performance of a song.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Prospective Curriculum*

17 Credit Hours

THEA 1291 Voice and Movement I	
THEA 3591 Musical Theatre Technique	
THEA 4412 The Business of Acting	
THEA 2291 Developing A Character	
[Before]OR	3
THEA 2292 Contemporary Scene Study	
MUSC 1201 Class Piano I	
[After] OR	1
MUSC 1501 Keyboard Skills I	
MUSC 2600C Principal Applied: Voice	
[Before]OR	1
MUSC 2610C Non-Music-Major Applier: Voice	
[After] Select One	
THEA 2380 Special Topics in Performance	
THEA 2391 Fundamentals of Ballet	
THEA 2393 Beginning Jazz	
THEA 2395 Musical Theatre Dance	
[After] Select One	
MUSC 2750 Concert Choir	
MUSC 2760 Chamber Singers	
MUSC 2770 Opera Workshop	

PROGRAM CURRICULUM

****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact curriculumlog@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.

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Justification and Assessment

Rationale* After offering the Interdisciplinary Musical Theatre Certificate courses for two years, we now see where we need to make changes to ensure that students in all majors can have a clear path to the certificate. Music majors do not need to take Music courses offered to non-Music majors, specifically, MUSC 2610C: Non-major Applied: Voice and MUSC 1201: Class Piano I. To make it so that Music majors don't have to take these courses, we offer options for Music students to count MUSC 1501: Keyboard Skills I and MUSC 2600C: Principal Applied: Voice to count for 2610C and 1201. Adding THEA 2292: Contemporary Scene Study allows for

students to take an acting class in either the Fall (2291: Developing a Character) or in Spring (2292: Contemporary Scene Study). Both courses have the same pre-requisites, so this just gives certificate students more options.

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

SACSCOC Substantive Change

Please review [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.
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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 N/A

REQUIRED ATTACHMENTS

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3.) Academic Assessment Plan/Reporting

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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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CHEM - 2086 - Chemistry Leadership Practicum

2023-2024 Undergraduate New Course Request

Introduction

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

Desired Effective Semester*

Desired Effective Year*

Routing Information

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

College - School/ Department*

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*

CHEM

Course Number* 2086

Course Title* Chemistry Leadership Practicum

Long Course Title

Course Type*

Chemistry

Catalog Course Description* This course helps students develop the competencies to become effective leaders and practice them to act as facilitators in a chemistry workshop or laboratory setting.

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* 1

Lab Hrs* 0

Credit Hrs* 1

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

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

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions Required for and restricted to a new chemistry workshop leader and a laboratory teaching assistant.

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* We are in the process of revising the secondary education track under B.Sc. in Chemistry. This track is currently deactivated because the UTEACH program (a joint program of College of Education and College of Sciences and Mathematics) has phased out. Department of Natural Sciences is re-developing the education tracks under four programs (Geology, Physics, Biology, and Chemistry). Each program's education track will include common courses (MEDT 2501, EDUC2120, CHEM 4411/5411), as well as one leadership practicum for laboratory assistants or peer-leaders in workshops that are part of Core D science courses. This practicum does not replace the student teaching in real secondary schools, but instead, along with other common courses, will prepare students for MAT (Master of Art in Teaching), with an option of Accelerated Bachelor's to Master's program. A separate Curriculog proposal is being prepared.

This New Course proposal for CHEM 2086 Chemistry Leadership Practicum is for the Chemistry Program's version of the leadership course. While they serve as a new laboratory assistant or workshop leader, they attend an orientation to learn their duties and expectation, they keep journals for weekly self-reflection, learn effective communication strategies, learn characteristics of a good leader, observe experienced leader's or assistant's class, and take an implicit bias training.

We have been offering a similar course as XIDS 2002 What do you know about leadership for just workshop leaders. But since we are revising the course to cater our new Science Education track, and since many students in recent years take the XIDS 2002 credit as the Freshman Seminar (cornerstone courses), we would like to offer the revised course as a CHEM course. In this academic year (Fall 2022 and Spring 2023), we are offering the revised course under CHEM 2083, which is a variable credit independent study course. Initially we submitted a Curriculog proposal to modify CHEM 2083 to become this Chemistry Leadership Practicum course, but we were advised to propose this as a new course. We would like to use the course number CHEM 2086, because the -86 ending matches our existing CHEM 4086 Internship in Chemistry, and we consider this practicum course is a form of an internship for leading a group of students

form of an internship for leading a group of students.

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

On successful completion of this course, students will

- develop core leadership competencies to acquire knowledge of self as a leader.
- take personal responsibility to apply leadership skills in fostering a constructive and diverse learning environment for peers as workshop leaders and/or teaching assistants.

REQUIRED ATTACHMENTS

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

1.) Syllabus

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

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

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 15

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

If yes, what will the fee be?* no

Fee Justification

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

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

Physics Major with a Pathway to MAT, B.S.

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 *

Routing Information

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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 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. Physics Major with a Pathway to MAT, B.S.

IMPORTANT: To remove a course from the program, you must first remove it from the curriculum schema. Then, you can delete it from the list of courses.

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

Program Name

Program Description

Program Name* Physics Major with a Pathway to MAT, B.S.

Program ID - DO NOT EDIT* 20

Program Code - DO NOT EDIT 20

Program Type*

Degree Type*

Program Description* The B.S. in Physics with a pathway to MAT is a modification of our previous Plan D (Physics, Secondary Education), to emphasize physics Education in BS and to continue with Master of Arts in Teaching (MAT).

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Requirement

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

Core Curriculum

Students must select

MATH 1113 Precalculus
[Right] in Area A and

MATH 1634 Calculus I
[Right] in area D.

[Before]It is recommended that students select

XIDS 2001 What do you really know about: xxx
(Special Topics)
[Right] The Physical Universe, in area B and

CHEM 1211 Principles of Chemistry I
CHEM 1211L Principles of Chemistry I Lab
CHEM 1211K Principles of Chemistry I and Lab
CHEM 1212 Principles of Chemistry II
CHEM 1212L Principles of Chemistry II Lab
[Right] in area D

Core Area F: 18 Hours

MATH 1113 Precalculus
[Right] (1 of 4)

MATH 1634 Calculus I
[Right] (1 of 4)

MATH 2644 Calculus II
MATH 2654 Calculus III
PHYS 2211 Principles of Physics I
PHYS 2211L Principles of Physics I Laboratory
PHYS 2212 Principles of Physics II
PHYS 2212L Principles of Physics II Laboratory
PHYS 2211K Principles of Physics I w/lab

Courses required for the degree: 60 Hours

PHYS 3113 Mechanics
PHYS 3213 Thermodynamics
PHYS 3313 Electricity and Magnetism
PHYS 3511 Experimental Physics I
PHYS 3503 Modern Physics
MATH 3303 Ordinary Differential Equations
PHYS 3100 Introduction to Science Pedagogy
PHYS 4411 Scientific Communication
[Right] Non-AMB students take PHYS 4411
PHYS 5411 Scientific Communication
[Right] AMB students take PHYS 5411

Fifteen hours selected from:

PHYS 3013 Basic Electronics
PHYS 3023 Digital Electronics
PHYS 3413 Optics
PHYS 3521 Experimental Physics II
PHYS 4323 Nuclear Physics
PHYS 4333 Quantum Mechanics
PHYS 4513 Mathematical Physics
PHYS 4523 Computational Physics
PHYS 4683 Physics Research
ASTR 3133 Observational Astronomy
ASTR 3683 Astronomy Research
ASTR 4103 Stellar Astrophysics
ASTR 4433 Galaxies and Cosmology
MATH 3303 Ordinary Differential Equations
PHYS 3113 Mechanics
PHYS 3313 Electricity and Magnetism
PHYS 4413 Introduction to Solid State Physics
PHYS 4984 Physics Seminar

Note that nine hours must be selected from:

(If not taken in Area D)

CHEM 1211 Principles of Chemistry I
CHEM 1211L Principles of Chemistry I Lab
CHEM 1212 Principles of Chemistry II

One hour of The Physical Universe

(If not taken in Area B)

**XIDS 2001 What do you really know about: xxx
(Special Topics)**

**Complete these prior to admission to Teacher Certification
(MAT):**

**EDUC 2110 Investigating Critical and
Contemporary Issues in Education**

EDUC 2130 Exploring Learning and Teaching

MEDT 2501 Multiple Literacies for Ed.

[Before]Take MEDT 2501 or EDUC 2100

3

**EDUC 2120 Exploring Sociocultural
Perspectives on Diversity in Educational
Contexts**

Electives: 15 Hours

Must include enough upper level hours to make a total of at least 39 hours.

Total Plan D: 120

Minimum 2.7 GPA required for enrollment in MAT

Minimum 3.2 GPA required for enrollment in ABM (Accelerated BS to Masters)

PROGRAM CURRICULUM

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Follow these steps to propose courses to the program curriculum.

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Justification and Assessment

Rationale* The Uteach program has been terminated. This is the BS to MAT track for physics education. Georgia needs qualified secondary education physics teachers.

If making changes to the Program Learning Outcomes, please provide the updated PLO has remained unchanged.

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***
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SACSCOC Comments None.

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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.

Communication in the Workplace Certificate

2023-2024 Undergraduate New Program Request

General Information

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

Desired Effective Semester*

Desired Effective Year*

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

If embedded, please list the parent program.

Routing Information

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School/ Department*

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 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

Program Information

Program Type*

Certificate

Program Name* Communication in the Workplace Certificate

Degree Type*

Certificate

Program Description* This 12-hour certificate seeks to equip students with communication skills vital to success in any workplace. Students will learn how to give effective presentations, engage cooperatively as part of a team, and manage conflict productively. Additionally, students will learn how to competently and ethically communicate in a diverse world by studying both global cultures and various co-cultures within the United States.

Program Location*

Carrollton

Status* Active-Visible Inactive-Hidden

How will the proposed program be delivered?*

Face-to-Face
 Online Only
 Hybrid

Curriculum Information

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

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

Type of Program* Program
 Shared Core

PROGRAM CURRICULUM

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

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

Step 1

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

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

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

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

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

Step 2

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

Required Courses: 9 hours

These courses are required to earn the certificate and can be taken in any order.

COMM 3320 Small Group Communication
COMM 3360 Intercultural Communication
COMM 4210 Communication and Conflict

Elective Course: 3 hours

In addition to the 9 hours of required courses, students should choose one elective course from this list to complete their certificate. This list includes other Communication Studies courses within our School and also presents the student with course options outside the School so that the student can more fully tailor the program to their career interests.

ABED 3100 Business Communication
CEPD 3200 Skills and Ethics in Human Services
COMM 3200 Rhetoric and Social Influence
COMM 3310 Persuasion
COMM 3330 Advanced Communication Skills
COMM 3340 Advanced Interpersonal Communication
COMM 4200 Communication and Gender
COMM 4220 Health Communication
COMM 4600 Communication Theory
CRIM 4068 Conflict Management and Policing
ENGL 3405 Professional and Technical Writing
ENGL 3415 Multimodal Composition in the Workplace
ENGL 4304 Advanced Writing in Disciplines
MGNT 3600 Management
MGNT 3627 Managing Cultural Differences
MGNT 4626 Women and Work
MGNT 4630 Dispute Resolution in Contemporary Organizations
POLS 4215 Management of Non-Profit Organizations
POLS 4219 Public Human Resource Management
PSYC 3200 Introduction to Organizational Development
PSYC 3600 Psychology of Communication
PSYC 4090 Groups and Group Process
PSYC 4190 Advanced Organizational Development
SOCI 3273 Managing Cultural Differences
SOCI 3283 Globalization

Justification and Assessment

Rationale* When employers are asked to list the skills they most desire in employees, oral and written communication, teamwork, collaboration, and problem solving lead the list. The courses in this certificate program teach students these skills. While the broader Communication Studies minor offers coursework in various areas of our discipline, this certificate program offers a prescriptive list of courses to ensure students hone the skills most employers seek regardless of the career or discipline.

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

1. Students will be able to orally communicate effectively by tailoring their message to a specific context/audience.
2. Students will be able to detail the recommended steps in the group decision-making process.
3. Students will be able to provide practical suggestions for effective conflict management in a specific conflict episode.
4. Students will be able to explain the role diversity and inclusion play in successful organizations.

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***
- Significant departure from previously approved programs
 - New instructional site at which more than 50% of program is offered
 - None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

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

2.) Program Map and/or Program Sheet

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

3.) Academic Assessment Plan/Reporting

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

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

4.) Curriculum Map Assessment

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

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

Program Map* I have attached the Program Map.

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

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

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

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

Communication Studies Minor

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.

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

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

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 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* Communication Studies Minor

Program ID - DO NOT EDIT* 20

Program Code - DO NOT EDIT 20

Program Type*

Degree Type*

Program Description* Regardless of major, students need effective communication skills to be successful in today's job market. Students will develop critical abilities in a variety of contexts.

The Communication Studies minor requires 15 hours of coursework which includes COMM 1110 and 12 credit hours of upper-level courses from the list of course options listed below.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Requirements: 15 Hours

**COMM 1110 Public Speaking
[Right] (and)**

[After]

[Before] Choose four of the following:

COMM 3200 Rhetoric and Social Influence

COMM 3310 Persuasion

COMM 3320 Small Group Communication

**COMM 3340 Advanced Interpersonal
Communication**

COMM 3360 Intercultural Communication

COMM 4200 Communication and Gender

COMM 4210 Communication and Conflict

COMM 4220 Health Communication

COMM 4600 Communication Theory

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 Accelerated Bachelor's to Master's Degree Program at the University of West Georgia allows outstanding students to begin earning credit towards a graduate degree while completing their Bachelor's degree by allowing these students to count up to 3 hours in the 30-hour master's program in Digital and Social Media Communication.

Upon completion of an undergraduate Degree with a Minor in Communication studies with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate

courses completed, the student may move to full graduate status in the Master's program in Digital and Social Media Communication, and the graduate-level courses taken as an undergraduate will be applied toward the graduate degree.

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 documentsl by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Program Map and/or Program Sheet

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

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

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.

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Mass Communications 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 *

Routing Information

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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 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* Mass Communications Minor

Program ID - DO NOT EDIT* 20

Program Code - DO NOT EDIT 20

Program Type*

Degree Type*

Program Description* The Mass Communications minor requires 15 hours of coursework which includes COMM 1154 and 12 credit hours of upper-level courses.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

Requirements

**COMM 1154 Introduction to Mass
Communications**

Electives: 12 Hours

Must be 3000-4000 level COMM courses.

**Students pursuing an Accelerated Bachelor to Masters Pathway may take up to 6
credit hours of approved 6000 level classes:**

Total: 15 Hours

PROGRAM CURRICULUM

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Justification and Assessment

Rationale* The Accelerated Bachelor's to Master's Degree Pathway at the University of West Georgia allows outstanding students to begin earning credit toward a graduate degree while completing their Bachelor's degree by allowing these exceptional students to count up to 6 hours in the 30-hour master's program in Digital and Social Media Communication.

Upon completion of the undergraduate Degree with a Minor in Mass Communications with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate

courses completed, the student may move to full graduate status in the Master's program in Digital and Social Media Communication, and the graduate-level courses taken as an undergraduate will be applied toward the graduate degree.

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SACSCOC Substantive Change

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Send questions to kgwaltney@westga.edu.

- Check all that apply to this program***
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 - 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.
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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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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.

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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.

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XIDS - 2300 - The Politics of Space and Place in the Nation's Capital

Area E4: XIDS New Course Topic

Introduction

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

Desired Effective Semester*

Summer

Desired Effective Year*

2023

Contact Information

Primary Contact Name* Andy Walter

Email* awalter@westga.edu

College*

University College

Course Information

Course Prefix*

XIDS

Course Number* 2300

Proposed Course Title* The Politics of Space and Place in the Nation's Capital

- The Social Sciences template requires the synthesis of at least two disciplines with the social sciences. Check the disciplines that your course includes:***
- Anthropology
 - Economics
 - Geography
 - History
 - Political Science
 - Psychology
 - Sociology
 - Other

Your proposal will need to address the following issues:

- Describe, holistically, the theme of the course.*** This course provides academic grounding for a week-long study away program to Washington, DC. It will examine how power and political processes shape, and are shaped by, urban spaces and places in Washington, DC. As a symbol of democracy, Washington, DC's well-known built environment and iconic buildings, its layout of public spaces, and distinctive but changing social character invite questions at the intersection of people, politics, and geography. The course will begin with a brief overview of the historical development of the city and the disciplines of Geography and Political Science, two leading academic disciplines in the study of cities. This will be followed by an introduction to the concepts of space and place and how they are produced (or made) by and through power (i.e. social capacity) and politics (e.g. interests, contestation, negotiation, collective action). With the city providing a set of diverse case studies, students will investigate the politics of urban space by focusing on the role of public space in democracies, how power is reflected in building architecture and urban design, and the democratic and undemocratic ways in which the built environment is changed. Students will then examine the politics of urban place by considering neighborhood change through gentrification and the "global sense of place" that defines Washington, DC.
- Describe the contribution of each of the disciplines.*** The primary contribution of Geography is the concepts of space and place, and theories about their status/existence, effects, production, and change. The primary contribution of Political Science is concepts and theories about power and political processes. Both disciplines contribute to the study of cities and urban governance.
- How does the text bring these perspectives together so that a true interdisciplinary focus is achieved?*** The course will rely on multiple texts on links between space/place and politics in urban contexts.
- Discuss how students are required to integrate various disciplines' concepts and perspectives. How will assignments and text motivate students to learn?*** Students will address questions about how power is reflected in particular spaces and places and, conversely, how space and place both reinforce and challenge power relations and political processes.
- What, specifically, are the attainable and measurable learning outcomes for each student?**
- 1) Identify the distinctions between public and private spaces.
 - 2) Distinguish between the concept of space from the concept of place.
 - 3) Explain how buildings (e.g., the U.S. Capitol, the Supreme Court, and/or monuments) shape Washington DC as a space and a place.
 - 4) Summarize how public spaces in Washington DC shape political action and foster the vitality of the nation's democratic public.
 - 5) Discuss how changes in urban space and place give rise to and are addressed through

3) Discuss how changes in urban space and place give rise to, and are addressed through, political actions and processes.

Describe any other requirements or conditions for the course.*

N/A.

Describe potential grading criteria (exams, papers, performances, works of art, etc.) Please list in numbered bullets.*

Reflective Writing (before, during, after trip to DC)

Landscape analysis (in DC)

Photographic journal (in DC)

Interdisciplinary essay

Potential Primary Reference(s) (text, current literature, etc.) Please list in a numbered bullets.*

Amin, A. (2008). Collective culture and urban public space. *City*, 12(1), 5-24.

Benton-Short, L. (2016). Bollards, Bunkers, and Barriers: Securing the National Mall in Washington, DC. *Environment and Planning D: Society and Space*, 25(3).

<https://doi.org/10.1068/d24>

Evans, J.J. & Gaddie, K. (2021). *The U.S. Supreme Court's Democratic Spaces*. University of Oklahoma Press

Farrar, M.E. (2008). *Building the Body Politic: Power and Urban Space in Washington, DC*. University of Illinois Press

2008

Friedman, M.T. (2010). "The transparency of democracy": The production of Washington Nationals Park as late capitalist space. *Sociology of Sport Journal*, 27(4), 327-350.

<https://doi.org/10.1123/ssj.27.4.327>

Friedman, M.T. & Andrews, D.L. (2010). The built sport spectacle and the opacity of democracy.

International Review for the Sociology of Sport, 6(2). <https://doi.org/10.1177/1012690210387>

Staehli, L. & Mitchel, D. (Eds.) (2007). *The People's Property? Power, Politics, and the Public*. Routledge.

Outline of Syllabus unless clearly provided in the attached syllabus. Please list in a numbered bullets, if applicable.

- I. Introduction to Washington, DC
- II. Disciplinary grounding: Overview of the disciplines of Geography and Political Science
- III. Key concepts: space, place, politics
- IV. The politics of space
 - A. Public space and democracy: The National Mall
 - B. Architecture: The Supreme Court
 - C. Urban design: Planning the capital then and now
 - D. Built environment: Nationals Stadium
- V. Politics and place in Washington, DC
 - A. Neighborhood change - Gentrification of the Shaw and Navy Yards neighborhoods
 - B. DC's global sense of place - Local and global interconnections, communities, and attachments

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.

Addendum II

Global Studies, B.A.

2023-2024 Undergraduate Delete Program Request

General Information

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

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

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

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

Desired Effective Semester - Please update*

Fall

Desired Effective Year - Please update*

2023

What would you like to do?*

- Deactivate Existing Program
 Terminate Existing Program

Routing Information

Routes cannot be changed after a proposal is launched.

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

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

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

School/ Department

*

University College

Center for Interdisciplinary Studies

Is this a School of Nursing or School of

Yes

No

76 Is this a College of Education Program?*

Yes

No

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

Yes
 No

Program Information

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

Type of Program* Program
 Shared Core

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

DO NOT edit the imported information below.

Program Name* Global Studies, B.A.

Program Type*

Degree Type*

Program Location*

Program Description* Global Studies is an interdisciplinary enquiry into the developments which have in the past and will continue to shape the interconnectedness of people and places around the world. It employs critical analyses of the processes which have contributed to both the complexity and variety of our world societies and to the common features of the changing human and natural environments.

Learning Outcomes

Demonstrate an understanding of the interconnectedness of local, regional, and global events, processes, and patterns.

Demonstrate an understanding of the individual's and local place's relationships to global events, processes, and patterns.

Demonstrate an understanding of a conceptual or theoretical approach to global events, processes, and patterns.

Demonstrate an ability to apply humanistic, social scientific, or scientific methods to answer a global question.

Demonstrate an ability to construct and present an argument based on evidence.

Status* Active-Visible Inactive-Hidden

Prospective
Curriculum - Not
Applicable *

Requirement

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

Core Curriculum

Core Area F: 18 Hours

Core Area F (Major Specific Courses): 18 Hours

I. Introduction to Global Studies: 3 Hours

XIDS 2301 Introduction to Global Studies

II. Foundations of Global Studies: 3-18 Hours

Courses under the 3000 level from the list below

No more than 1 course from the same department

ANTH 1100 Faces of Culture

ANTH 1102 Introduction to Anthropology

ANTH 2001 Introduction to Archaeology

**COMM 1154 Introduction to Mass
Communications**

[After] COMM 2002

[After] COMM 2100

[After] COMM 2104

PHIL 2010 Introduction to Philosophy

PHIL 2030 Introduction to Ethics

ART 2201 History of Western Art: Ancient to Medieval

ART 2202 History of Western Art: Renaissance to Contemporary

ASTR 2313 Astronomy

BIOL 1012 Ecology and Environmental Biology

BIOL 1013 Biology of AIDS and Infectious Disease

XIDS 2201 Science Foundations

XIDS 2202 Environmental Studies

CS 1020 Computers and Society

[Before] ENVS 1012

ENVS 2202 Environmental Science

ENGL 2110 World Literature

ENGL 2190 Studies in Literature by Women

SOCI 1101 Introductory Sociology

SOCI 1160 Introduction to Social Problems

SOCI 2203 Introduction to Women's Studies

FORL 2200 Survey of National Literatures

FORL 2300 Topics in National Literatures

ECON 2100 Economics for Everyone

ECON 2105 Principles of Macroeconomics

ECON 2106 Principles of Microeconomics

GEOG 1013 World Geography

GEOG 1111 Introduction to Physical Geography

GEOG 1112 Weather and Climate

GEOG 1113 Landform Geography

GEOG 2010 Political Geography

GEOG 2503 Cultural Geography

HIST 1111 Survey of World History/Civilization I

HIST 1112 Survey of World History/Civilization II

[After] GEOL 1222

GEOL 1121 Introductory Geosciences I: Physical Geology

GEOL 2313 Descriptive Astronomy

GEOL 2503 Introduction to Oceanography

MUSC 1100 Music Appreciation

MUSC 1110 Survey of World Music

MUSC 1120 Survey of Jazz, Rock, and Popular Music

III. Foreign Language through 2002: 3-12 Hours

Major Courses: 33 Hours

All majors must complete the senior capstone seminar: 3 Hours

Courses needed to complete the major can be taken in any of the following tracks:*

21 Hours

Minor - All Global Studies majors must minor in a Foreign Language: 12-15 Hours

Study abroad, taken either in major or foreign language minor: 9 Hours

Electives: 9-15 Hours

Total: 120 Hours

Justification and Assessment

Rationale* Extremely low major and graduation numbers indicate a lack of student interest in the Global Studies program. The three-year average of graduates has never exceeded a high of 3.33, and the current three-year average is 0.33. Currently, only four actively enrolled UWG students are majoring in Global Studies. Two additional students are Global Studies majors but they have not registered for courses at UWG for two consecutive semesters (both last enrolled in Spring 2022). It should be noted that the BA in Global Studies program has never received consistent nor, arguably, adequate institutional support, primarily in the form of dedicated personnel (faculty) to administer, advise, and teach in the program. We can speculate whether this lack of support contributed to the low graduation numbers, but it is nevertheless true that the enduringly low numbers made it difficult to justify the dedication of resources to the program, especially during two periods of austerity budgets over the past 15 years. The numbers for the most recent five-year period make the case even more difficult—only five students have graduated in Global Studies since AY 2017-

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

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

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

Administrative Use Only - DO NOT EDIT

Program ID awalter@westga.edu

Addendum III

Proposed Additional Language

MATH CREDIT POLICY

We propose to amend the Undergraduate Catalog Transfer Credit Evaluation Policy at p.82 to add the following point:

12. Students who have earned transfer credit when entering UWG for a higher Math course will be able to purchase credit for lower-level Core MATH courses as follows:

Course Credit Received	Course Credit Can Be Purchased For
MATH 1413	MATH 1111
MATH 1634	MATH 1113
MATH 4203 or 4213	MATH 1401

The cost to purchase credit is \$6 per hour. Students should contact the Chair of the Department of General Education to purchase the credit.

Addendum IV

**Course Attributes for High Impact Practices (HIPs)
Undergraduate Research/Creative Project Attributes
Approved by the UWG Faculty Senate, December 3, 2021**

HIPs Attributes Process

The University System of Georgia has requested that all institutions develop criteria and a process for assigning attributes for High Impact Practices (HIPs) in Banner. Information on the USG criteria and definitions for all eleven HIPs can be found [HERE](#).

The [LEAP West Committee](#) is charged by the Provost with guiding the successful design and implementation of High Impact Practices (HIPs) at the University of West Georgia. Campus work to develop and expand HIPs and other experiential learning opportunities for students is known at UWG as LEAP West! In 2015, the Faculty Senate endorsed a [resolution](#) to support The University of West Georgia's inclusion in Georgia's petition to become a LEAP State. The petition was formally approved by the University System of Georgia and the Association of American Colleges and Universities (AAC&U) in 2016. The University of West Georgia is a member of the [LEAP State Georgia Consortium](#), which is affiliated with the [University System of Georgia's](#) initiatives to expand student access to HIPs. Additional information about AAC&U's LEAP initiatives can be found [HERE](#).

In Fall 2021, the LEAP West Committee submitted a [proposal](#) to the Academic Programs Committee of the Faculty Senate that outlined the campus process for assigning attributes to courses in Banner. The proposal was approved by the Faculty Senate in September 2021. The proposal outlines two stages in the HIPs implementation process:

1) The LEAP West Committee will develop in consultation with faculty representatives from each of the academic colleges and schools criteria for assigning HIPs attributes in Banner to courses. These criteria will be submitted to the Academic Programs Committee for review, revision, and approval before being sent forward to the Faculty Senate for final approval.

2) Once criteria have been approved, the LEAP West Committee will communicate and coordinate with faculty and academic programs on submitting course materials (typically, a syllabus) for the assignment of HIPs attributes. Courses will then be submitted to the Undergraduate Programs Committee for approval. Once final approval by the Faculty Senate has been received, the LEAP West Committee will coordinate with the Office of the Registrar to have attributes assigned.

How Course Attributes Benefit Students, Faculty, and Academic Programs Undergraduate Research (UR) is an important High Impact Practice that the USG has identified for inclusion in Banner. The University of West Georgia aspires for every student to have the opportunity to engage in undergraduate research [or creative projects](#). The UR course designation would allow students to identify courses in the schedule of classes in Banweb that include an undergraduate research/[creative project](#) component. The attributes would also enable faculty to list courses that have received an UR or other HIPs designation as an evidentiary source in their teaching portfolios.

Once attributes are assigned to courses, academic units could also establish program or degree requirements aligned to undergraduate research/[creative project](#) or other HIPs that meet their specific educational goals. Assigning attributes to courses in Banner does not capture all HIPs occurring on campus, since some student involvement in HIPs takes place in co-curricular or extra-curricular settings. How UWG captures these experiences will be addressed in the next stages of this work.

Undergraduate Research/Creative Project Definition:

[In 2022, the Council on Undergraduate Research has defined updated its definition of](#) undergraduate research [as to read: "an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline."](#) ["A mentored investigation or creative inquiry conducted by undergraduates](#)

that seeks to make a scholarly or artistic contribution to knowledge.”¹ The University of West Georgia defines undergraduate research as an inquiry, investigation, or creative endeavor by an undergraduate student that enhances the student’s knowledge or advances the student’s creative abilities and contributes in a meaningful way to the student’s chosen discipline.

Identifying Undergraduate Research/Creative Projects

The University System of Georgia has established codes in Banner for institutions to assign to courses that meet the institution’s criteria for undergraduate research/creative project and has provided guidelines for institutions in designating a course as a High-Impact Practice (See Appendix C).

Acknowledging that the kind of research/creative project that a student does in a 2000-level course might be very different from the kind of research/creative project a student does in a 4000-level course, we would have different codes indicating different levels and complexity of research process and outcomes (UR1, UR2, UR3, UR4).

Initially, faculty/programs would need to submit their courses to receive the designation of an UR1, UR2, UR3 or UR4 course. Once a course has been approved for that designation, it would be listed in the schedule of courses with that designation in a similar way that CACSI designates Discipline Specific Writing courses.

Process for Having a Course Designated as a UR Level course:

The campus LEAP West Faculty Committee will periodically throughout the year issue invitations for faculty to submit courses to receive the UR designation. As part of this process, faculty would submit an electronic application form (see Appendix A) along with the course syllabus to the faculty committee. The committee would then evaluate the syllabus according to a matrix (see Appendix B), recommend changes to the syllabus to fully meet the criteria, and recommend a UR level designation. All courses submitted and the committee’s recommendations would be sent to the Undergraduate Programs Committee of the Faculty Senate for approval. Once a course has been approved, the Office of the Registrar would assign the attribute.

Possible Learning Outcomes for Courses to be designated as Undergraduate Research/Creative Project courses:

To receive the UR attribute for any level, a course must include at least one learning outcome that defines how UR is incorporated into the course. This can be an approved course learning outcome or a learning outcome that the instructor specifically designs to meet the UR objective. Below are *examples* of learning outcomes for each UR level:

UR1: The second learning objective for the XIDS 2002 course lends itself to undergraduate research preparation. “Through engagement with the interdisciplinary, academic theme of the course, students will recognize and begin to implement the skills necessary to become life-long active learners who can focus on a contemporary and/or enduring topic, question, or problem.” This would mean that all students who take this course could receive an undergraduate research/creative project designation in being prepared through the course to undertake an extended project.

UR2: Students will demonstrate an understanding of the application of a research method or creative process to a real-world issue or problem.

UR3: Students will demonstrate an understanding of disciplinary methodology and application of evidence in current academic literature or creative production surrounding a research topic.

UR4: Students will complete a research project or creative endeavor suitable for presentation at an academic conference or similar contribution to a field.

¹ Hensel, N. ed. *Characteristics of Excellence in Undergraduate Research*, CUR Publications, 2012, p. 2
https://www.cur.org/council_on_undergraduate_research_issues_updated_definition_of_undergraduate_research/

Appendix A
Course Approval for Undergraduate Research/Creative Project Designation

Name of person responsible for this submission:

Program (e.g. Chemistry):

Program Coordinator (if applicable)~~Director~~:

Department:

Department Chair:

Course Number (e.g. ENGL 1101):

Course Title:

Brief Course Description:

Learning Outcomes for the Course:

Will multiple sections of this course be taught in any given semester: Yes No

Is approval being sought for all sections or specific sections?

If approval is being sought for specific sections, please provide the relevant CRNs if possible.

For the following categories, please select the activity that most closely aligns with what will be expected in this course:

Investment of Time: Fewer than 30 hours 31-50 hours 51-100 hours 101 or more hours (Investment of time refers to the amount of time the student is expected to put into the research/creative project component of this course. This is not limited to in-class time, but includes time the student might spend working on a project outside of class ~~doing research and writing~~).

Dissemination of resulting project:

Shared with a small group

Shared in class

Publicly shared (outside of class, e.g. conference presentation)

Publicly shared (publication)

Is student reflection upon the project, methods, process, or results required? Yes No

Faculty Feedback:

None

General and Limited

Specific to course project but not iterative

Specific to course project and iterative

Extensive, specific, and iterative

The student is required to engage in a literature review or with the work of other scholars or creators in the field:

Not at all

limitedly
moderately
extensively

The student will provide written evidence of understanding of disciplinary or creative method:

Not at all
Limitedly
Moderately
Extensively

The student will provide explanation of clear real-world application of research or creative processes:

Not at all
Limitedly
Moderately
Extensively

Does the course include any of the following Learning Outcomes:

UR1: Through engagement with the interdisciplinary, academic theme of the course, students will recognize and begin to implement the skills necessary to become life-long active learners who can focus on a contemporary and/or enduring topic, question, or problem.

UR2: Students will demonstrate and understanding of the real-world application of a research method or creative process.

UR3: Students will demonstrate an understanding of disciplinary methodology and application of evidence in current academic literature or creative production surrounding a research topic.

UR4: Students will complete a research project or creative endeavor suitable for presentation at an academic conference or similar contribution to a field.

Appendix B
Undergraduate Research/Creative Project Designation Matrix

Designation	Investment of Time	Dissemination of resulting project	Required student reflection	Faculty feedback	Learning Outcome
UR-1	Fewer than 30	Shared with small group	Yes	some	Through engagement with the interdisciplinary, academic theme of the course, students will recognize and begin to implement the skills necessary to become lifelong active learners who can focus on a contemporary and/or enduring topic, question, or problem.
UR-2	31-50	Shared in class	Yes	Specific to course project	Students will demonstrate an understanding of the real-world application of a research method <u>or creative process</u> .
UR-3	51-100	Publicly Shared	Yes	Specific to course project and iterative	Students will demonstrate an understanding of disciplinary methodology and application of evidence in current academic literature <u>or creative production</u> surrounding a research topic.
UR-4	101 or more	Publicly Shared	Yes	Extensive, specific and iterative	Students will complete a research project or creative endeavor suitable for presentation at an academic conference or similar contribution to a field.

Appendix C
University System of Georgia
Undergraduate Research Criteria and Coding Guidelines
Identifying Undergraduate Research Courses as a High Impact Practice for Inclusion in Banner

What is a High Impact Practice?

The American Association of Colleges & Universities has established a set of High Impact Practices that encourage postsecondary institutions to adopt and scale. High Impact Practices are teaching and learning practices that have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.

Guidelines for Qualifying an Undergraduate Research Course as a High Impact Practice The University System of Georgia (USG) institutions should consider the following guidelines as they engage in a review process to identify whether an Undergraduate Research course should be categorized as a High Impact Practice in the Banner Student Information System. The guidelines were developed in consultation with USG institution representatives involved in the implementation of Undergraduate Research courses. These guidelines expand upon those articulated by the American Association of Colleges & Universities to provide just-in-time answers for USG institution faculty:

Characteristics of Undergraduate Research Courses as a High Impact Practice

- Key concepts and questions in the course are connected to students' early and active involvement in systematic investigation and research.
- Students are involved in actively contested questions, empirical observation, cutting edge technologies, and the sense of excitement that comes from working to answer important questions.
- Performance expectations set at appropriately high levels
- A significant investment of time and effort over an extended period of time.
- Interactions with faculty and peers about substantive matters
- Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
- Feedback is frequent, timely and constructive
- Periodic and structured opportunities for students to reflect on and integrate learning
- Opportunities to discover the relevance of learning through real-world applications
- Public demonstration of competence

Identifying Undergraduate Research Courses for Inclusion in Banner

Institutions have the sole authority to establish a process and criteria for the review of Undergraduate Research courses to determine if they qualify as a High Impact Practice. The USG does not make the determination but provides these guidelines to promote system-wide consistency. The institutional process for qualifying courses as High Impact Practices may include a review committee of faculty and teaching staff at the college or academic department level. Institutions should consider developing a process for faculty to submit courses for review. Review committees can determine the nature of the application process to approve course artifacts that should be included in the review process. Artifacts might include a course syllabus and lesson plan. With the assistance of the Guidelines for Qualifying for an Undergraduate Research course as a High Impact Practice, each institution will develop its own criteria qualifying a course. The final decision for approving an Undergraduate Research Course as a High Impact Practice rests at the institution-level.

The institution may qualify non-course, non-credit based experiences as High Impact Practices. Campuses have the discretion to identify these experiences in Banner as a non-credit based course option in a manner that is consistent with institutional practice. If non-course, non credit based experiences are entered into

Banner, they must use the High Impact Practice codes included in this document.

Banner Code Categories

The Banner Codes for qualified Undergraduate Research Courses will include the following categories

Primary Codes: Must have one primary code

Code	Description
ZURP	Undergraduate Research course meets institution’s criteria as a High Impact Practice for Undergraduate Research

Contact Hour Codes: Include code indicating number of hours student is engaged in Undergraduate Research, if applicable

Code	Description
ZUR1	Research or creative project requires 30 or less contact hours
ZUR2	Research or creative project requires 31-50 contact hours
ZUR3	Research or creative project requires 51-100 contact hours
ZUR4	Research or creative project requires 101 or more contact hours

Required Course Codes: For each course section that meets the following institution criteria

	Description
ZHIR	Course meets a High Impact Practice requirement established by institution.

The following scenarios must be met in order to successfully pass the data validations in Banner.

- Each course section must have one primary code.
- Each course section must have one contact hour code, where applicable. If not applicable, leave blank.
- Each course section must include a code to indicate it is a required course by the institution, if applicable. If not, leave blank.

- Each course section must use all required course codes if the course meets the criteria associated with the code.
- Campuses have the option to develop additional institution-based codes and establish criteria for using the codes for their Undergraduate Research experience courses.

Primary Code

Undergraduate Research course meets institution's criteria as a High Impact Practice for Undergraduate Research

Contact Hour Code

Number of hours student is engaged in Undergraduate Research activities as defined by the institution.

Required Course Code

Course section meets a High Impact Practice requirement established by institution.

Courses that meet an institutional requirement that graduates complete a minimum number of courses or non-course-based experiences designated as a High Impact Practice. The requirement, to include the type and number of student experiences, is determined by the institution.

The USG may add additional codes, as necessary.

Addendum V

**Committee VI: Facilities and Information Technology Committee (Yvonne Fuentes, Chair)
Information Item:**

A) Report of the Faculty Communication Subcommittee, Phillip Grant and Brian Henderson
(Figure 1)

Phillip Grant discussed the report contained in Figure 6, which detailed the results of a survey sent to 65 individuals from 147 Doctoral/Professional institutions meeting the Carnegie Classification of Institutions of Higher Education. Of the 65 contacted, 23 responded to the survey of questions listed in Figure 6. After synthesizing the data from the survey, the subcommittee recommends seeking out a means of open faculty communication through either a moderated all-faculty listserv, a moderated private Facebook group, or a moderated Discord server with the moderated all-faculty listserv being the preferred option. The report also includes a set of recommended guidelines for the moderation, membership, and communication of that moderated all-faculty listserv.

Figure 1

Report of the Faculty Communication Subcommittee

2021-2022

Phillip Grant, Chair

Philip Reaves

Brian Henderson

The Subcommittee met for the first time on Tuesday, October 5, 2021. We discussed the benefits and pitfalls of mass communication across any large organization in that meeting. Specifically, the Subcommittee discussed how important it is for individuals to communicate with their colleagues to build relationships and how difficult it can be to moderate inappropriate speech. These conversations led to comparisons to institutions we had previously attended. We realized that the context of the University of West Georgia (UWG) is different than that of larger public universities. Therefore, we decided to learn more about how institutions that are similar to UWG handle faculty communication.

Between November 2021 and January 2022, we developed and deployed an instrument to be sent out to members of faculty senate at institutions that are similar to UWG. We chose the Carnegie Classification of Institutions of Higher Education as a means for comparison. UWG is a Doctoral/Professional University. There are 147 Doctoral/Professional institutions in the United States. We selected a convenience sample of 65 individuals who were recent Chairs, Co-chairs, or Chair-Elects based on the public availability of their contact information. We contacted those individuals via email and sent them a link to a brief Qualtrics survey. Of those 65, 23 individuals responded. The findings of that data collection follow:

“Does your institution have an official faculty listserv in which any faculty members are able to access and post messages?”

- Yes – 8 (35%)

- No – 14 (61%)
- Unsure – 1 (4%)

“If yes... describe the rules”

- “The usual standards of decency & decorum” – Private West Coast
- “There is no moderator” – Private East Coast
- “People can opt out [of the Listserv]” – Public Regional Midwest
- “No formal rules” – Private West Coast

“Do your faculty have any means of group-based communication beyond copying other on an email?”

- Yes – 8 (35%)
- No – 11 (48%)
- Unsure – 4 (17%)

“Briefly describe your faculty’s group-based communication”

- “it’s a private listserv run by an individual faculty member, but administrators, staff, etc. are also on it.” – Public Regional Midwest

● “We also maintain a closed faculty Facebook page (anyone who teaches is eligible to join). The FB group is maintained by the Senate President and Faculty Regent. It is where most of the informal communication and discussion happens, but it is also a subset of faculty.” – Public Regional South

- “So I created a community group in Canvas (the teaching platform we use here) and invited all faculty to join, without regard to rank, tenure status, or FTE status.

Membership (1367) is now at 88% of all faculty. I have created discussion groups within the CG, comprising individual colleges and schools, with another for all faculty together. I also use Hypothes.is software for gathering faculty input on documents I have uploaded to the CG; Hypothes.is is an effective (excellent, really) tool for facilitating input and campus-wide discussion among faculty.” Private Midwest

And many were interested in this project and emailed me separately:

- “Very interesting that you had such a platform and then it was shut down. I’d love to hear if you decide to resurrect it in some capacity.” – Didn’t complete survey

● “We’ve had some interesting experiences here with our faculty listserv.... Particularly as to the presence or absence of academic administrators on it. I’d be happy to amplify my survey answers if you have any questions.” – Private East Coast

- “We used to have an open listserv where any faculty could post anything but soon those messages were clogging our email boxes and some were ugly, so that was discontinued.” – Public Regional South

After reflecting on the data we collected, we came to some conclusions. First, and most importantly, open communication is a privilege. We are not the only institution that would like to improve faculty communication across campus nor are we the only institution that had such communication taken away. Therefore, if we are to have a channel of open communication, it must be moderated. Moreover, moderation should be done by an individual who has been charged to do so as part of a position that they have been elected or appointed to. When a moderator is empowered with strict rules, abusive communication can be avoided. Finally, we

believe that the institutions who have not had incidents of abusive communication will in the future.

Ultimately, we determined that we should seek out a means of open faculty communication. We came up with three options: a moderated listserv, a private Facebook group, and a Discord server. A moderated listserv would have very specific rules, such as no political speech, no marketplace, and no replies. This listserv would have very strict moderation; an individual will have to approve every message before it goes out. The moderator would need to have the duty attached to a position, such as Faculty Senate Chair/Co-Chair. A both a private Facebook group and Discord server would have strict membership in which every individual would have to be confirmed to be a faculty member at UWG. The speech rules would be more relaxed in this forum with volunteer moderation.

We ended our conversation by comparing the pros and cons of each option. The moderated listserv would have somewhat limited speech, but strict moderation would prevent any abusive communication. A private Facebook group would be popular among an older demographic but would have much more potential for abusive communication. A Discord server would be popular among a younger demographic but would have much more potential for abusive communication. Ultimately, we agreed on recommending a two-pronged approach. We believe that a strictly moderate listserv should be created. We also believe that open communication is important. Therefore, we would recommend that the UWG AAUP chapter create a private Facebook group open only to members to discuss issues that would be inappropriate for campus-wide communication.

The moderated listserv would be created for the benefit of research, student success, and programming. Some potential rules we think could be useful for the listserv would be:

- No political or religious speech
- No humor or satire speech
- Limited discussion of institutional policy
- Strict moderation that requires the approval of a professional moderator
- Original posts only with contact information; no message can be replied to directly onto the listserv.

After sharing these results with AAUP officers, they informed us that a Google Group for AAUP is currently active and can be used for informal communication.

Our official recommendation for the faculty senate is as follows.

The faculty senate should create an “All Faculty” listserv that any adjunct, lecturer, clinical, tenure-track, or tenured faculty member may post to. The purpose of this listserv is to share potential research or funding opportunities, recruitment for research participants, or opportunities for students. Faculty members may post any message for the aforementioned purposes. Each message must be approved by a moderator before it is posted. Replying to the listserv is not allowed; respondents must write a new email response to the sender. Any faculty member may opt out of the listserv. In addition to these guidelines, we recommend the following rules for the moderation team:

- Messages must fall within the purposes of the listserv

- No political or religious speech is allowed
- No humor or satire speech

AAUP's Google Group is an appropriate space for discussion of institutional policy and other forms of speech not allowed in this listserv.

Faculty Senate April 15th, 2022 Meeting Minutes and Response from President

Committee VI: Facilities and Information Technology Committee (Yvonne Fuentes, Chair)

Action Item:

A) Vote on a Faculty Communication Listserv (Figure 6)

At the March 18, 2022 Faculty Senate Meeting, the FITC recommended the creation of a moderated all-faculty listserv that any adjunct, lecturer, clinical, tenure-track, or tenured faculty member may post to as a means of maintaining open faculty communication. Each message must be approved by a moderator (to be determined at a later date), and must fall within the purposes of the listserv, which are to share potential research or funding opportunities, recruitment for research participants, opportunities for students, upcoming campus events, retirements, and other newsworthy items deemed acceptable by the moderator. When asked who might serve as the moderator, it was suggested that perhaps the Ombuds, as they are unbiased. While the written version of the FITC's proposal in Figure 6 mentioned the Faculty Senate Chair as a potential moderator, the ballot measure presented allowed the FITC to select the moderator. It was also noted that the AAUP 's Google Group would be an appropriate space for discussion of institutional policy and other forms of speech not allowed on this listserv.

Chair Williams then called the question for a vote on the creation of an all-faculty listserv to be moderated by the Faculty Senate chair or other person whom the FITC designates, and that will be governed by the rules listed in the FITC 's proposal (see Figure 6).

The item was approved with 34 in favor, 3 opposed, and 0 abstentions.

Dr Kelly's response to the above vote (May 19th, 2022)

The University of West Georgia has existing communication channels that allow discussion of important items that are of localized and institutional interest. These include email lists and regular meetings of departments, colleges, schools, committees, and working groups. Faculty may submit notices and announcements for consideration in the weekly Academic Affairs newsletter, to the University Communications and Marketing office, and to their departmental and college/school committees. Additionally, the Faculty Senate serves as a discussion and information dissemination forum that meets regularly. Given the existing forums and support to discuss and communicate on matters of relevance to the university community, I reject this motion.