

## Memorandum

To: General Faculty

Date: March 13, 2024

Regarding: Faculty Senate Agenda for March 15, 2024 in Richards Hall, room 102

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1. Call to Order
2. Roll Call
3. Minutes
  - A) The February 16, 2024 Faculty Senate Meeting Minutes were approved electronically on March 13, 2024.
4. Administrator Reports
  - A) President
  - B) Provost
  - C) Dr. Brian Mosier, Interim Executive Director, Office of Research and Sponsored Projects
    - 1) Application to Establish a New Center or Institute ([Addendum I](#))
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 II](#)):**

- A) College of Arts, Culture, and Scientific Inquiry
  - 1) Department of Art, History, and Philosophy
    - a) [ART - 3550 - Intro to Digital & Sequential Arts](#)  
Request: Add  
This course introduces principles and techniques in animation, illustration, digital arts, and other sequential arts. The course provides fundamental skills for students

entering the Animation, Illustration, and Digital Arts (AIDA) concentration and the requisite exposure and experience to the discipline prior to their BFA application to AIDA. Prerequisites are ART 1006, 1007, 1008, and 1009, each with minimum grade of C.

b) [ART - 3551 - Animation Studio](#)

Request: Add

This course provides intermediate level skills in support of the Animation, Illustration, and Digital Arts (AIDA) concentration, including the use of temporal visual and aural techniques to create animations. Students must be accepted into the AIDA concentration prior to enrolling in this course. Prerequisite is ART 3550 with minimum grade C.

c) [ART - 3552 - Intermediate Digital & Sequential Arts](#)

Request: Add

This course provides intermediate level skills in support of the Animation, Illustration, and Digital Arts (AIDA) concentration, building skills necessary for storytelling and production. It is an essential skill building class prior to advanced coursework within the concentration. Students must be accepted into the AIDA concentration prior to enrolling in this course. Prerequisite is ART 3550 with a minimum grade of C.

d) [ART - 3553 - Stop-Motion Animation](#)

Request: Add

This course provides intermediate skills in support of the Animation, Illustration, and Digital Arts (AIDA) concentration, including the place of stop-motion animation in contemporary art and the integration of stop-motion techniques into students' existing art practice. Students must be accepted into the AIDA concentration prior to enrolling in this course. Prerequisite ART 3550 with minimum grade of C.

e) [ART - 4559 - Advanced Animation & Illustration](#)

Request: Add

With instructor approval, the student will define a project in specific subject matter as it relates to Animation, Illustration, Digital Art, or other Sequential Arts

(AIDA). This course furthers the direction of the individual and the development of an advanced portfolio or works. It will support students in their development and progression towards, and through, the senior capstone sequence. May be repeated up to 15 credit hours. Students must be accepted into the AIDA concentration prior to enrolling in this course. Prerequisites ART 3550 with a minimum grade of C and (3551 or 3060 or 3552 or 4702) with minimum of C.

f) [Art, B.F.A.](#)

Request: Revise

This proposal creates a new concentration in Animation, Illustration, and Digital Arts (AIDA) within the Bachelor of Fine Arts in Studio degree program. The AIDA concentration will require 126 credit hours, the same required by all other studio based BFA-Art concentrations). The proposal aligns with student demand and the job market.

g) [Art, B.F.A.](#)

Request: Revise

This proposal creates a new General Fine Arts Concentration in the BFA-Art degree program. The General Fine Arts concentration will not only allow us to provide a more broad and general approach to art studio discipline studies, it will also keep the UWG Art Program in compliance with our national accrediting body NASAD, which provides an option and guidelines for the BFA-Art General Fine Art concentration. The BFA in Art (General Fine Arts) concentration, as in all BFA-Art Degrees, will require 126-credit hours (the same as existing concentrations within the degree) where student will take a broad scope of studio course work and chose to focus in at least two or more areas of study, rather than focusing on one area of study.

h) [PHIL - 3315 - Contemporary Moral Problems](#)

Request: Add

This course will expand offerings in two Philosophy tracks (Law, Justice, and Society track and newly proposed Applied Ethics track), develop career-ready skills, and provide academic support for the UWG Ethics Bowl team. The course focuses on contemporary moral problems raised in the case pack for each year's

national Intercollegiate Ethics Bowl. Students perform academic research on problems central to the cases; use moral imagination to find solutions; develop moral arguments for particular positions; and present their findings orally.

Students may take the course up to four times for credit. Students can count the course twice toward the Philosophy BA; twice toward the Philosophy Minor; and three times toward the Ethics Certificate.

i) [PHIL - 3320 - Technology and Human Values](#)

Request: Add

This course explores the moral implications of new technologies and various philosophical views of the relationship between humans and technology. The course will broaden the range of applied ethics courses available to philosophy majors, philosophy minors, and ethics certificate students, and will serve as an option for philosophy majors in our newly proposed Applied Ethics concentration.

j) [Philosophy, B.A.](#)

Request: Revise

This revision has two parts:

(1) Applied Ethics Concentration: The proposal creates a new concentration in Applied Ethics within our Philosophy B.A. program. This track offers courses such as Technology and Human Values, Biomedical Ethics, Professional Ethics, among others with obvious career focus and applicability. The track brings sophisticated ethical reasoning directly into communication with specialized fields such as technology, business, environmental science, etc.

(2) Law, Justice, and Society (LJS) Concentration: The LJS concentration already exists. The change is to modify the catalog placement by placing this concentration under the Philosophy B.A. where it technically belongs as a sub-option.

2) Department of Anthropology, Sociology, and Psychology

a) [PSYC - 4020 - Critical Psychology](#)

Request: Add

This course will be a required major course for the proposed 100% online degree in Personal and Social Transformation. The course represents the area of expertise of several of our current program faculty. The course provides an introduction to the international movement of critical psychology.

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

a) [BFA in Theatre, Acting, Design/Technology, and Generalist concentrations](#)

Request: Revise

This proposal creates a generalist concentration as part of the Bachelor of Fine Arts in Theatre. The generalist concentration will be the third for the program along with concentrations in acting and in design/technology. The generalist concentration offers an option for students who want skills in more than one aspect of theatre and will be an effective choice for students who want to teach theatre. The generalist concentration covers acting, design/technology, and writing both for theatre and film.

B) College of Education

1) Department of Early Childhood through Secondary Education and Reading

a) [Elementary Education, B.S.Ed.](#)

Request: Revise

Math 3803 Algebra for P-8 Teachers 1 and Math 3703 Geometry for P-8 Teachers have been replaced with ECED 3250 Teaching Elementary Mathematics 1 and ECED 3260 Teaching Elementary Mathematics 2 in the program plan of study due to changes in the P-5 mathematical standards in Georgia. Aligned with the Georgia Standards of Excellence, the two new ECED courses were developed to ensure candidates can apply their understanding and knowledge of the content, methods and materials that will support student understanding and application of the new mathematical standards.

2) Department of Sport Management, Wellness, and Physical Education

a) [PHED - 2300 - Positive Youth Development in Sport](#)

Request: Revise

The Senate action item in this proposal is removing the 1 lab hour. This lab hour appears to be an error in the original proposal. This course does not have a lab component.

**Information Items:**

- A) UPC approved additional courses to receive the Work-Based Learning HIP designation. The list of these courses is included in the appendix ([Addendum III](#)).
- B) UPC completed Comprehensive Program Reviews (CPR) for two programs, Social and Behavioral Health BS in CASCI and General Education in University College.

**Committee II: Graduate Programs Committee (Georgia Evans, Chair)**

**Action Items ([Addendum IV](#)):**

- A) College of Arts, Culture, & Scientific Inquiry
  - 1) [BIOL - 6981 - Graduate Independent Study](#)  
Request: Revise Course  
Rationale: At the registrar's request, we are updating the course information for repeating and the maximum number of credit hours counted toward graduation. Currently, there is a conflict for this information that has caused some issues for students. We are also changing this course from variable to non-variable (3 credits) to standardize its use across the program.
  - 2) [BIOL – 6982 – Directed Readings](#)  
Request: Revise Course  
Rationale: At the registrar's request, we are updating the course information for repeating and the maximum number of credit hours counted toward graduation. Currently, there is a conflict for this information that has caused some issues for students. We are also changing this course from 1-4 to 1-3 credits to account for a reduction in our total required program hours from 36 to 30 credits (approved last year).
  - 3) [BIOL – 6985 – Graduate Special Topics in Biology](#)  
Request: Revise Course  
Rationale: At the registrar's request, we are updating the course information for repeating and the maximum number of credit hours counted toward graduation. Currently, there is a conflict for this information that has caused some issues for

students. We are also changing this course from variable to non-variable (3 credits) to standardize the use of special topics across the program.

4) [Biology, M.S.](#)

Request: Revise Program

Rationale: There are 4 major program revision items in this proposal. First, we are updating the program description to provide clarification on the tracks, focus on career outcomes, update the admission requirements, and highlight new offerings (biomedical sciences concentration and combined MS/MBA). We have changed the letter of recommendation number from 3 to 2 to match our sister institutions. The schemas for the thesis and nonthesis track have a few minor copy edits.

We have added a schema for a new biomedical sciences concentration in the nonthesis track. The biomedical sciences are a growing and high-demand career sector. We expect this concentration to attract students bridging the gap between undergraduate and professional school for careers in medicine, dentistry, pharmacy, veterinary science, physical therapy, biomedical/diagnostic technology, and biomedical research (see attached proposal for details). No new courses or faculty are needed for this concentration.

Finally, the Richards College of Business and the College of Arts, Culture, and Scientific Inquiry have collaborated to create an opportunity for students to complete both the MS in Biology (non-thesis) and the MBA in 45 hours. No program changes are required. This combined program is making use of elective hours to reduce the total number of hours required to complete both programs (see attached description).

5) [Master of Music with Concentrations in Music Education and Music Performance and Dual Concentration Track, M.M.](#)

Request: Revise Program

Rationale: Proposal to Add track to the MM in Music degree so that students may earn two MM of Music degree concentrations. Prospective students have expressed interest in earning multiple concentrations at UWG. UWG currently has a MM in Music, Music Education concentration track and a MM in Music, Music Performance concentration track. This proposal establishes a MM in Music, Dual Concentration Track.

B) Richards College of Business

1) [Combined Master of Professional Accounting, MPAcc and Master of Business Administration, M.B.A.](#)

Request: Revise Program

Rationale: As Universities hear from the accounting profession about the need for tech savvy accountants, accounting programs are moving to integrate more technology and data analysis skills into the curriculum, and possibly reclassify their accounting programs as STEM fields.

2) [Combined Master of Science in Biology, M.S. \(Non-thesis Track\) and Master of Business Administration M.B.A.](#)

Request: Revise Program

Rationale: As Universities hear from the accounting profession about the need for tech savvy accountants, accounting programs are moving to integrate more technology and data analysis skills into the curriculum, and possibly reclassify their accounting programs as STEM fields.

3) [Master of Professional Accounting, MPAcc](#)

Request: Revise Program

Rationale: As Universities hear from the accounting profession about the need for tech savvy accountants, accounting programs are moving to integrate more technology and data analysis skills into the curriculum, and possibly reclassify their accounting programs as STEM fields.

4) [Master of Business Administration, M.B.A.](#)

Request: Revise Program

Rationale: There are two changes in this proposal. First, we are removing the Early Executive Track due to lack of engagement with students. Second, in preparation for a Combined MS in Biology/MBA, we have added all 5000 and 6000 level Biology courses as elective options for the 2 outside electives.

C) University College

1) [Criminology, M.A.](#)

Request: Delete Program Request

Rationale: The Criminology graduate faculty voted in Fall 2023 to deactivate the Criminology MA program and provide a criminology/criminal justice/public safety emphasis pathways in the Master of Public Administration program. All Criminology graduate courses will remain in the catalog to allow students to continue taking elective courses while enrolled in other graduate programs at UWG. The Master of Public Administration with an emphasis in Criminal Justice requires 21 credit hours (7 courses) of MPA core courses, 12 credit hours (4 courses) courses of CRIM electives, and the Comprehensive Research Project (3 credit hours). The CRIM courses are also available to other UWG graduate students. Two Criminology standalone graduate certificates (Social Movement & Change; Public Policies, Programs, & Evaluation) are currently being approved through Curriculog.

D) College of Education

1) [HEDA – 6170 Student Affairs in Higher Education](#)

Request: New Course Request

Rationale: The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and graduate degrees are aligned with career opportunities across multiple higher education branches and units.

2) [HEDA – 6172 Social Theory in Higher Education](#)

Request: New Course Request

Rationale: The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and

graduate degrees are aligned with career opportunities across multiple higher education branches and units.

3) [HEDA – 6174 Higher Education Administration](#)

Request: New Course Request

Rationale: The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and graduate degrees are aligned with career opportunities across multiple higher education branches and units.

4) [HEDA – 6175 Economics and Finance in Higher Education](#)

Request: New Course Request

Rationale: The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and graduate degrees are aligned with career opportunities across multiple higher education branches and units.

5) [HEDA – 6176 Law and Higher Education](#)

Request: New Course Request

Rationale: The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and

graduate degrees are aligned with career opportunities across multiple higher education branches and units.

6) [HEDA – 6177 Applied Research and Assessment in Higher Education](#)

Request: New Course Request

Rationale: The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and graduate degrees are aligned with career opportunities across multiple higher education branches and units.

7) [HEDA – 6178 Students in American Higher Education](#)

Request: New Course Request

Rationale: The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and graduate degrees are aligned with career opportunities across multiple higher education branches and units.

8) [HEDA – 6179 Capstone: Investigative Study in Higher Education](#)

Request: New Course Request

Rationale: The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and

graduate degrees are aligned with career opportunities across multiple higher education branches and units.

9) [HEDA – 7145 – Diversity in Higher Education](#)

Request: New Course Request

Rationale: The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and graduate degrees are aligned with career opportunities across multiple higher education branches and units.

10) [HEDA – 7180 – Organization and Governance in Higher Education](#)

Request: New Course Request

Rationale: The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and graduate degrees are aligned with career opportunities across multiple higher education branches and units.

11) [Professional Counseling & Supervision, Ed.D.](#)

Request: Revise Program Request

Rationale: The Professional Counseling faculty would like to make a minor revision to the curriculum for the Ed.D. in Professional Counseling. There are two tracks for the Ed.D. in Professional Counseling--a 39-hour track for those who already hold an Ed.S. in Professional Counseling and a 60-hour track for those who do not hold an Ed.S. in Professional Counseling. This revision would affect both tracks. The proposal is to remove EDLE 8324 from the core curriculum. This course is not included in the program evaluation plan for the Ed.D. and removal of this course

should not disadvantage students. In place of EDLE 8324 for the 39-hour track, we would like to offer an elective opportunity. The 39-hour track does not currently include any elective courses, and inclusion of one elective would allow students to pursue advanced training in an area of interest. For the 60-hour track, we would like to replace EDLE 8324 with CEPD 8141, which is already an approved elective for the 60-hour track. This change would simply mandate completion of CEPD 8141 within the 60-hour track. CEPD 8141 addresses clinical supervision in counseling, which is a critical skill for any advanced practitioner. Additionally, completion of CEPD 8141 can help students meet some of the requirements for obtaining their supervision credential (i.e., ACS or CPCS). Again, this revision would not affect the program evaluation plan and would represent only a minor change to the curriculum.

#### **Information Items**

- A) GPC members were provided with an update and brief summary of the Secondary Ed.S. Program Review. The final report will be emailed to GPC committee members for review and a vote before the April 1 deadline.
- B) Graduate Assistantship requests and approvals/denials for this year and last year were discussed by the committee. Questions were answered by Dean Matt Varga.

#### **Committee IV: Faculty Development Committee (Amy Cuomo, Chair)**

##### **Action Items (Addendum V)**

- A) Modifications to section 103.0201 of the Faculty Handbook.
  - 1) Rationale: Currently, section 103.0201 of the Faculty Handbook provides that only tenured faculty may serve on a promotion committee. The Department of General Education in University College proposes to amend that section of the Faculty Handbook to permit Senior Lecturers to serve on promotion committees evaluating the application for promotion of Lecturers.

#### **Committee IX: Rules Committee (Yun Cheng, Chair)**

##### **Action Items:**

- A) Procedure for modifying the Faculty Senate Handbook. (**Addendum VI**)
- B) Decommissioning of the list of the outdated/duplicated policies/procedures housed in PolicyStat. (**Addendum VII**)
- C) Proposal to change Bylaws regarding the executive secretary. (**Addendum VIII**)

7. Old Business
  - A) Chair-Elect nomination.
8. New Business
  - A) Art, Humanities, and Social Sciences (breakout sessions)
9. Announcements
10. Adjourn

## **Addendum I**

## Application to Create a New Center or Institute

Proposed Center/Institute Name: \_\_\_\_\_

Director's Name: \_\_\_\_\_ Director's Email: \_\_\_\_\_

### Approval Signatures (where applicable):

Title	Name	Signature	Date
Center Director			
Chair			
Dean			
Vice President			

### Introduction

This application form is to be used when proposing the creation of a new center or institute at the University of West Georgia. When reviewing applications, the Executive Administrative Council will consider the merit, broader impacts, and the financial structure of the proposed center or institute. Please read the operational definitions and characteristics of a center or institute before completing this application (below and in Appendix I). If you are proposing the creation of a new center, please consult Appendix II for formal definitions of the types of centers to help guide your proposal. Finally, use the budget templates to estimate revenue income and expenditure. Appendix III contains details of the different funding sources and expenditure categories likely to be used in a center or institute budget forecast.

### [2.14 Research Centers and Institutes](#)

#### Center Characteristics

A center provides an organizational base for research in a given academic area or closely related areas. It may also provide a vehicle for interdisciplinary research in a given area involving faculty and students from a variety of internal administrative structures. It may be involved in the offering of continuing education activities related to its area(s) of interest. The center structure may facilitate efforts of the college or university to obtain extramural funding in specific areas. It serves as a formalized link between the academic and professional communities in the area(s) of focus. A center is not an autonomous structure within the internal statutory organization of a college or university. It is administratively most often an appendage of one of the traditional administrative structures, such as a department. A center is not involved in the independent offering of course credit or degree programs.

#### Institute Characteristics

An institute shares the center's focus on research, provision of opportunity for interdisciplinary activity, involvement in continuing education activities, value in facilitating efforts to obtain extramural funding, and service as a link between the academic and professional communities. It is however, a far more formalized structure and may be equivalent to an autonomous unit

within the internal structure of the college or university such as a department, division, school or (university level) college. It will, unlike a center, be involved in the offering of credit courses and may offer degree programs.

**Your application should be submitted in the following format with the sections listed below.**

**I. Center and Institute Classification**

Designate the category best describes the proposed Center or Institute. Note that an Institute does not require classification.

- Academic Support Center
- Research Center
- Outreach/Service/Extension Center
- Institute

Summary of Funding Sources: Centers and Institutes are supported by internal and/or external funding sources. Please assign a percentage of funding (Must total 100%)

- Internal – Student or Institutional Fee Based
- Internal – General Operating Funds (includes release time)
- Internal – College/Departmental Operating Funds (includes release time)
- External – Fee Based
- External – Grants and Contracts
- External – Gifts

**Center/Institute Abstract** – Summarize the overarching goal for this new center or institute.

**II. Proposed Center or Institute Operational Description and Justification**

Describe the proposed center or institute’s mission statement, objectives, alignment with university strategic initiatives, audience, and primary services and functions. It is essential to address the needs that are not currently addressed by the university and discuss how the new center/institute will satisfy these needs.

<b>Mission Statement</b>
<b>Objectives</b>
<b>University Strategic Initiatives Alignment</b>
<b>Targeted Audience</b>
<b>Primary Services and Functions</b>
<b>Other:</b>

### **III. Proposed Center or Institute Financial Description and Justification**

Provide a detailed annual operating budget, including budget numbers, personnel costs, travel, and equipment. The budget should include all known sources of income, tangible and intangible resources, and physical space costs.

Address of Physical Space Occupied (Building/Room #'s):

Number of Offices/Labs:

Number of Full Time Personnel:

Number of Part Time Personnel:

Number of Student Assistants/GRA's/GTA's:

Financial sustainability is a crucial aspect of a Center or Institute's viability and functionality. As such, please provide a three-year budget forecast.

DRAFT

## Appendix I

### Center Characteristics

A center provides an organizational base for research in a given academic area or closely related areas. It often provides a vehicle for interdisciplinary research in a given area involving faculty and students from a variety of internal administrative structures. It may be involved in the offering of continuing education activities related to its area(s) of interest. The center structure may facilitate efforts of the college or university to obtain extramural funding in specific areas. It serves as a formalized link between the academic and professional communities in the area(s) of focus. A center is not an autonomous structure within the internal statutory organization of a college or university. It is administratively most often an appendage of one of the traditional administrative structures, such as a department. A center is not involved in the independent offering of credit course or degree programs.

### Institute Characteristics

An institute shares the center's focus on research, provision of opportunity for interdisciplinary activity, involvement in continuing education activities, value in facilitating efforts to obtain extramural funding, and service as a link between the academic and professional communities. It is however, a far more formalized structure and may be equivalent to an autonomous unit within the internal structure of the college or university such as a department, division, school or (university level) college. It will, unlike a center, be involved in the offering of credit courses and may offer degree programs.

## Appendix II

### University of West Georgia Classification System Definitions

#### Academic Support Centers

Academic support centers are those, such as advising centers, math and writing centers, and other units that are created and supported to assist our students in their academic programs across the institution, not specific to any particular major or discipline. These are likely to be supported with general revenue funds but may also receive support from grants, gifts, or student fees.

#### Research Centers

The missions and purposes of Research Centers are to conduct research and, in most cases, to generate external grant (and sometimes gift) funding for their research. Research centers also play an important role in educating and training students, both undergraduate and graduate. Research Centers also provide access to specialized facilities to conduct interdisciplinary research, scholarship, technology transfer, and economic development.

#### Outreach/Service/Extension Centers

Some centers have missions that are primarily service, extension or outreach oriented. They are interdisciplinary and often conduct research and/or do contract work, but they also have a definite mission to serve university constituents and the State of Georgia. Legislators and citizens of Georgia have expectations that these units will provide service, often at no or minimal charge, and will be supported by the general operating budget of the university.

#### Institutes

An institute shares a center's focus on research, provision of opportunity for interdisciplinary activity, involvement in continuing education activities, value in facilitating efforts to obtain extramural funding, and service as a link between the academic and professional communities. An institute, however, is a far more formalized structure and may be equivalent to an autonomous unit within the internal structure of the college or university such as a department, division, school or (university level) college. Unlike a center, an institute may offer credit courses and degree programs.

## Appendix III

### Classification System Funding

The proposed classification system definitions refer to funding type and source.

#### External Funding

##### Fee-Based

Fees or revenues for services provided to external constituents.

##### Grants and Contracts

Funding received through awards, grants and contracts to provide services or in support of discovery research.

##### Gifts

Funds or in-kind resources received through sponsored projects, donors, constituents or endowments.

##### Student or Institutional Fee-Based

Fees or cost recoveries for services provided to students or the campus community.

##### General Operating Funds

University provided funds, release time or resources aligned with the university's mission and strategic objectives.

##### College/Departmental Operating Funds

College or departmentally provided funds, release time or resources aligned with the academic, research or service mission of the college/department.

## **Addendum II**

# ART - 3550 - Intro to Digital & Sequential Arts

## 2024-2025 Undergraduate New Course Request

### Introduction

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](mailto:curriculog@westga.edu).

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](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto: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\*

Course Number\* 3550

Course Title\* Intro to Digital & Sequential Arts

Long Course Title Introduction to Digital & Sequential Arts

Course Type\*

Catalog Course Description\* This course is designed to introduce students to fundamental principles and techniques in animation, Illustration, digital arts, and other sequential arts. A focus will be placed on technologies and creative concepts while introducing both analogue and digital methods of production.

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\* 6

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 ART 1006 with a minimum grade of C and ART 1009 with a minimum grade of C and ART 1007 with a minimum grade of C and ART 1008 with a minimum grade of C

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 will provide fundamental skills needed for students entering into the Animation, Illustration, and Digital Arts (AIDA) concentration. It will provide students with the requisite exposure and experience to the discipline prior to their BFA application to AIDA.

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

1. Demonstrate a beginning understanding of various technical approaches to sequential art through assigned work.
2. Demonstrate a beginning understanding of the history of digital and sequential art through lectures and seminar presentations.
3. Demonstrate a beginning understanding of practical and conceptual issues surrounding digital and sequential art through the creation of a final project.
4. Demonstrate a beginning to intermediate development of critical thinking and discourse through group discussions, critiques, and writing.
5. Demonstrate a beginning ability to produce self-directed work.

## REQUIRED ATTACHMENTS

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

### 1.) Syllabus

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

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

**Syllabus\***  I have attached the REQUIRED syllabus.

## Resources and Funding

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 30

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

**If yes, what will the fee be?\*** \$100

**Fee Justification** We are requesting Studio Art Course Lab Fees as they are common practice across peer art programs and institutions. Lab Fees enrich the educational experience of all students enrolled in studio-based courses within the Art Program. Course Fees are an integral part of providing for an equitable and evolving learning environment.

The Studio Art Course Lab Fee is a flat rate fee for students enrolled in studio art courses and is applied to purchases and maintenance of art studios/labs, studio materials and equipment, and items needed to provide students with a proper and safe working/learning environment.

The departmental objective for these course fees is based on student success as follows:

1. Studio Fees provide for the purchase and maintenance of the most appropriate and fiscally responsible studio equipment needed for ideal learning within all Art studio programs.
2. Studio Fees provide for the purchase, maintenance, and distribution of studio course materials that are more economical to purchase in bulk, are more environmentally friendly, and/or that may not be readily available.
3. Studio Fees do not cover all costs associated with studio-based courses or practices. Students enrolled in studio art courses may need to purchase materials and/or texts, in addition to what is supplied by the instructor, to complete projects and coursework.

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

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

**Course Description:** This course is designed to introduce students to fundamental principles and techniques in animation, illustration, digital arts, and other sequential arts. A focus will be placed on technologies and creative concepts while introducing both analogue and digital methods of production.

Prerequisites ART 1006, 1007, 1008, 1009

### **Learning Outcomes**

Students will:

- Demonstrate a beginning understanding of various technical approaches to sequential art through assigned work.
- Demonstrate a beginning understanding of the history of digital and sequential art through lectures and seminar presentations.
- Demonstrate a beginning understanding of practical and conceptual issues surrounding digital and sequential art through the creation of a final project.
- Demonstrate a beginning to intermediate development of critical thinking and discourse through group discussions, critiques, and writing.
- Demonstrate a beginning ability to produce self-directed work.

### **Course Objectives**

- To give you the ability to understand and manipulate software and digital tools needed to create sequential work.
- To improve aesthetic sensibilities. Meaning, to improve visual sensitivity to creating and developing your decision-making processes through developing sequential works.
- To develop constructive, group analysis through in-class critiques and collaborative projects.
- To become more aware of contemporary and historical sequential art.
- To produce assigned and self-directed work that meets the creative and technical expectations of the instructor.

### **Course Guidelines**

1. Grades are based on 7 assignments given during the semester totaling 70% of your grade. A final, self-proposed project will be worth 20% of your grade. The remaining 10% is based upon your participation and attendance.
2. You are allowed two absences. Each additional absence will lower your final grade by one letter. Being late or leaving class early twice is equal to one absence. Generally speaking you should never miss class.
3. Work not created during the semester will not be accepted. Examples of work must be shown on work days to indicate progress on assignments. Failure to have work is equal to an absence. All assignments are due at the beginning of class on the due date.
4. You are responsible for maintaining the order of the facilities. This space is shared by other classes and we must be considerate of that fact. All classroom studios are communal spaces and cooperation is required. Any blatant disregard for equipment will result in lowered grades.
5. Cell phone use should be considerate of what is happening in class. Using your phone while the instructor or someone else is addressing the class is reprehensible and will not be tolerated.

6. All students are expected to participate in discussions during critiques and discussion of readings. Participation by everyone improves the quality of the class. It is an intangible but important part of your grade. Discussion during lab time should revolve loosely around the subject of art.
7. I expect all assignments to be completed on time. **Late assignments will not be accepted.** Assignments are due at the beginning of a critique. Assignments that are not presented for critique will not be accepted. All assignments, unless otherwise noted, are to be work produced during the semester.
8. Grading in an art class differs somewhat from grading in an academic class. The instructor's judgment is made on a combination of class participation, technical skills and their application to your work, prompt completion of assignments, effort and growth, as well as creativity and aesthetics. The final project is an excellent indicator of growth, technical ability, creativity, and aesthetics.

## Materials List

### Technology

- Portable Hard Drive - 500gb minimum
- *Stop motion studio*  app. (free or \$4.99 for premium) for iOS or Android (phone, tablets, or chromebook)
  - With corresponding Phone and/or Tablet
  - Premium version is recommended (\$4.99 to unlock lots of helpful features)

### Traditional Materials

- Drawing Paper, copy paper, constructions, etc.. (any type)
- pencils, pens, markers, paint, charcoal, graphite, erasers, etc... (you choose)
- Magazines, photographs, photocopies, newspapers, print outs
- Scissors, exact-o knife, utility knife, etc.

## Texts

Texts will be provided by the instructor

## Supplies

### On-line supplies

[www.dickblick.com](http://www.dickblick.com)

[www.bhphotovideo.com](http://www.bhphotovideo.com)

## Grading:

Projects 1 - 7	70% (10% each)
Final Project	20%
<u>Participation</u>	<u>10%</u>
Total	100

## Letter Grades:

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

- **ART Program Course Fees for Studio Art Courses:**

Our Studio Art Course Fees are utilized to enrich the educational experience of all students enrolled in Art studio-based courses within the Art Program.

The Studio Art Course Fee is a flat rate fee for students enrolled in various studio art courses, and is applied to purchases and maintenance of art studios, studio materials and equipment, and items needed to provide students with a proper and safe working/learning environment.

The departmental objective for these courses is based on student success as follows:

1. Studio Fees provide for the purchase and maintenance of the best up-to-date studio equipment and support needed for ideal learning within all departmental studio programs.
2. Studio Fees provide for the purchase, maintenance, and distribution of studio course materials that are more economical to purchase in bulk, are more environmentally friendly, or that may not be readily available.
3. Studio Fees do not cover all costs associated with a studio-based courses or practices. Students enrolled in studio Art courses may need to purchase additional materials and/or texts, in addition to what is supplied by the instructor, to complete projects and coursework.

In ART 3550 the studio course fees ensure that students are provided a safe and functional studio environment. Fees provide students enrolled in ART 3550 with studio equipment and support that allow you to complete most aspects of project or personal artistic development needed to be competitive within photography. Select materials are provided in ART 3550, which are more economical to purchase in bulk, are more environmentally friendly, or that are not readily available, in order to enhance your educational experience and provide for your professional development. The department assures all art students that Studio Art Course Fees are utilized to enhance studio practices and the educational experience for your personal artistic development.

**Common Language for Course Syllabi:** <http://www.westga.edu/UWGSyllabusPolicies/>

# ART - 3551 - Animation Studio

## 2024-2025 Undergraduate New Course Request

### Introduction

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](mailto:curriculog@westga.edu).

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](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto: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\*

Course Number\* 3551

Course Title\* Animation Studio

Long Course Title Animation Studio

Course Type\*

Catalog Course Description\* This course is designed to introduce students to fundamental principles and techniques in animation. It will build upon students' existing analog and digital skills in 2-D and 3-D production while further incorporating the use of temporal visual and aural techniques to create animations.

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\* 6

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 ART 3550 with a minimum grade of C

Concurrent Prerequisites

**Corequisites**

**Cross-listing**

**Restrictions** Students must be accepted into the Animation, Illustration, and Digital Arts concentration prior to enrolling in this course.

**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 will provide intermediate level skills in support of the Animation, Illustration, and Digital Arts (AIDA) concentration.

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

1. Demonstrate an intermediate understanding of various technical approaches to the AIDA concentration through assigned work.
2. Demonstrate an developing understanding of the history of Animation, Illustration, or Digital Art through lectures and seminar presentations.
3. Demonstrate an intermediate understanding of practical and conceptual issues surrounding the AIDA concentration through the creation of a final project.
4. Demonstrate a continued development of critical thinking and discourse through group discussions, critiques, and writing.

## 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?\*** 100

**Fee Justification** We are requesting Studio Art Course Lab Fees as they are common practice across peer art programs and institutions. Lab Fees enrich the educational experience of all students enrolled in studio-based courses within the Art Program. Course Fees are an integral part of providing for an equitable and evolving learning environment.

The Studio Art Course Lab Fee is a flat rate fee for students enrolled in studio art courses and is applied to purchases and maintenance of art studios/labs, studio materials and equipment, and items needed to provide students with a proper and safe working/learning environment.

The departmental objective for these course fees is based on student success as follows:

1. Studio Fees provide for the purchase and maintenance of the most appropriate and fiscally responsible studio equipment needed for ideal learning within all Art studio programs.
2. Studio Fees provide for the purchase, maintenance, and distribution of studio course materials that are more economical to purchase in bulk, are more environmentally friendly, and/or that may not be readily available.
3. Studio Fees do not cover all costs associated with studio-based courses or practices. Students enrolled in studio art courses may need to purchase materials and/or texts, in addition to what is supplied by the instructor, to complete projects and coursework.

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

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

**Course Description:** This course is designed to introduce students to fundamental principles and techniques in animation. It will build upon students' existing analog and digital skills in 2-D and 3-D production while further incorporating the use of temporal visual and aural techniques to create animations.

Prerequisites ART 3550

### **Learning Outcomes**

Students will:

- Demonstrate an intermediate understanding of various technical approaches to the AIDA concentration through assigned work.
- Demonstrate a developing understanding of the history of Animation, Illustration, or Digital Art through lectures and seminar presentations.
- Demonstrate an intermediate understanding of practical and conceptual issues surrounding the AIDA concentration through the creation of a final project.
- Demonstrate a continued development of critical thinking and discourse through group discussions, critiques, and writing.

### **Course Objectives**

- Demonstrate an ability to use appropriate animation techniques to solve creative problems.
- Integrate principles of 2-D and 3-D design for the production of animations.
- Demonstrate an intermediate understanding of animation techniques.
- Demonstrate a basic understanding of the history of animation.
- Demonstrate an ability to conceive, plan, and execute a self-directed body of work.
- Demonstrate an understanding not only of additional techniques, but how those techniques can be chosen to enhance a conceptual agenda.
- Demonstrate a continuing sophistication in critiquing one's work and the work of others using vocabulary of art and to formally analyze composition, design, and concept of animations.

### **Course Guidelines**

- 1 Grades are based on 6 assignments given during the semester totaling 60% of your grade. A final, self-proposed project will be worth 15% of your grade. The remaining 25% is based upon your participation, readings, and a presentation.
- 2 You are allowed two absences. Each additional absence will lower your final grade by one letter. Being late or leaving class early twice is equal to one absence. Generally speaking you should never miss class.
- 3 Animations not created during the semester will not be accepted. Examples of work must be shown on work days to indicate progress on assignments. Failure to have work is equal to an absence. All assignments are due at the beginning of class on the due date.
- 4 You are responsible for maintaining the order of the facilities. This space is shared by other classes and we must be considerate of that fact. All classroom studios are communal spaces and cooperation is required. Any blatant disregard for equipment will result in lowered grades.

- 5 Computers are for class use only.
- 6 Cell phone use should be considerate of what is happening in class. Using your phone while the instructor or someone else is addressing the class is reprehensible and will not be tolerated.
- 7 All students are expected to participate in discussions during critiques and discussion of readings. Participation by everyone improves the quality of the class. It is an intangible but important part of your grade. Discussion during lab time should revolve loosely around the subject of photography.
- 8 I expect all assignments to be completed on time. **Late assignments will not be accepted.** Assignments are due at the beginning of a critique. Assignments that are not presented for critique will not be accepted.
- 9 Grading in an art class differs somewhat from grading in an academic class. The instructor's judgment is made on a combination of class participation, technical skills and their application to your work, prompt completion of assignments, effort and growth, as well as creativity and aesthetics. The final project is an excellent indicator of growth, technical ability, creativity, and aesthetics.

### Course Content

Lectures, Film screenings, Demonstrations, Lab work, Student presentations, Critiques of student work

### Materials List

#### Technology

- Portable Hard Drive
- USB flash drive

#### Hardware

- Portable Light Table
- Tripod AND/OR mount/tripod for your phone/tablet

#### Traditional Materials

- Drawing Paper, copy paper, constructions, etc.. (any type)
- pencils, pens, markers, paint, charcoal, graphite, erasers, etc... (you choose)
- Magazines, photographs, photocopies, newspapers, print outs
- Scissors, exact-o knife, utility knife, etc.
- Sticky Tack
- Other animation materials of choice (clay, plasticine/modeling clay, toys, sand, mud, paint, hair, wire, etc...)

### Required Texts

Williams, Richard. *The Animator's Survival Kit*. London: Faber and Faber Limited, 2001

### Supplies

#### On-line supplies

[www.bhphotovideo.com](http://www.bhphotovideo.com)

[www.adorama.com](http://www.adorama.com)

[www.freestylephoto.biz](http://www.freestylephoto.biz)

[www.ebay.com](http://www.ebay.com)

**Grading:**

Projects 1 - 6	60% (10% each)
Readings -	05%
Presentation –	10%
Final Project -	15%
<u>Participation -</u>	<u>10%</u>
Total -	100%

**Letter Grades:**

100-90	A
80-89	B
70-79	C
60-69	D
0-50	F

- **ART Program Course Fees for Studio Art Courses:**

Our Studio Art Course Fees are utilized to enrich the educational experience of all students enrolled in Art studio-based courses within the Art Program.

The Studio Art Course Fee is a flat rate fee for students enrolled in various studio art courses, and is applied to purchases and maintenance of art studios, studio materials and equipment, and items needed to provide students with a proper and safe working/learning environment.

The departmental objective for these courses is based on student success as follows:

1. Studio Fees provide for the purchase and maintenance of the best up-to-date studio equipment and support needed for ideal learning within all departmental studio programs.
2. Studio Fees provide for the purchase, maintenance, and distribution of studio course materials that are more economical to purchase in bulk, are more environmentally friendly, or that may not be readily available.
3. Studio Fees do not cover all costs associated with a studio-based courses or practices. Students enrolled in studio Art courses may need to purchase additional materials and/or texts, in addition to what is supplied by the instructor, to complete projects and coursework.

In ART 3551 the studio course fees ensure that students are provided a safe and functional studio environment. Fees provide students enrolled in ART 3551 with studio equipment and support that allow you to complete most aspects of project or personal artistic development needed to be competitive within photography. Select materials are provided in ART 3551, which are more economical to purchase in bulk, are more environmentally friendly, or that are not readily available, in order to enhance your educational experience and provide for your professional development. The department assures all art students that Studio Art Course Fees are utilized to enhance studio practices and the educational experience for your personal artistic development.

**Common Language for Course Syllabi:** <http://www.westga.edu/UWGSyllabusPolicies/>

# ART - 3552 - Intermediate Digital & Sequential Arts

## 2024-2025 Undergraduate New Course Request

### Introduction

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](mailto:curriculog@westga.edu).

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](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto: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\*

Course Number\* 3552

Course Title\* Intermediate Digital & Sequential Arts

Long Course Title Intermediate Digital & Sequential Arts

Course Type\*

Catalog Course Description\* This course is designed to further develop students' understanding of the principles and techniques in animation, Illustration, digital, and other sequential arts. Students will focus on technologies and concepts in sequential arts while building on skill sets necessary for effective storytelling and production.

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\* 6

Credit Hrs\* 3

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

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

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

Prerequisites ART 3550 with a minimum grade of C

Concurrent Prerequisites

**Corequisites**

**Cross-listing**

**Restrictions** Students must be accepted into the Animation, Illustration, and Digital Arts concentration prior to enrolling in this course.

**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 will provide intermediate level skills in support of the Animation, Illustration, and Digital Arts (AIDA) concentration. It is an essential skill building class prior to a students accent to advanced level coursework within the concentration.

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

1. Demonstrate an intermediate understanding of various technical approaches to the AIDA concentration through assigned work.
2. Demonstrate an developing understanding of the history of Animation, Illustration, or Digital Art through lectures and seminar presentations.
3. Demonstrate an intermediate understanding of practical and conceptual issues surrounding the AIDA concentration through the creation of a final project.
4. Demonstrate a continued development of critical thinking and discourse through group discussions, critiques, and writing.

## 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?\*** 100

**Fee Justification** We are requesting Studio Art Course Lab Fees as they are common practice across peer art programs and institutions. Lab Fees enrich the educational experience of all students enrolled in studio-based courses within the Art Program. Course Fees are an integral part of providing for an equitable and evolving learning environment.

The Studio Art Course Lab Fee is a flat rate fee for students enrolled in studio art courses and is applied to purchases and maintenance of art studios/labs, studio materials and equipment, and items needed to provide students with a proper and safe working/learning environment.

The departmental objective for these course fees is based on student success as follows:

1. Studio Fees provide for the purchase and maintenance of the most appropriate and fiscally responsible studio equipment needed for ideal learning within all Art studio programs.
2. Studio Fees provide for the purchase, maintenance, and distribution of studio course materials that are more economical to purchase in bulk, are more environmentally friendly, and/or that may not be readily available.
3. Studio Fees do not cover all costs associated with studio-based courses or practices. Students enrolled in studio Art courses may need to purchase materials and/or texts, in addition to what is supplied by the instructor, to complete projects and coursework.

**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.

**Days and Times****Phone #****Humanities Building Room #****Office #****email-**

**Course Description:** This course is designed to further develop students' understanding of the principles and techniques in animation, illustration, digital, and other sequential arts. Students will focus on technologies and concepts in sequential arts while building on skill sets necessary for effective storytelling and production.

Prerequisites ART 3550

### **Learning Outcomes**

- Demonstrate an intermediate understanding of various technical approaches to the AIDA concentration through assigned work.
- Demonstrate an developing understanding of the history of Animation, Illustration, or Digital Art through lectures and seminar presentations.
- Demonstrate an intermediate understanding of practical and conceptual issues surrounding the AIDA concentration through the creation of a final project.
- Demonstrate a continued development of critical thinking and discourse through group discussions, critiques, and writing.

### **Course Objectives**

- To further develop the ability to design the various components required for sequential works (such as character development, storyboarding and layout).
- To improve aesthetic sensibilities. Meaning, to improve visual sensitivity to creating and developing your decision-making processes through developing sequential works.
- To develop constructive, group analysis through in-class critiques and collaborative projects.
- To become more aware of contemporary and historical animation, illustration, digital art, and sequential art.
- To produce assigned and self-directed work that meets the creative and technical expectations of the instructor.

### **Course Guidelines**

- 1 Grades are based on 6 assignments given during the semester totaling 60% of your grade. A final, self-proposed project will be worth 15% of your grade. The remaining 25% is based upon your participation, readings, and a presentation.
- 2 You are allowed two absences. Each additional absence will lower your final grade by one letter. Being late or leaving class early twice is equal to one absence. Generally speaking you should never miss class.
- 3 Work not created during the semester will not be accepted. Examples of work must be shown on work days to indicate progress on assignments. Failure to have work is equal to an absence. All assignments are due at the beginning of class on the due date.
- 4 You are responsible for maintaining the order of the facilities. This space is shared by other classes and we must be considerate of that fact. All classroom studios are communal spaces and cooperation is required. Any blatant disregard for equipment will result in lowered grades.
- 5 Computers are for class use only. They are not to be used during class for email, web surfing, game playing, etc... If you are doing any of these things I will assume you are not prepared to work and you will be counted absent without warning.

- 6 Cell phone use should be considerate of what is happening in class. Using your phone while the instructor or someone else is addressing the class is reprehensible and will not be tolerated. Looking at your phone during a lecture or film screening will result in your participation grade (10%) going to zero.
- 7 All students are expected to participate in discussions during critiques and discussion of readings. Participation by everyone improves the quality of the class. It is an intangible but important part of your grade. Discussion during lab time should revolve loosely around the subject of art.
- 8 I expect all assignments to be completed on time. **Late assignments will not be accepted.** Assignments are due at the beginning of a critique. Assignments that are not presented for critique will not be accepted. All assignments, unless otherwise noted, are to be work produced during the semester.
- 9 Grading in an art class differs somewhat from grading in an academic class. My judgment is made on a combination of class participation, technical skills and their application to your work, prompt completion of assignments, effort and growth, as well as creativity and aesthetics. The final project is an excellent indicator of growth, technical ability, creativity, and aesthetics.

### **Course Content**

Lectures, Film screenings, Demonstrations, Lab work, Student presentations, Critiques of student work

### **Materials List**

#### Camera & Technology

- Digital Camera with manual focus
- usb drive

#### Hardware

- Light source (desk lamp, clamp light, work light, photo light, etc...)
- Tripod AND/OR mount/tripod for your phone/tablet

#### Traditional Materials

- Sketchbook (8.5"x 11" or larger)
- Pencils (2B, 4B, 6B)
- India ink
- Ballpoint pen
- Erasers
- Drawing Paper, copy paper, construction, etc.. (any type)
- Markers, paint, charcoal, graphite, erasers, etc... (you choose)
- Magazines, photographs, photocopies, newspapers, print outs
- Scissors, exact-o knife, utility knife, etc.
- Sticky Tack

### **Required Texts**

Readings will be provided by the instructor

## Supplies

### On-line supplies

[www.bhphotovideo.com](http://www.bhphotovideo.com)

[www.dickblick.com](http://www.dickblick.com)

[www.adorama.com](http://www.adorama.com)

[www.freestylephoto.biz](http://www.freestylephoto.biz)

[www.ebay.com](http://www.ebay.com)

### Grading:

Projects 1 - 6	60% (10% each)
Readings -	05%
Presentation –	10%
Final Project -	15%
Participation -	10%
Total -	100%

### Letter Grades:

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

### ART Program Course Fees for Studio Art Courses:

Our Studio Art Course Fees are utilized to enrich the educational experience of all students enrolled in Art studio-based courses within the Art Program.

The Studio Art Course Fee is a flat rate fee for students enrolled in various studio art courses, and is applied to purchases and maintenance of art studios, studio materials and equipment, and items needed to provide students with a proper and safe working/learning environment.

The departmental objective for these courses is based on student success as follows:

1. Studio Fees provide for the purchase and maintenance of the best up-to-date studio equipment and support needed for ideal learning within all departmental studio programs.
2. Studio Fees provide for the purchase, maintenance, and distribution of studio course materials that are more economical to purchase in bulk, are more environmentally friendly, or that may not be readily available.
3. Studio Fees do not cover all costs associated with a studio-based courses or practices. Students enrolled in studio Art courses may need to purchase additional materials and/or texts, in addition to what is supplied by the instructor, to complete projects and coursework.

In ART 3552 the studio course fees ensure that students are provided a safe and functional studio environment. Fees provide students enrolled in ART 3552 with studio equipment and support that allow you to complete most aspects of project or personal artistic development needed to be competitive within photography. Select materials are provided in ART 3552, which are more economical to purchase in bulk, are more environmentally friendly, or that are not readily available, in order to enhance your educational experience and provide for your professional development. The department assures all art students that Studio Art Course Fees are utilized to enhance studio practices and the educational experience for your personal artistic development.

Common Language for Course Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

# ART - 3553 - Stop-Motion Animation

## 2024-2025 Undergraduate New Course Request

### Introduction

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

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

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

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](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto: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\*

Course Number\* 3553

Course Title\* Stop-Motion Animation

Long Course Title Stop-Motion Animation

Course Type\*

**Catalog Course Description\*** This course is designed to introduce students to principles and techniques in stop-motion animation. A focus will be put on how stop-motion techniques can be integrated into students' existing art practice. Students will produce several short stop-motion animations while exploring numerous techniques and styles. Students will learn the historic evolution of stop-motion animation and its place in contemporary art. Weekly film screenings will accompany critical readings.

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\* 6

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 ART 3550 with a minimum grade of C

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions** Students must be accepted into the Animation, Illustration, and Digital Arts concentration prior to enrolling in this course.

**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 will provide intermediate level skills in support of the Animation, Illustration, and Digital Arts (AIDA) concentration.

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

1. Demonstrate an intermediate understanding of various technical approaches to the AIDA concentration through assigned work.
2. Demonstrate an developing understanding of the history of Animation, Illustration, or Digital Art through lectures and seminar presentations.
3. Demonstrate an intermediate understanding of practical and conceptual issues surrounding the AIDA concentration through the creation of a final project.
4. Demonstrate a continued development of critical thinking and discourse through group discussions, critiques, and writing.

## 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?\*** 125

**Fee Justification** We are requesting Studio Art Course Lab Fees as they are common practice across peer art programs and institutions. Lab Fees enrich the educational experience of all students enrolled in studio-based courses within the Art Program. Course Fees are an integral part of providing for an equitable and evolving learning environment.

The Studio Art Course Lab Fee is a flat rate fee for students enrolled in studio art courses and is applied to purchases and maintenance of art studios/labs, studio materials and equipment, and items needed to provide students with a proper and safe working/learning environment.

The departmental objective for these course fees is based on student success as follows:

1. Studio Fees provide for the purchase and maintenance of the most appropriate and fiscally responsible studio equipment needed for ideal learning within all Art studio programs.
2. Studio Fees provide for the purchase, maintenance, and distribution of studio course materials that are more economical to purchase in bulk, are more environmentally friendly, and/or that may not be readily available.
3. Studio Fees do not cover all costs associated with studio-based courses or practices. Students enrolled in studio art courses may need to purchase materials and/or texts, in addition to what is supplied by the instructor, to complete projects and coursework.

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

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

**Course Description:** This course is designed to introduce students to principles and techniques of stop-motion animation. A focus will be put on how stop-motion techniques can be integrated into students' existing art practice. Students will produce several short stop-motion animations while exploring numerous techniques and styles. Students will learn the historic evolution of stop-motion animation and its place in contemporary art. Weekly film screenings will accompany critical readings.

Prerequisites ART 3550

### Learning Outcomes

- Demonstrate an intermediate understanding of various technical approaches to the AIDA concentration through assigned work.
- Demonstrate a developing understanding of the history of Animation, Illustration, or Digital Art through lectures and seminar presentations.
- Demonstrate an intermediate understanding of practical and conceptual issues surrounding the AIDA concentration through the creation of a final project.
- Demonstrate a continued development of critical thinking and discourse through group discussions, critiques, and writing.

### Course Objectives

- To offer students alternative skills and techniques to produce stop-motion animations.
- To familiarize students with the use of stop-motion animation in the digital realm.
- To improve students' aesthetic sensibilities. Meaning, to improve visual sensitivity to one's surroundings and develop their perception and decision-making process when shooting.
- To foster students' awareness of contemporary and historical stop-motion animations.
- For students to produce assigned and self-directed work that meets the creative and technical expectations of the instructor.
- To develop students' critical visual, aural, and oral skills through individual and group critiques.

### Course Guidelines

- 1 Grades are based on 5 assignments given during the semester totaling 70% of your grade. A final, self-proposed project will be worth 20% of your grade. The remaining 10% is based upon your participation and attendance.
- 2 You are allowed two absences. Each additional absence will lower your final grade by one letter. Being late or leaving class early twice is equal to one absence. Generally speaking you should never miss class.
- 3 Artwork/animations not created during the semester will not be accepted. Examples of work must be shown on work days to indicate progress on assignments. Failure to have work is equal to an absence. All assignments are due at the beginning of class on the due date.
- 4 You are responsible for maintaining the order of the facilities. This space is shared by other classes and we must be considerate of that fact. All classroom studios are communal spaces and cooperation is required. Any blatant disregard for equipment will result in lowered grades.

- 6 Cell phone use should be considerate of what is happening in class. Using your phone while the instructor or someone else is addressing the class is reprehensible and will not be tolerated.
- 7 All students are expected to participate in discussions during critiques and discussion of readings. Participation by everyone improves the quality of the class. It is an intangible but important part of your grade. Discussion during lab time should revolve loosely around the subject of art.
- 8 I expect all assignments to be completed on time. **Late assignments will not be accepted.** Assignments are due at the beginning of a critique. Assignments that are not presented for critique will not be accepted. All assignments, unless otherwise noted, are to be work produced during the semester.
- 9 Grading in an art class differs somewhat from grading in an academic class. The instructor's judgment is made on a combination of class participation, technical skills and their application to your work, prompt completion of assignments, effort and growth, as well as creativity and aesthetics. The final project is an excellent indicator of growth, technical ability, creativity, and aesthetics.

### Course Content

Lectures, Film screenings, Demonstrations, Lab work, Student presentations, Critiques of student work

### Required Camera Equipment

- DSLR camera

### Materials List

#### Camera & Technology

- Portable Hard Drive (500GB minimum)
- Digital Camera with manual focus
- Capture software (optional but helpful)
  - Canon "Camera Connect" app or Nikon "Wireless Mobile Utility" on smart phone (free for cameras with Bluetooth or wifi)
  - Adobe Lightroom (connect via usb cable)
  - Canon or Nikon remote shooting app for computer
- Remote Trigger
  - cable release
  - remote control
  - phone app
  - or USB connection to your computer (see above software)
  - iPhone headphones for iPhone shutter release

#### Hardware (Optional)

- Tracing Light Pad
- Light source (desk lamp, clamp light, work light, photo light, etc...)
- Tripod AND/OR mount/tripod for your phone/tablet

#### Traditional Materials

- Drawing Paper, copy paper, constructions, etc.. (any type)
- Cardboard/ Matboard
- 200 (approximately) - 3x5" or 5x7 white (unruled/no line) index cards
- 2 - ½" or 1" binder clips
- pencils, pens, markers, paint, charcoal, graphite, erasers, etc... (you choose)

- Magazines, photographs, photocopies, newspapers, print outs
- Scissors, exact-o knife, utility knife, etc...
- Sticky Tack
- Tweezers
- Other animation materials of choice (clay, plasticine/modeling clay, toys, sand, mud, paint, hair, wire, etc...)

**Texts (Recommended)**

*The Animation Bible: A Practical Guide to the Art of Animating from Flipbooks to Flash*  
 by Maureen Furniss 2008  
 ISBN-10 : 081099545X  
 ISBN-13 : 978-0810995451

**Supplies**

**On-line supplies**

- [www.bhphotovideo.com](http://www.bhphotovideo.com)
- [www.adorama.com](http://www.adorama.com)
- [www.dickblick.com](http://www.dickblick.com)
- [www.freestylephoto.biz](http://www.freestylephoto.biz)
- [www.ebay.com](http://www.ebay.com)

**Grading:**

Assignment 1 15%  
 Assignment 2 10%  
 Assignment 3-5 45% (15% each)  
 Final Project 20%  
Participation 10%  
 Total - 100%

**Letter Grades:**

100-90 A  
 80-89 B  
 70-79 C  
 60-69 D  
 0-59

**Assignments/Projects**

In-Class - Curled Paper & Flip-o-Rama  
 In-Class - Thaumatrope

Assignment 1 - Flip Book A & B (Analog & Digital)  
 Assignment 2 - Scratch Animation & Colored Film Leader  
 Assignment 3 - Cut Paper Animation  
 Assignment 4 - Kentridge Style Animation  
 Assignment 5 - Pixelation/ twisted wire  
 Assignment 6 - Final Project

## Spring 2024 Class Schedule

Jan 8 Syllabus & Supplies

Jan 10 Bring Paper and Pencils for Drawing  
In-Class Assignment: Curled Paper Animations, Flip-O-Rama

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Jan 15 **MLK Day - NO SCHOOL**

Jan 17 Share Flip-O-Ramas  
Demo: Thaumatrope  
Discuss: Assignment #1 - Flip-Book A

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Jan 22 Share Flip-Book A  
Work on Flip Book B

Jan 24 Share Flipbook B  
Demo: Scratched Black Film Leader

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Jan 29 Work on Scratched Black Film Leader. - Due at the end of class.

Jan 31 Watch Scratched Black Film Leader  
Demo: Clear Film Leader

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Feb 5 Work on Clear Film Leader - Due at the end of class.

Feb 7 Watch Clear Film Leader Animations  
Demo: Photographing Flip Books

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Feb 12 Demo: Adobe Premiere Pro CC

Feb 14 Demo: Adobe Premiere Pro CC continued...  
Photographing Flip Books and Editing

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Feb 19 **Due: Digital Flip Books**

Feb 21 Demo: Cut Paper Animation

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Feb 26 Work on Cut Paper Animation

Feb 28 Work on Cut Paper Animations

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Mar 4 **Due: Cut Paper Animation**

Mar 6 Demo: Kentridge Style Animation

---

Mar 11 Work on Kentridge Style Animation  
Mar 13 **Due: Kentridge Style Animation**  
Demo: Pixelation or Twisted Wire/Clay Figure

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Mar 18 **SPRING BREAK**  
Mar 20 **SPRING BREAK**

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Mar 25 Editing Day  
Mar 27 Editing Day

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Apr 1 **Pixelation Due**  
Apr 3 **Roundtable discussion of Final Ideas**

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Apr 8 Open Studio Day  
Apr 10 Open Studio Day

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Apr 15 **Rough Cut of Final (Individual Meetings)**  
Editing Day  
Apr 17 **Rough Cut of Final (Individual Meetings)**  
Editing Day

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Apr 22 Work on Final Projects  
Apr 24 Work on Final Projects

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Apr 29 Final Projects Due

\* I reserve the right to amend this syllabus at any time during the semester. It is your responsibility to stay up to date with the assignments for class.

- **ART Program Course Fees for Studio Art Courses:**

Our Studio Art Course Fees are utilized to enrich the educational experience of all students enrolled in Art studio-based courses within the Art Program.

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The departmental objective for these courses is based on student success as follows:

1. Studio Fees provide for the purchase and maintenance of the best up-to-date studio equipment and support needed for ideal learning within all departmental studio programs.
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3. Studio Fees do not cover all costs associated with a studio-based courses or practices. Students enrolled in studio Art courses may need to purchase additional materials and/or texts, in addition to what is supplied by the instructor, to complete projects and coursework.

In ART 3553 the studio course fees ensure that students are provided a safe and functional studio environment. Fees provide students enrolled in ART 3553 with studio equipment and support that allow you to complete most aspects of project or personal artistic development needed to be competitive within photography. Select materials are provided in ART 3553, which are more economical to purchase in bulk, are more environmentally friendly, or that are not readily available, in order to enhance your educational experience and provide for your professional development. The department assures all art students that Studio Art Course Fees are utilized to enhance studio practices and the educational experience for your personal artistic development.

**Common Language for Course Syllabi:** <http://www.westga.edu/UWGSyllabusPolicies/>

# ART - 4559 - Advanced Animation & Illustration

## 2024-2025 Undergraduate New Course Request

### Introduction

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

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](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto: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\*

Course Number\* 4559

Course Title\* Advanced Animation & Illustration

Long Course Title Advanced Animation & Illustration

Course Type\*

Catalog Course Description\* Contingent on the approval of the instructor, the student will define a project delving into specific subject matter as it relates to Animation, Illustration, Digital Art, or other Sequential Arts. This course is meant to further the direction of the individual and the development of an advanced portfolio or works. May be repeated up to 15 credit hours.

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\* 6

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.\* 15

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

Prerequisites ART 3550 with a minimum grade of C and (3551 or 3060 or 3552 or 4702) with a minimum grade of C

Concurrent Prerequisites

**Corequisites**

**Cross-listing**

**Restrictions** Students must be accepted into the Animation, Illustration, and Digital Arts concentration prior to enrolling in this course.

**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 will provide students with advanced level skills in support of the Animation, Illustration, and Digital Arts (AIDA) concentration. It will support students in their development and progression towards, and through, the senior capstone sequence.

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

1. Demonstrate a sophisticated ability to conceive, plan, and execute a self-directed body of work.
2. Demonstrate an understanding of additional techniques beyond core competencies and how those techniques can be chosen to enhance a conceptual agenda.
3. Demonstrate an advanced understanding of theoretical issues surrounding the AIDA concentration.
4. Demonstrate an advanced development of critical thinking and discourse through group discussions, critiques, and writing.

## REQUIRED ATTACHMENTS

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

### 1.) Syllabus

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

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

**Syllabus\***  I have attached the REQUIRED syllabus.

## Resources and Funding

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 30

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

**If yes, what will the fee be?\*** 100

**Fee Justification** We are requesting Studio Art Course Lab Fees as they are common practice across peer art programs and institutions. Lab Fees enrich the educational experience of all students enrolled in studio-based courses within the Art Program. Course Fees are an integral part of providing for an equitable and evolving learning environment.

The Studio Art Course Lab Fee is a flat rate fee for students enrolled in studio art courses and is applied to purchases and maintenance of art studios/labs, studio materials and equipment, and items needed to provide students with a proper and safe working/learning environment.

The departmental objective for these course fees is based on student success as follows:

1. Studio Fees provide for the purchase and maintenance of the most appropriate and fiscally responsible studio equipment needed for ideal learning within all Art studio programs.
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3. Studio Fees do not cover all costs associated with studio-based courses or practices. Students enrolled in studio Art courses may need to purchase materials and/or texts, in addition to what is supplied by the instructor, to complete projects and coursework.

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

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

## **ART 4559 Advanced Animation & Illustration Studio**

**Instructor**

**Days and Times**

**Phone #**

**Humanities Building Room #**

**Office #**

**email-**

**Course Description:** Contingent on the approval of the instructor, the student will define a project delving into specific subject matter as it relates to Animation, Illustration, Digital Art, or other Sequential Arts. This course is meant to further the direction of the individual and the development of an advanced portfolio or works. May be repeated up to 15 credit hours.

Prerequisites ART 3550 and (3551 or 3060 or 3552 or 4702)

### **Learning Outcomes**

Students will:

- Demonstrate a sophisticated ability to conceive, plan, and execute a self-directed body of work.
- Demonstrate an understanding of additional techniques beyond core competencies and how those techniques can be chosen to enhance a conceptual agenda.
- Demonstrate an advanced understanding of theoretical issues surrounding the AIDA concentration.
- Demonstrate an advanced development of critical thinking and discourse through group discussions, critiques, and writing.

### **Course Objectives**

- Students will acquire an intimate knowledge of the studio setting. Students will actively seek exhibitions and develop their own personal visual language. Students will incorporate self-directed research into the resulting artwork.
- You will create a proposal for a project you will be working on throughout the semester. We will have regular critiques, approximately every other week. Firm requirements for each critique will be given if progression is deemed insufficient. It is expected that you will be continually working and these will be works-in-progress critiques. Grades will be issued for each critique. After the Midterm Critique we will determine if your project should be carried through to the end of the semester.
- You are responsible for working on the project you have defined throughout the semester. You will be evaluated regarding productivity in class, projects, absences, presentations, as well as your willingness and ability to incorporate concepts based on directed readings into your work.

## Course Guidelines

- 1 You are allowed two absences. Each additional absence will lower your final grade by one letter. Being late or leaving class early twice is equal to one absence. Generally speaking you should never miss class.
- 2 Work not created during the semester will not be accepted. Examples of work must be shown on work days to indicate progress on assignments. Failure to have work is equal to an absence. All assignments are due at the beginning of class on the due date.
- 4 You are responsible for maintaining the order of the facilities. This space is shared by other classes and we must be considerate of that fact. All classroom studios are communal spaces and cooperation is required. Any blatant disregard for equipment will result in lowered grades.
- 5 Computers are for class use only. They are not to be used during class for email, web surfing, game playing, etc... If you are doing any of these things I will assume you are not prepared to work and you will be counted absent without warning.
- 6 Cell phone use should be considerate of what is happening in class. Using your phone while the instructor or someone else is addressing the class is reprehensible and will not be tolerated.
- 7 All students are expected to participate in discussions during critiques and discussion of readings. Participation by everyone improves the quality of the class. It is an intangible but important part of your grade.
- 8 I expect all assignments to be completed on time. **Late assignments will not be accepted.** Assignments are due at the beginning of a critique. Assignments that are not presented for critique will not be accepted. All assignments, unless otherwise noted, are to be work produced during the semester.
- 9 Grading in an art class differs somewhat from grading in an academic class. My judgment is made on a combination of class participation, technical skills and their application to your work, prompt completion of assignments, effort and growth, as well as creativity and aesthetics. The final project is an excellent indicator of growth, technical ability, creativity, and aesthetics.

## Course Content

Lectures, Film screenings, Demonstrations, Lab work, Student presentations, Critiques of student work.

## Materials List

*Materials will be determined by individual project(s) needs in consultation with the instructor.*

## Required Texts

Texts will be provided by the instructor

## Supplies

*On-line supplies*

[www.bhphotovideo.com](http://www.bhphotovideo.com)

[www.adorama.com](http://www.adorama.com)

[www.freestylephoto.biz](http://www.freestylephoto.biz)

[www.ebay.com](http://www.ebay.com)

[www.keh.com](http://www.keh.com)

**Grading:**

Project I/Critique I 15%

Project II/Critique II 15%

Midterm Crit 20%

Final Crit/exhibition 30%

Reading Presentation 10%

Participation 10%

(specifically, your engagement with the readings and participation in organizing, coordinating, installing the final exhibition)

**Grading Scale:**

90 - 100 A

80 - 89 B

70 - 79 C

60 - 69 D

0 - 59 F

**● ART Program Course Fees for Studio Art Courses:**

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The Studio Art Course Fee is a flat rate fee for students enrolled in various studio art courses, and is applied to purchases and maintenance of art studios, studio materials and equipment, and items needed to provide students with a proper and safe working/learning environment.

The departmental objective for these courses is based on student success as follows:

1. Studio Fees provide for the purchase and maintenance of the best up-to-date studio equipment and support needed for ideal learning within all departmental studio programs.
2. Studio Fees provide for the purchase, maintenance, and distribution of studio course materials that are more economical to purchase in bulk, are more environmentally friendly, or that may not be readily available.
3. Studio Fees do not cover all costs associated with a studio-based courses or practices. Students enrolled in studio Art courses may need to purchase additional materials and/or texts, in addition to what is supplied by the instructor, to complete projects and coursework.

In ART 4559 the studio course fees ensure that students are provided a safe and functional studio environment. Fees provide students enrolled in ART 4559 with studio equipment and support that allow you to complete most aspects of project or personal artistic development needed to be competitive within photography. Select materials are provided in ART 4559, which are more economical to purchase in bulk, are more environmentally friendly, or that are not readily available, in order to enhance your educational experience and provide for your professional development. The department assures all art students that Studio Art Course Fees are utilized to enhance studio practices and the educational experience for your personal artistic development.

**Common Language for Course Syllabi:** <http://www.westga.edu/UWGSyllabusPolicies/>

# Art, B.F.A.

## 2024-2025 Undergraduate Revise Program Request

### Introduction

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](mailto: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 Art, History, and Philosophy

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

Is this a College of Education Program?\*  Yes  No

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

Is this an Accelerated Bachelors to Masters program related proposal?\*  Yes  No

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

## List of Faculty Senate Action and Information Items

### Program Information

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

Type of Program\*  Program  Shared Core

If other, please identify.

**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\* Art, B.F.A.

**Program ID - DO NOT EDIT\*** 4197

**Program Code - DO NOT EDIT**

**Program Type\*** Bachelor

**Degree Type\*** Bachelor of Fine Arts

**Program Description\*** The BFA Program is considered to be the professional degree for those students interested in graduate school or pursuing other career opportunities in the visual arts. The intensity of this degree results in students becoming proficient in a specific studio area while augmenting it with studio areas outside their concentration.

**Status\***  Active-Visible  Inactive-Hidden

**Program Location\*** Carrollton

## Curriculum Information

## Core Requirement

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

Core Curriculum

### Core Area F: 18 Hours

ART 1006 Design I (2D)  
ART 1007 Drawing I  
ART 1008 Drawing II  
ART 1009 Design II (3D)  
ART 2201 History of World Art I  
ART 2202 History of World Art II

### Fine Arts Studio Core: 15 Hours

ART 3301 Beginning Ceramics  
[After] (and)

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

ART 3602 Painting II  
[After] (and)

ART 3701 Intro to Photography  
ART 3801 Printmaking I: Survey  
ART 3901 Introductory Sculpture

### B.F.A. in Art Concentrations

69  
**Animation, Illustration, & Digital Arts Sequence: 24 Hours**

**Animation, Illustration, & Digital Arts Sequence: 9 Hours**

**ART 3550 Intro to Digital & Sequential Arts**  
[Before]Select three courses from the following for a total of 9 Credit Hours

**ART 3060 Illustration: An Introductory Survey**  
**ART 3065 Introduction to Scientific/ Pre-Medical Illustration**  
**ART 3551 Animation Studio**  
**ART 3552 Intermediate Digital & Sequential Arts**  
**ART 3553 Stop-Motion Animation**  
[Before](and)  
**ART 4559 Advanced Animation & Illustration Studio**  
**ART 4078 Mid-Program Review**  
**ART 4998 Senior Capstone Experience I**  
**ART 4999 Senior Capstone Experience II**

### **Ceramics Sequence: 24 Hours**

**ART 3302 Intermediate Ceramics: Molds, Multiples, and Mechanical Means**  
**ART 4302 Intermediate Ceramics: 20th Century Studio**  
**ART 4303 Intermediate Ceramics: Surface, Image and Text**  
**ART 4304 Advanced Ceramics**  
**ART 4078 Mid-Program Review**  
**ART 4998 Senior Capstone Experience I**  
**ART 4999 Senior Capstone Experience II**

### **Graphic Design Sequence: 24 Hours**

**ART 3401 Graphic Design I**  
**ART 3402 Graphic Design II: Typography II**  
**ART 4403 Graphic Design III: Type and Image**  
**ART 4404 Graphic Design IV**  
**ART 4405 Graphic Design V**  
**ART 4406 Graphic Design VI: Professional Portfolio**  
**ART 4586 Internship**  
**ART 4078 Mid-Program Review**  
**ART 4998 Senior Capstone Experience I**  
**ART 4999 Senior Capstone Experience II**

### **Painting Sequence: 24<sup>70</sup> Hours**

**ART 3602 Painting II**  
**ART 4603 Painting III**  
**ART 4604 Acrylic & Experimental Process**  
**ART 4605 Advanced Painting**  
**ART 4078 Mid-Program Review**  
**ART 4998 Senior Capstone Experience I**  
**ART 4999 Senior Capstone Experience II**

## **Photography Sequence: 24 Hours**

**ART 3700 Survey of Photography**  
**ART 3701 Intro to Photography**  
**[Before]**

**Select three courses from the following for a total of 9 Credit Hours**

**ART 3702 Darkroom Photography**  
**ART 3703 Digital Imaging**  
**ART 3704 Introduction to Time-Based Art (Video I)**  
**ART 3705 Artificial Lighting**  
**[Before]**

**Select one course from the following for a total of 3 Credit Hours**

**ART 4702 From Still to Moving Images**  
**ART 4704 Documentary Photography**  
**ART 4708 Exp Prac in Lens-Based Media**  
**[Before]**

**(and)**

**ART 4706 Advanced Photography Studio**  
**ART 4078 Mid-Program Review**  
**ART 4998 Senior Capstone Experience I**  
**ART 4999 Senior Capstone Experience II**

## **Printmaking Sequence: 24 Hours**

**ART 3802 Relief Printmaking**  
**ART 4803 Intaglio**  
**ART 4804 Lithography**  
**ART 4805 Advanced Printmaking**  
**ART 4821 Printmaking IV: Screenprinting**  
**ART 4822 The Art of Letterpress Printing and the Book**

**ART 4078 Mid-Program Review**  
**ART 4998 Senior Capstone Experience I**  
**ART 4999 Senior Capstone Experience II**

### **Sculpture Sequence: 24 Hours**

**ART 3902 Sculpture II**  
**ART 3903 Sculpture III**  
**ART 4903 Sculpture IV**  
**ART 4904 Advanced Sculpture**  
**ART 4078 Mid-Program Review**  
**ART 4998 Senior Capstone Experience I**  
**ART 4999 Senior Capstone Experience II**

### **Art History Electives: 6 Hours**

**3000 or Above**

**[Before] Must Include**

**ART 3210 Non-Western Art**  
**[After] (or)**

**ART 4211 Japanese Art**  
**[After] (or)**

**ART 4215 Art of the African Diaspora**

### **Art Electives: 12 Hours**

**3000 or Above**

### **Concentration Electives: 9 Hours**

**3000 or Above**

### **Total: 126 Hours**

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

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

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact [curriculog@westga.edu](mailto: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\*** After carefully considering the Art program's current offerings and how they align with student demand and the current job market, we are proposing a new concentration in Animation, Illustration, and Digital Arts (AIDA) within our Bachelor of Fine Arts in Studio degree program. Over the past decade the Art program has sought to offer a concentration in Animation based upon student demand but the circumstances have never aligned for it to come to fruition. We previously offered a limited selection of medical Illustration courses that were wildly popular among students but limited due to the specificity of the medical designation. We believe at this time we are poised to create a new concentration in Animation, Illustration, and Digital Arts that could provide continued success in Art through increased enrollment and student success. It is a concentration that will serve a significant number of our students' needs and attract many new majors.

Animation and Illustration are majors that are identified as areas of economic need and growth in Georgia. On "Georgia's Hot Career's to 2030" list, Illustration and Art Directors are both listed as having higher than average wages and faster growth compared to the rest of the job market. Nationwide, careers in animation are also being reported as growing faster than the national average rate, with an anticipated 8% growth rate from now through 2032 by the U.S. Bureau of Labor Statistics.

Over the last two years we have conducted internal and external surveys regarding Animation, Illustration, and Digital Arts with results that mirror the interest reported at the state and national level. These surveys are nearly unanimous in support for UWG Art to offer students this new and exciting concentration of study. The Art faculty unanimously voted in support of the development of this new concentration. We recognized it to be in alignment with our and the University's stated mission of being dedicated to building on existing strengths and developing distinctive academic, research, and co-curricular programs and services that respond to economic development and identified regional, state, and global needs. We see the addition of this concentration as building on the strengths of UWG Art, as a new area of growth of majors, and as a mechanism to support our retention efforts for all of the current concentrations found in our BFA Studio degree.

In this proposed curriculum we have aligned course learning outcomes within 3 designated proficiency levels. In this structure students can have an individualized learning experience in the program while still meeting core learning outcomes, whether it be in Animation, Illustration, or Digital Art. Like all of our studio art concentrations, this will both rely upon and capitalize on the strength of all disciplines in the program. The multidisciplinary nature of Animation, Illustration, and Digital Arts will utilize all of the pedagogical strength of the art faculty and technical resources of the program while building upon and strengthening all existing art courses. Ultimately, we anticipate this concentration to grow to one of the largest, if not the largest, concentration within the program, ensuring Art's strength and success for many years to come.

**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](mailto:kgwaltney@westga.edu).

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

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

**SACSCOC Comments**

**REQUIRED ATTACHMENTS**

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

**1.) Program Map and/or Program Sheet**

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

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

**3.) Academic Assessment Plan/Reporting**

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

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

**4.) Curriculum Map Assessment**

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

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

- Assessment Plan\***
- I have attached the Assessment Plan.

 N/A

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

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

## Program Map – BFA in Art (AIDA) 126

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101- English Composition I	3	ENGL 1102- English Composition II	3
ART 1006 (or 1009)- Design I (2D)/Design II (3D)	3	ART 1008- Drawing II	3
ART 1007-Drawing I	3	ART 1009 (or 1006)-Design II (3D) or Design I (2D)	3
MATH 1001 or 1111- Quantitative Skills & Reasoning or College Algebra	3	C2: Humanities	3
University Core Area E1 (Option)- World History	3	University Core Area B2- Other Institutional Options	2
University Core Area C1- Fine Arts	3	University Core Area E2 (option)- American/Georgia History	3
<b>SEMESTER TOTAL</b>	<b>18</b>	<b>SEMESTER TOTAL</b>	<b>17</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>● Complete ENGL 1101</li> <li>● Complete ART 1006, 1007 (C or better)</li> <li>● Earn 18 or more credit hours</li> </ul>		<ul style="list-style-type: none"> <li>● Complete ENGL 1102</li> <li>● Complete ART 1008, 1009 (C or better)</li> <li>● Earn 18 or more credit hours</li> </ul>	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ART 3550 Intro to Digital and Sequential Arts	3	3301, 3601 (or 3602), 3701, 3801 or 3901 Art Secondary Core	3
3301, 3601 (or 3602), 3701, 3801 or 3901 Art Secondary Core	3	3301, 3601 (or 3602), 3701, 3801 or 3901 Art Secondary Core	3
3301, 3601 (or 3602), 3701, 3801 or 3901 Art Secondary Core	3	3301, 3601 (or 3602), 3701, 3801 or 3901 Art Secondary Core	3
ART 2201 (or 2202)- History of Western Art I or History of Western Art II	3	ART 2202 (or 2201)- History of Western Art I or History of Western Art II	3
University Core Area D1 (With Lab)- Non-Science Majors	4	University Core Area D1 (No Lab)- Non-Science Majors	3
<b>SEMESTER TOTAL</b>	<b>16</b>	University Core Area E3 (POLS 1101)	3
		<b>SEMESTER TOTAL</b>	<b>18</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>● Student should apply to the BFA in Art (AIDA)</li> <li>● Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>● Earn 18 or more credit hours (C or better in Art Classes)</li> </ul>	
<p><b>**This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements**</b></p> <p>Core Curriculum (A-E) can be viewed here: <a href="https://www.westga.edu/student-services/registrar/core-curriculum.php">https://www.westga.edu/student-services/registrar/core-curriculum.php</a></p> <p><b>Student Online Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="http://www.westga.edu/advising">www.westga.edu/advising</a> (Learn about: The name of your assigned advisor, program maps for all programs at UWG, tutorials on how to register and your wolf watch evaluation).</li> <li>● <a href="http://www.westga.edu/scoop">www.westga.edu/scoop</a> (Learn about: Fee payment deadlines, withdrawal deadlines, final exam schedules).</li> <li>● <a href="http://www.westga.edu/esc">www.westga.edu/esc</a> (Learn about: Requesting a transcript, financial aid information, requesting an enrollment verification, completing a FERPA form).</li> <li>● <a href="http://www.westga.edu/careerservices">www.westga.edu/careerservices</a> (Learn about: On/Off campus job opportunities, major and career exploration, resumes &amp; cover letters, interviewing tips).</li> <li>● <a href="http://www.westga.edu/cas">www.westga.edu/cas</a> (Learn about: tutoring, academic coaching, supplemental instruction, success workshops).</li> </ul>			

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ART 3551 Animation Studio, ART 3060 Illustration Studio, ART 3065 Intro to Scientific Illustration, ART 3552 Intermediate Digital & Sequential Arts, OR ART 3553 Stop-Motion Animation	3	ART 4559 Advanced Animation and Illustration Studio	3
ART 3551 Animation Studio, ART 3060 Illustration Studio, ART 3065 Intro to Scientific Illustration, ART 3552 Intermediate Digital & Sequential Arts, OR ART 3553 Stop-Motion Animation	3	Art History Elective – 3XXX or 4XXX- Any 3000/4000 level art history class	3
Art History Elective – 3XXX or 4XXX-Any 3000/4000 level art history class	3	AIDA Elective 3XXX or 4XXX	3
ART Studio Elective 3XXX or 4XXX- Any 3000/4000 level art studio class	3	ART Studio Elective 3XXX or 4XXX- Any 3000/4000 level art studio class	3
University Core Area B1 (Art 2000 recommended)	3	University Core Area E4 (Elective)- Social Science Elective Courses	3
ART 4078 - Mid-Program Review	0		
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
<b>Milestones</b>		<b>Milestones</b>	
<ul style="list-style-type: none"> <li>Complete Mid Program Review (AIDA)</li> <li>Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ART 4998- Senior Capstone Experience I	1	ART 4999- Senior Capstone Experience II	2
ART 4559 Advanced Animation and Illustration Studio	3	ART 4559 Advanced Animation and Illustration Studio	3
ART Studio Elective 3XXX or 4XXX- Any 3000/4000 level art studio class	3	AIDA Elective 3XXX or 4XXX	3
ART 3551 Animation Studio, ART 3060 Illustration Studio, ART 3065 Intro to Scientific Illustration, ART 3552 Intermediate Digital & Sequential Arts, OR ART 3553 Stop-Motion Animation	3	ART Studio Elective 3XXX or 4XXX- Any 3000/4000 level art studio class	3
University Core Area D2 (Elective)	3	AIDA Elective 3XXX or 4XXX	3
<b>SEMESTER TOTAL</b>	<b>13</b>	<b>SEMESTER TOTAL</b>	<b>14</b>
<b>Milestones</b>		<b>Milestones</b>	
<ul style="list-style-type: none"> <li>Complete Capstone I</li> <li>Apply for Graduation</li> <li>Earn 13 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>Complete Capstone II</li> <li>Earn 14 or more credit hours (C or better in Art Classes)</li> <li>Complete 126 credit hours (Graduate)</li> </ul>	

## BFA in Art / Animation, Illustration and Digital Arts Concentration UWG Art Program

NAME	ID #	CATALOG YEAR
<b>UWG CORE CURRICULUM</b>	<b>HRS</b>	<b>GRADE</b>
<b>A. ESSENTIAL SKILLS/9 HRS</b>		
ENGL 1101	3	
ENGL 1102	3	
MATH 1001, 1111, 1113 or 1634	3/4	
<b>B. INSTITUTIONAL PRIORITIES/5 HRS</b>		
B1. Oral Communication	3/4	
B2. Institutional Priorities Elective	1/2	
<b>C. HUMANITIES &amp; FINE ARTS/6 HRS</b>		
C1. Fine Arts	3	
C2. Humanities	3	
<b>D. SCIENCE, MATHEMATICS, &amp; TECHNOLOGY/10–11 HRS</b>		
D1. Lab Science	3+1	
D1. Non-Lab Science	3	
D2. Math/Science/Tech Elective	3/4	
<b>E. SOCIAL SCIENCES/12 HRS</b>		
E1. HIST 1111 or 1112	3	
E2. HIST 2111 or 2112	3	
E3. POLS 1101	3	
E4. Social Science Elective	3	
<b>ART FOUNDATIONS</b>		
ART 1006 Design I	3	
ART 1007 Drawing I	3	
ART 1008 Drawing II	3	
ART 1009 Design II	3	
ART 2201 History of Western Art I	3	
ART 2202 History of Western Art II	3	
<b>TOTAL</b>	<b>60</b>	

  

ART SECONDARY CORE 21 HRS	HRS	GRADE	SEM/YR
ART 3301 Beginning Ceramics	3		
ART 3601 Painting I or ART 3602 Painting II	3		
ART 3701 Photography I	3		
ART 3801 Printmaking I	3		
ART 3901 Sculpture I	3		
<b>APPLY TO BFA/</b> After completion of studio courses in Secondary Core, students are eligible to submit application materials to their desired BFA program.			
ART History DSW*	3		
ART History DSW*	3		
<b>AIDA Core Curriculum</b>			
AIDA CORE CURRICULUM/21 HRS			
ART 3550 Intro To Digital & Sequential Arts	3		
<b>Choose 3 of 4 Intermediate AIDA courses below</b>			
ART 3551 Animation Studio	3		
ART 3060 Illustration Studio	3		
ART 3065 Intro to Scientific/Pre-Medical Illustration	3		
ART 3552 Intermediate Digital & Sequential Arts	3		
ART 3553 Stop-Motion Animation	3		
<b>ART 4078 Mid Program Review</b>			
	<b>NC</b>	<b>P / F</b>	
ART 4559 Advanced Animation and Illustration Studio	3		
ART 4559 Advanced Animation and Illustration Studio	3		
ART 4559 Advanced Animation and Illustration Studio	3		
<b>AIDA ELECTIVES†/9 HRS</b>			
ART 3000 or Above	3		
ART 3000 or Above	3		
ART 3000 or Above	3		
<b>ART ELECTIVES‡/12 HRS</b>			
ART 3000 or Above	3		
ART 3000 or Above	3		
ART 3000 or Above	3		
ART 3000 or Above	3		
<b>CAPSTONE SEQUENCE 3 HRS</b>			
<b>CAPSTONE SEQUENCE/</b> In the final two semesters, all candidates must enroll in ART 4988 Senior Capstone I and ART 4999 Senior Capstone II and present a comprehensive portfolio of work and a BFA thesis, exhibition, and an oral defense of art/design work. This exhibition must be held in a space approved by the Department of Art.			
ART 4988 Senior Capstone I	1		
ART 4999 Senior Capstone II	2		
<b>TOTAL</b>	<b>66</b>		
<b>HRS TOTAL</b>	<b>126</b>		

All students must have 6 hrs of Discipline Specific Writing Courses (DSWs). Art students are highly encouraged to travel with the Department of Art by participating in either a Museum Seminar or Summer Study Abroad course.

\*DSWs

†ART ELECTIVES/Open Art Electives may be filled by any ART 3XXX or 4XXX course, excluding ART 32XX and 42XX courses (Art History DSWs).

Courses of variable credit must be taken for 3 credit hours per semester unless otherwise approved by the Instructor and the Department Chair. Independent Studies or Directed Readings may be taken toward the fulfillment of art electives with the approval of both the Instructor and the Department Chair. No courses may be substituted for listed required courses without approval of the Department Chair. There is no Physical Education requirement nor will any Physical Education class count as an elective.

Animation, Illustration, & Digital Arts (AIDA) Curriculum			
Courses		Credits	Groups
Intro to Digital & Sequential Arts	3550	3 credits required	I
Animation Studio	3551	9 credits - Choose 3 courses	II
Illustration Studio	3060		
Introduction to Scientific/Pre-Medical Illustration	3065		
Intermediate Digital & Sequential Arts	3552		
Stop-Motion Animation	3553		
Advanced Animation & Illustration Studio	4559	9 credits required	III

### **Shared Learning Outcomes (SLO)**

#### **Group I - (ART 3550)**

Students will:

- Demonstrate a beginning understanding of various technical approaches to sequential art through assigned work.
- Demonstrate a beginning understanding of the history of digital and sequential art through lectures and seminar presentations.
- Demonstrate a beginning understanding of practical and conceptual issues surrounding digital and sequential art through the creation of a final project.
- Demonstrate a beginning to intermediate development of critical thinking and discourse through group discussions, critiques, and writing.
- Demonstrate a beginning ability to produce self-directed work.

#### **Group II (ART 3551, 3060, 3065, 3552, 3553)**

Students will:

- Demonstrate an intermediate understanding of various technical approaches to the AIDA concentration through assigned work.
- Demonstrate a developing understanding of the history of Animation, Illustration, or Digital Art through lectures and seminar presentations.
- Demonstrate an intermediate understanding of practical and conceptual issues surrounding the AIDA concentration through the creation of a final project.
- Demonstrate a continued development of critical thinking and discourse through group discussions, critiques, and writing.

#### **Group III (ART 4559)**

Students will:

- Demonstrate a sophisticated ability to conceive, plan, and execute a self-directed body of work.
- Demonstrate an understanding of additional techniques beyond core competencies and how those techniques can be chosen to enhance a conceptual agenda.
- Demonstrate an advanced understanding of theoretical issues surrounding the AIDA concentration.
- Demonstrate an advanced development of critical thinking and discourse through group discussions, critiques, and writing.

# Art, B.F.A.

## 2024-2025 Undergraduate Revise Program Request

### Introduction

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

Desired Effective Semester \*

Desired Effective Year \*

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

School/ Department\*

Department of Art, History, and Philosophy

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

Yes  No

Is this a College of Education Program?\*

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

## List of Faculty Senate Action and Information Items

### Program Information

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

Type of Program\*

Program  Shared Core

If other, please identify.

**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\* Art, B.F.A.

**Program ID - DO NOT EDIT\*** 4197

**Program Code - DO NOT EDIT**

**Program Type\*** Bachelor

**Degree Type\*** Bachelor of Fine Arts

**Program Description\*** The BFA Program is considered to be the professional degree for those students interested in graduate school or pursuing other career opportunities in the visual arts. The intensity of this degree results in students becoming proficient in a specific studio area while augmenting it with studio areas outside their concentration.

**Status\***  Active-Visible  Inactive-Hidden

**Program Location\*** Carrollton

**Curriculum Information**

## Core Requirement

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

Core Curriculum

### Core Area F: 18 Hours

ART 1006 Design I (2D)  
ART 1007 Drawing I  
ART 1008 Drawing II  
ART 1009 Design II (3D)  
ART 2201 History of World Art I  
ART 2202 History of World Art II

### Fine Arts Studio Core: 15 Hours

ART 3301 Beginning Ceramics  
[After] (and)

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

ART 3602 Painting II  
[After] (and)

ART 3701 Intro to Photography  
ART 3801 Printmaking I: Survey  
ART 3901 Introductory Sculpture

### B.F.A. in Art Concentrations

84  
Ceramics Sequence: 24 Hours

**ART 3302 Intermediate Ceramics: Molds, Multiples, and Mechanical Means**  
**ART 4302 Intermediate Ceramics: 20th Century Studio**  
**ART 4303 Intermediate Ceramics: Surface, Image and Text**  
**ART 4304 Advanced Ceramics**  
**ART 4078 Mid-Program Review**  
**ART 4998 Senior Capstone Experience I**  
**ART 4999 Senior Capstone Experience II**

## General Fine Art Sequence: 24 Hours

<b>[Before]</b>		<b>3 credit hours</b>
	<b>Select one course from the following for a total of 3 Credit Hours</b>	
	<b>ART 3302 Intermediate Ceramics: Molds, Multiples, and Mechanical Means</b>	
	<b>ART 4303 Intermediate Ceramics: Surface, Image and Text</b>	
<b>[Before]</b>	<b>Select one course from the following for a total of 3 Credit Hours</b>	<b>3 credit hours</b>
	<b>ART 3602 Painting II</b>	
	<b>ART 4604 Acrylic &amp; Experimental Process</b>	
<b>[Before]</b>	<b>Select one course from the following for a total of 3 Credit Hours</b>	<b>3 credit hours</b>
	<b>ART 3700 Survey of Photography</b>	
	<b>ART 3702 Darkroom Photography</b>	
	<b>ART 3703 Digital Imaging</b>	
	<b>ART 3704 Introduction to Time-Based Art (Video I)</b>	
	<b>ART 3705 Artificial Lighting</b>	
<b>[Before]</b>	<b>Select one course from the following for a total of 3 Credit Hours</b>	<b>3 credit hours</b>
	<b>ART 3802 Relief Printmaking</b>	
	<b>ART 4803 Intaglio</b>	
	<b>ART 4804 Lithography</b>	
<b>[Before]</b>	<b>Select one course from the following for a total of 3 Credit Hours</b>	<b>3 credit hours</b>
	<b>ART 3902 Sculpture II</b>	
	<b>ART 3903 Sculpture III</b>	
<b>[Before]</b>	<b>Select two courses from the following for a total of 6 Credit Hours</b>	<b>6 credit hours</b>
	<b>ART 4304 Advanced Ceramics</b>	
	<b>ART 4605 Advanced Painting</b>	
	<b>ART 4706 Advanced Photography Studio</b>	
	<b>ART 4805 Advanced Printmaking</b>	
	<b>ART 4904 Advanced Sculpture</b>	
<b>[Before]</b>	<b>And</b>	
	<b>ART 4078 Mid-Program Review</b>	
	<b>ART 4998 Senior Capstone Experience I</b>	

## **ART 4999 Senior Capstone Experience II**

### **Graphic Design Sequence: 24 Hours**

**ART 3401 Graphic Design I**  
**ART 3402 Graphic Design II: Typography II**  
**ART 4403 Graphic Design III: Type and Image**  
**ART 4404 Graphic Design IV**  
**ART 4405 Graphic Design V**  
**ART 4406 Graphic Design VI: Professional Portfolio**  
**ART 4586 Internship**  
**ART 4078 Mid-Program Review**  
**ART 4998 Senior Capstone Experience I**  
**ART 4999 Senior Capstone Experience II**

### **Painting Sequence: 24 Hours**

**ART 3602 Painting II**  
**ART 4603 Painting III**  
**ART 4604 Acrylic & Experimental Process**  
**ART 4605 Advanced Painting**  
**ART 4078 Mid-Program Review**  
**ART 4998 Senior Capstone Experience I**  
**ART 4999 Senior Capstone Experience II**

### **Photography Sequence: 24 Hours**

**ART 3700 Survey of Photography**  
**ART 3701 Intro to Photography**  
**[Before]**

**Select three courses from the following for a total of 9 Credit Hours**

**ART 3702 Darkroom Photography**  
**ART 3703 Digital Imaging**  
**ART 3704 Introduction to Time-Based Art (Video I)**  
**ART 3705 Artificial Lighting**  
**[Before]**

**Select one course from the following for a total of 3 Credit Hours**

**ART 4702 From Still to Moving Images**  
**ART 4704 Documentary Photography**

**ART 4704 Documentary Photography**  
**ART 4708 Exp Prac in Lens-Based Media**  
**[Before]**

**(and)**

**ART 4706 Advanced Photography Studio**  
**ART 4078 Mid-Program Review**  
**ART 4998 Senior Capstone Experience I**  
**ART 4999 Senior Capstone Experience II**

## **Printmaking Sequence: 24 Hours**

**ART 3802 Relief Printmaking**  
**ART 4803 Intaglio**  
**ART 4804 Lithography**  
**ART 4805 Advanced Printmaking**  
**ART 4821 Printmaking IV: Screenprinting**  
**ART 4822 The Art of Letterpress Printing and**  
**the Book**  
**ART 4078 Mid-Program Review**  
**ART 4998 Senior Capstone Experience I**  
**ART 4999 Senior Capstone Experience II**

## **Sculpture Sequence: 24 Hours**

**ART 3902 Sculpture II**  
**ART 3903 Sculpture III**  
**ART 4903 Sculpture IV**  
**ART 4904 Advanced Sculpture**  
**ART 4078 Mid-Program Review**  
**ART 4998 Senior Capstone Experience I**  
**ART 4999 Senior Capstone Experience II**

## **Art History Electives: 6 Hours**

**3000 or Above**

**[Before] Must Include**

**ART 3210 Non-Western Art**  
**[After] (or)**

**ART 4211 Japanese Art**  
**[After] (or)**

**ART 4215 Art of the African Diaspora**

**Art Electives: 12 Hours**

**3000 or Above**

**Concentration Electives: 9 Hours**

**3000 or Above**

**Total: 126 Hours**

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

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact [curriculog@westga.edu](mailto: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.

<b>Justification and Assessment</b>
-------------------------------------

**Rationale\*** ART is requesting a new General Fine Arts Concentration in the BFA-Art degree program. The development of this new concentration stems from the recent requirements to terminate the low performing BA-Art degree program. The new concentration will provide UWG student interested in Art with a broad focus option for their studies of art. In this respect, the new concentration in "General Fine Arts" would be similar to a BA-Art degree, as students will focus on two or more areas within the Art curriculum. Most Art students at UWG opted to apply to the BFA-Art degree within a specialized concentration, each requiring a portfolio submission at the end of Art's "Secondary Core" (Degree required studio courses) to their chosen concentration, wherein we currently offer seven options, Art Education, Ceramics, Graphic Design, Painting, Photography, Printmaking, and Sculpture. However, a select few students opted to remain on the BA-ART degree track every year. Note: this degree option did not incur any additional costs as the students enrolled in both the BFA-Art and BA-Art degrees degree enroll in the same courses, side by side, it is simply the number of hours in the degree and the specific degree requirements which differentiated the two-degree options. Nonetheless the BA-Art has struggled in recent years to maintain the required threshold of graduates. Thus, the requirement to terminate the degree option and our need to add the General Fine Arts Concentration. In addition to our desire to expand discipline offerings to better meet students' needs in forward thinking areas, the General Fine Arts concentration will not only allow us to provide a more broad and general approach to art studio discipline studies, it will also keep the UWG Art Program in compliance with our national accrediting body NASAD, which provides an option and guidelines for the BFA-Art General Fine Art concentration. The BFA in Art (General Fine Arts) concentration, as in all BFA-Art Degrees, will require 126-credit hours where student will take a broad scope of studio course work and chose to focus in at least two or more areas of study, rather than focusing on one area of study. The BFA-Art degree does not require a minor, or foreign language, as The BFA is considered the professional degree within our discipline.

For context, the BA in ART requires 120 credit hours and is the general liberal arts degree within art studies. The BA-Art has 4 specific areas that student can study it also requires art students to focus in at least two of the specified studio areas. The BA-Art also requires a minor, and foreign language, as part of the liberal Arts requirements. Additionally, the BA degree plan does not require a portfolio for entry to the program and as such, it is the degree plan that all current UWG Art Majors (regardless if intended degree paths) start off on.

It is for these philosophical, curricular, and accreditation reasons that the ART Program is looking to launch this new concentration in General Fine Arts in the BFA in Studio degree program.

**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](mailto:kgwaltney@westga.edu).

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

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

**SACSCOC Comments**

**REQUIRED ATTACHMENTS**

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

**1.) Program Map and/or Program Sheet**

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

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

**3.) Academic Assessment Plan/Reporting**

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

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

**4.) Curriculum Map Assessment**

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

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

- Assessment Plan\***
- I have attached the Assessment Plan.

 N/A

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

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

## Program Map- BFA in Art (General Fine Arts Concentration) 126

### YEAR 1

TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101- English Composition I	3	ENGL 1102- English Composition II	3
ART 1006 (or 1009)- Design I (2D)/Design II (3D)	3	ART 1008- Drawing II	3
ART 1007-Drawing I	3	ART 1009 (or 1006)-Design II (3D) or Design I (2D)	3
MATH 1001 or 1111- Quantitative Skills & Reasoning or College Algebra	3	C2: Humanities	3
University Core Area E1 (Option)- World History	3	University Core Area B2- Other Institutional Options	2
University Core Area C1- Fine Arts	3	University Core Area E2 (option)- American/Georgia History	3
<b>SEMESTER TOTAL</b>	<b>18</b>	<b>SEMESTER TOTAL</b>	<b>17</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>• Complete ENGL 1101; Required to earn C or higher.</li> <li>• Complete ART 1006, 1007 (C or better)</li> <li>• Earn 18 or more credit hours</li> </ul>		<ul style="list-style-type: none"> <li>• Complete ENGL 1102; Required to earn C or higher.</li> <li>• Complete ART 1008, 1009 (C or better)</li> <li>• Earn 18 or more credit hours</li> </ul>	

### YEAR 2

TERM 1		TERM 2	
Course	Credits	Course	Credits
ART 3301, 3601 (or 3602), 3701, 3801 or 3901 Art Secondary Core	3	ART 3301, 3601 (or 3602), 3701, 3801 or 3901 Art Secondary Core	
ART 3301, 3601 (or 3602), 3701, 3801 or 3901 Art Secondary Core	3	ART 3301, 3601 (or 3602), 3701, 3801 or 3901 Art Secondary Core	
ART 3301, 3601 (or 3602), 3701, 3801 or 3901 Art Secondary Core	3	ART 2202 (or 2201)- History of Western Art I or History of Western Art II	
ART 2201 (or 2202)- History of Western Art I or History of Western Art II	3	University Core Area D1 (No Lab)- Non-Science Majors	
University Core Area D1 (With Lab)- Non-Science Majors	4	University Core Area E3 (POLS 1101)	
<b>SEMESTER TOTAL</b>	<b>16</b>	<b>SEMESTER TOTAL</b>	<b>18</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>• Student should apply to the BFA in Art (General Fine Art) • Earn 15 or more credit hours (C or better in Art Classes)</li> </ul>		<ul style="list-style-type: none"> <li>• Earn 18 or more credit hours (C or better in Art Classes)</li> </ul>	

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ART 3302, or 4302, or 4303 ART Tertiary Core	3	ART 3802, or 4803, or 4804 ART Tertiary Core	3
ART 3601 (or 3602), or 3605, or 4604 ART Tertiary Core	3	ART 3902, or 3903 ART Tertiary Core	3
ART 3700, or 3702, or 3703, or 3704, or 3705 ART Tertiary Core	3	Studio ART Elective 3XXX or 4XXX- Any 3000/4000 level art studio class from ART 33XX, 36XX, 37XX, 38XX, 39XX, ART 43XX, 46XX, 47XX, 48XX, 49XX,	3
University Core Area B1 (Art 2000 3 recommended)	3	General Fine ART Elective 3XXX or 4XXX- Any 3000/4000 level art studio class from ART 33XX, 36XX, 37XX, 38XX, 39XX, ART 43XX, 46XX, 47XX, 48XX, 49XX,	3
Art History Elective – 3XXX or 4XXX- Any 3000/4000 level art history class	3	University Core Area E4 (Elective)- Social Science Elective Courses	3
ART 4078 - Mid-Program Review	0		
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>• Complete Mid Program Review (General Fine Arts)</li> <li>• Earn 15 or more credit hours (C or better in Art Classes)</li> <li>• Student must develop and submit a plan that outlines how they will complete their GFA Studio Sequence for approval as part of the Mid-Program review.</li> <li>• Note: A plan may not include more than 9 hours in any area of focus without departmental approval. The areas of focus are limited to 3000 and 4000 studio courses in 33XX, 36XX, 37XX, 38XX, and 39XX.</li> </ul> <p>As part of the plan students will choose between:</p> <ul style="list-style-type: none"> <li>- Option 1. Completing a General Advanced Studio Sequence of 6 hrs. in one of the five areas of study and then take two additional Advanced studios (3hrs.) from different areas for a total of 12 hrs.</li> <li>- Option 2. Completing 4 different Advanced Studio General Fine ART Studio (3hrs.) classes AART 4304 or 4605 or 4706 or 4805 or 4904 for a total of 12 hrs.</li> </ul>		<ul style="list-style-type: none"> <li>• Earn 15 or more credit hours (C or better in Art Classes)•</li> <li>• Discuss with Advisor and Faculty mentor how the student will fulfill the 12 hrs. of the required ART General Fine ART Studio classes 4304 and/or 4605 and/or 4706 and/or 4805 and/or 4904</li> </ul>	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
General Fine ART Studio Concentration 4304 or 4605 or 4706 or 4805 or 4904 (Classes in this block May be repeatable up to 6 total hrs. for graduation.)	3	General Fine ART Studio Concentration 4304 or 4605 or 4706 or 4805 or 4904 (Classes in this block May be repeatable up to 6 total hrs. for graduation.)	3
General Fine ART Studio Elective 4304 or 4605 or 4706 or 4805 or 4904	3	General Fine ART Studio Elective 4304 or 4605 or 4706 or 4805 or 4904	3
ART Studio Elective 3XXX or 4XXX- Any 3000/4000 level art studio class from ART 33XX, 36XX, 37XX, 38XX, 39XX, ART 43XX, 46XX, 47XX, 48XX, 49XX	3	ART Studio Elective 3XXX or 4XXX- Any 3000/4000 level art studio class from ART 33XX, 36XX, 37XX, 38XX, 39XX, ART 43XX, 46XX, 47XX, 48XX, 49XX	3
University Core Area D2 (Elective)	3	ART Studio Elective 3XXX or 4XXX- Any 3000/4000 level art studio class from ART 33XX, 36XX, 37XX, 38XX, 39XX, ART 43XX, 46XX, 47XX, 48XX, 49XX	3

ART 4998- Senior Capstone Experience I	1
<b>SEMESTER TOTAL</b>	<b>13</b>
<b>Milestones</b>	
<ul style="list-style-type: none"> <li>● Complete Capstone I</li> <li>● Apply for Graduation</li> <li>● Earn 13 or more credit hours (C or better in Art Classes)</li> </ul>	
<p>Notes: At the conclusion of Mid-Program Review Students Must:</p> <ul style="list-style-type: none"> <li>● Develop and submit a plan that outlines how they will complete their GFA Studio Sequence for approval as part of the Mid-Program review.</li> <li>● Note: A plan may not include more than 9 hours in any area of focus without departmental approval. The areas of focus are limited to 3000 and 4000 studio courses in 33XX, 36XX, 37XX, 38XX, and 39XX.</li> </ul> <p>As part of the plan students will choose between:</p> <ul style="list-style-type: none"> <li>- Option 1. Completing a General Advanced Studio Sequence of 6 hrs. in one of the five areas of study and then take two additional Advanced studios (3hrs.) from different areas for a total of 12 hrs.</li> <li>- Option 2. Completing 4 different Advanced Studio General Fine ART Studio (3hrs.) classes AART 4304 or 4605 or 4706 or 4805 or 4904 for a total of 12 hrs.</li> </ul>	

ART 4999- Senior Capstone Experience II	2
<b>SEMESTER TOTAL</b>	<b>14</b>
<b>Milestones</b>	
<ul style="list-style-type: none"> <li>● Complete Capstone II</li> <li>● Earn 14 or more credit hours (C or better in Art Classes)</li> <li>● Complete 126 credit hours (Graduate)</li> </ul>	

# Bachelor of Fine Arts in Studio- General Fine Arts Concentration- List of Concentration Classes, Concentration Electives, and Open Studio Electives

## Core Area F: 18 Hours

- ART 1006 - Design I (2D) 3 Credit Hours
- ART 1007 - Drawing I 3 Credit Hours
- ART 1008 - Drawing II 3 Credit Hours
- ART 1009 - Design II (3D) 3 Credit Hours
- ART 2201 - History of World Art I 3 Credit Hours
- ART 2202 - History of World Art II 3 Credit Hours

## Fine Arts Studio Core: 15 Hours

- ART 3301 - Beginning Ceramics 3 Credit Hours
- (and)
- ART 3601 - Painting I: Watercolor 3 Credit Hours (or)
- ART 3602 - Painting II 3 Credit Hours
- (and)
- ART 3701 - Intro to Photography 3 Credit Hours
- ART 3801 - Printmaking I: Survey 3 Credit Hours
- ART 3901 - Introductory Sculpture 3 Credit Hours

## GFA Sequence: 15 Hours

Select one course from each of following areas of focus for a total of  
**15 Credit Hours**

- ART 33XX (3302,4302,4303) 3 Credit Hours
- ART 36XX ( Art 3601 (or 3602), or 3605, or 4604)- 3 Credit Hours
- ART 37XX (ART 3700, or 3702, or 3703, or 3704, or 3705 )- 3 Credit Hours
- ART 38XX ( ART 3802, or 4803, or 4804 )- 3 Credit Hours
- ART 39XX (ART 3902 or 3903)- 3 Credit Hours

**Select 5 courses from the of following for a total of 15 Credit Hours**

- ART 3302 - 3 Credit Hours
- ART 3601 - 3 Credit Hours
- ART 3602 - 3 Credit Hours
- ART 3605 - 3 Credit Hours
- ART 3700 - 3 Credit Hours
- ART 3701 - 3 Credit Hours
- ART 3702 - 3 Credit Hours
- ART 3704 - 3 Credit Hours
- ART 3705 - 3 Credit Hours
- ART 3802 - 3 Credit Hours
- ART 3902 - 3 Credit Hours
- ART 4000 - 3 Credit Hours
- ART 4302 - 3 Credit Hours
- ART 4303 - 3 Credit Hours
- ART 4604 - 3 Credit Hours
- ART 4605 - 3 Credit Hours
- ART 4702 - 3 Credit Hours
- ART 4704 - 3 Credit Hours
- ART 4706 - 3 Credit Hours
- ART 4803 - 3 Credit Hours
- ART 4804 - 3 Credit Hours
- ART 4805 - 3 Credit Hours
- ART 4903- 3 Credit Hours

**Select two courses from the following for a total of 6 Credit Hours-  
Note- You must take at least 1 Non-Western Art Course to fulfill  
this requirement**

- ART 3210 or ART 4211 or ART 4215 - 3 Credit Hours

(and)

- ART 3215 - 3 Credit Hours
- ART 3220 - 3 Credit Hours
- ART 3230 - 3 Credit Hours
- ART 3240 - 3 Credit Hours
- ART 3250 - 3 Credit Hours
- ART 3260 - 3 Credit Hours
- ART 3270 - 3 Credit Hours
- ART 3275 - 3 Credit Hours
- ART 4290 - 3 Credit Hours

**Select four courses from the of following for a total of 12 Credit Hours**

- ART 4304 - 3 Credit Hours
- ART 4605 - 3 Credit Hours
- ART 4706 - 3 Credit Hours
- ART 4805 - 3 Credit Hours
- ART 4904 - 3 Credit Hours
- 

(and)

- ART 4078 - Mid-Program Review 0 Credit Hours
- ART 4998 - Senior Capstone Experience I 1 Credit Hours
- ART 4999 - Senior Capstone Experience II 2 Credit Hours

# PHIL - 3315 - Contemporary Moral Problems

## 2024-2025 Undergraduate New Course Request

### Introduction

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](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2024

### 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](mailto:curriculog@westga.edu).

College - School/ Department\*

College of Arts, Culture, and Scientific Inquiry

Department of Art, History, and Philosophy

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

Yes

No

Is this a College of Education 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\* 3315

Course Title\* Contemporary Moral Problems

Long Course Title

Course Type\*

**Catalog Course Description\*** This course focuses on contemporary moral problems raised in the case pack for each year's national Intercollegiate Ethics Bowl. Students will: Perform academic research on problems central to the cases; use moral imagination to find solutions; develop moral arguments for particular positions; and present their findings orally. (Students may take the course up to four times for credit. Students can count the course twice toward the Philosophy BA; twice toward the Philosophy Minor; and three times toward the Ethics Certificate.)

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.\* 12

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

Prerequisites

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\***
1. Expand offerings in two PHIL tracks. This course will expand our offerings in our Law, Justice, and Society track, as well as in our newly proposed Applied Ethics track.
  2. Career-ready skills. Over the past 20 years, our graduates have entered a diverse range of fields, including law, ministry, business management, consulting, counseling, education, human resource management, networks analysis, online learning, software development, and academic advising, among many more. Our graduates have picked up a broad range of skills that make them adaptable colleagues and co-workers. This course will add to their career-ready skills in several important ways. Students will perform academic research into moral problems we currently face in our communities. Students will learn to think creatively about contemporary moral problems, to engage others and lead them in constructive conversation about these problems, and to assist in or even lead efforts to make morally positive changes to try to resolve them.
  3. Academic support for ethics bowl team. UWG has had an intercollegiate ethics bowl team for five years. So far, the students have had to prepare for this event outside of class. Typically, the team meets for three hours each week during fall (August to mid-November) to prepare for the event. This course will provide academic, credit-earning support for the team to prepare for competition. This course is open to all students, as is membership on the college ethics bowl team.

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

1. Research contemporary moral problems using academic resources
2. Use moral imagination
3. Develop moral arguments
4. Present and defend positions in oral communication

### **REQUIRED ATTACHMENTS**

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

#### **1.) Syllabus**

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

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

**Syllabus\***  I have attached the REQUIRED syllabus.

### **Resources and Funding**

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 25

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

**If yes, what will the fee be?\*** Search

#### **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.

## **Sample Syllabus**

### **PHIL 3315, Contemporary Moral Problems**

#### **Course Description**

This course focuses on contemporary moral problems raised in the case pack for each year's national Intercollegiate Ethics Bowl. Students will: perform academic research into moral problems raised in the case pack; use moral imagination to find solutions; develop moral arguments for particular positions; and orally present and defend moral positions. (Students may take the course up to four times for credit. Students can count the course twice toward the Philosophy BA; twice toward the Philosophy Minor; and three times toward the Ethics Certificate.)

#### **Student Learning Outcomes**

Research contemporary moral problems using academic resources  
Use moral imagination  
Develop moral arguments  
Present and defend positions in oral communication

#### **Evaluation/Assignments**

Research write-ups. Where a student is primary or secondary on a case: Student does research and shares with the class; use a Google doc (or other shared doc) to share resources; for each resource shared, write a short summary.

Case write-ups. Where a student is primary or secondary on a case: Student develops 2-3 arguments for each side; produces developed argument as possible team position; anticipates possible objections to team position/argument; shares with class via Google doc or similar.

Peer feedback. Students not primary or secondary on a case: review Case write-ups from classmates; offer constructive suggestions.

Presentations. Form teams and engage in practice rounds. One team presents, one comments, other students judge. Team presents argument for position on a case (clear and systematic response to question) highlighting central moral themes and showing awareness of alternative perspectives. Commenting team responds to presentation, pointing to gaps and weaknesses, and making suggestions for improvement. Student judges then engage presenting team in Q/A.

#### **Schedule**

Week 1: Aug 14 -- Intro to Ethics Bowl and Casuistry (case-based moral reasoning)

Week 2: Aug 19 -- Moral cases (AI at work; Remote Work), academic research, and metacognition (thinking about our thinking)

Week 3: Aug 26 -- Moral cases and moral imagination (creative thinking about the good and the right)

Week 4: Sep 2 -- Moral cases and moral leadership (Dr. Gagnon guest, presentation skills, integrity, and inspiring others)

Week 5: Sep 9 -- Case pack 1-2 (child labor regulation, employer non-compete clauses)  
*[Cases referred to here are samples drawn from APPE 2023 Regional Case Set. New cases are released by APPE each fall, so course content will change as well.]*

Week 6: Sep 16 -- Case pack 3-4 (school book bans, right to legal assistance in evictions)

Week 7: Sep 23 -- Case pack 5-6 (classical art nudes in schools, teen slumber parties)

Week 8: Sep 30 -- Case pack 7-8 (AI in insurance claim review, reset retirement age)

Week 9: Oct 7 -- Case pack 9-10 (true crime media profit, off-roading bans)

Week 10: Oct 14 -- Case pack 11-12 (value of space exploration, Down syndrome exploitation)

Week 11: Oct 21 -- Case pack 13-14 (professor expectations too high, Supreme Court self-regulation)

Week 12: Oct 28 -- Case pack 15 (value of ESG statements)

Week 13: Nov 4 -- Case position finalization and dress rehearsals (oral comm, peer feedback)

Week 14: Nov 11 -- Competition Week, case position finalization and dress rehearsals (oral comm, peer feedback)

Week 15: Nov 18 -- Metacognition, part 2, thinking again about our thinking, self-assessment

Week 16: Nov 25 -- Thanksgiving

Week 17: Dec 2 -- Conclusions

#### COMMON LANGUAGE LINK

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

#### **College/School Policies**

The College of Arts, Culture, and Scientific Inquiry (CACSI) is dedicated to promoting excellence in teaching, scholarship/creative activity, and service. The College aims to provide students with an understanding of contemporary and historical aspects of the various disciplines within the social, physical, and natural sciences and the arts and humanities. It also aims to support the development of skills needed for professional preparation. CACSI is committed to interdisciplinary inquiry and recognizes the transformative power of education. We empower faculty, staff, students, and alumni to engage responsibly and creatively with the complex environment of the 21st century, relying on the rich knowledge and skills gained from the study of the sciences, the humanities, and the arts. CACSI teaches its students to research, think, write, communicate, and create, empowering them with adaptability, cultural literacy, and sensitivity, along with the critical thinking skills necessary to contribute to their communities and the public good in meaningful ways. CACSI faculty are committed to positively impacting the community at multiple levels via teacher education, public engagement, entertainment, and outreach.

Students are encouraged to practice the following Big Six college experiences to be successful in CACSI coursework and degree programs:

(A) Connect with professors, staff, coaches, etc. who care about you as a person:

Connect with a professor(s) who makes you excited to learn;  
Connect with a mentor(s) who cares about you as a person;  
Connect with a mentor(s) who pushes you to reach your goals;

(B) Participate in experiential learning opportunities:

Complete a long-term project such as a capstone project.  
Participate in a high-impact practice such as study abroad or an internship  
Get involved in extracurricular activities and groups.

## **Institutional Policies**

### Academic Support

UWG is committed to student success, and the following resources will help you be more successful in your classes.

**Center for Academic Success:** The Center for Academic Success provides tutoring, academic coaching, and supplemental instruction to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu).

**University Writing Center:** The University Writing Center assists students with the writing process. For more information, contact them: 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu).

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility and Testing Services.

### Online Course Content

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on privacy and accessibility, and technology requirements, visit this UWG Online Help site.

UWG's online virtual tutoring service is Tutor.com, which replaces Smarthinking. Tutor.com provides 24/7, on-demand, 1-to-1 tutoring and homework help in more than 250 subjects. The expert tutors at Tutor.com can help students work through tough homework problems, improve their writing skills, study for a test, review difficult concepts, and so much more! Tutor.com can be accessed in CourseDen under the Resources dropdown menu and is available to all UWG students, regardless of course modality. More information can be found on UWG Online's Tutor.com: Tutoring Service Knowledge Base article.

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide.

## Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the Honor Code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to plagiarism\*, cheating\*, fabrications\*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.

I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.

For more information on the University of West Georgia Honor Code, please visit the Office of Community Standards site.

## UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check their email.

### Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

### HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:  
<https://www.usg.edu/policymanual/section6/C2675>

You may also visit our website for help with USG Guidance:  
<https://www.westga.edu/police/campus-carry.php>

### Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services. To report a concern anonymously, please go to UWGcares.

Online counseling is also available for online students.

### ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page for more information.

# PHIL - 3320 - Technology and Human Values

## 2024-2025 Undergraduate New Course Request

### Introduction

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](mailto:curriculog@westga.edu).

Desired Effective Semester\*

Fall

Desired Effective Year\*

2024

### 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](mailto:curriculog@westga.edu).

College - School/ Department\*

College of Arts, Culture, and Scientific Inquiry

Department of Art, History, and Philosophy

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

Yes

No

Is this a College of Education 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\* 3320

Course Title\* Technology and Human Values

Long Course Title

Course Type\*

**Catalog Course Description\*** This course explores the relationship between technology and human values from a philosophical perspective. Through readings, discussions, and written assignments, students will critically examine how technology shapes and is shaped by ethical, social, and cultural values. Drawing from different philosophical traditions, students will investigate the moral implications of new technologies and various philosophical views of the relationship between humans and technology.

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

Is this a variable credit hour course? \*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

If yes, indicate maximum number of credit hours counted toward graduation. \* 3

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

**Prerequisites**

**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\***

1. New BA track. This course will broaden the range of applied ethics courses available to philosophy majors, philosophy minors, and ethics certificate students. In particular, it will serve as an option for philosophy majors in our newly proposed Applied Ethics concentration.
2. Career-ready skills. Over the past 20 years, our graduates have entered a diverse range of fields, including law, ministry, business management, consulting, counseling, education, human resource management, networks analysis, online learning, software development, and academic advising, among many more. Our graduates have picked up a broad range of skills that make them adaptable colleagues and co-workers. Even so, technology is everywhere present in these careers, and indeed some even involve construction of new technology. Hence, with its technology (including AI, Computing, etc.) focus, this course will add to our students' career-ready skills. Drawing from different philosophical traditions, students will investigate the moral implications of new technologies and various philosophical views of the relationship between humans and technology.

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

1. define fundamental philosophical and ethical concepts that are relevant to contemporary philosophical issues arising from new technologies.
2. explain the ethical implications of various technological advancements, such as autonomous vehicles, artificial intelligence, drones, and fMRI.
3. explain a philosophical view of the relationship between humanity and technology.
4. use reasons and argumentation to defend a philosophical position related to values and technology

### **REQUIRED ATTACHMENTS**

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

#### **1.) Syllabus**

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

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

**Syllabus\***  I have attached the REQUIRED syllabus.

### **Resources and Funding**

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 25

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

**If yes, what will the fee be?\*** Search

#### **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.

**College of Arts, Culture and Scientific Inquiry  
Philosophy Program (Dept. of Art, History and Philosophy)**

**Technology and Human Values (PHIL 3320)**

**Instructor: [name]**

**Fall 2024**

**Section 01**

**3 Credits**

**8/14/2024 to 12/13/2024**

**Description**

This course explores the relationship between technology and human values from a philosophical perspective. Through readings, discussions, and written assignments, students will critically examine how technology shapes and is shaped by ethical, social, and cultural values. Drawing from different philosophical traditions, students will investigate the moral implications of new technologies and various philosophical views of the relationship between humans and technology.

**Contact Information**

Role

Title

First name

Middle Name

Last Name

Suffix

Email

Office

Phone

Website

**Meeting Times**

[days and times]

**Office Hours**

[office hours]

**Materials**

- Hubert Dreyfus, *On the Internet*. London: Routledge, 2008.
- *All other assigned readings will be posted online in CourseDen.*

**Outcomes**

By the end of the semester, each student will be able to:

- define fundamental philosophical and ethical concepts that are relevant to contemporary philosophical issues arising from new technologies.
- explain the ethical implications of various technological advancements, such as autonomous vehicles, artificial intelligence, drones, and fMRI.
- explain a philosophical view of the relationship between humanity and technology.
- use reasons and argumentation to defend a philosophical position related to values and technology.

These course-specific learning outcomes contribute to the learning outcomes of the Philosophy Program by enabling students better to critically analyze and explain a philosophical issue in written communications.

## Evaluation

A	90%–100%	(192–214 points)
B	80%–89%	(171–191.5 points)
C	70%–79%	(149–170.5 points)
D	60%–69%	(128–148.5 points)
F	0%–59%	(0–127.5 points)

## Assignments

### Tests

- Two in-class tests (30 minutes at the beginning of class) worth 16 points each = 32 points total.
- One final exam = 32 points.

Both the two tests and the final exam will consist of vocabulary and short essay questions.

### Short Papers

- Five short papers worth 16 points each = 80 points.
- Length: 1,000–1,200 words per short paper.
- The first short paper is due on **Sunday September 1** and is **mandatory for all students**. There are six other short papers shown on the course schedule: each student must select **four of those other six papers** to complete, for **a total of five short papers**. Detailed instructions for each short paper will be provided in each Assignment Folder in CourseDen.

### Term Paper

This is the major project of the class: a paper that explains the ideas of one or more of the major historical figures covered in the course and responds to those ideas in an original way. You will submit three items as part of this project:

- A **proposal [date]** (10 points)
- A **draft** that's at least 2,000 words long (20 points).
- A **final paper** that's between 2,500 and 3,000 words long (40 points).

Detailed instructions for each of these items will be provided in each Assignment Folder in CourseDen.

## Schedule

### **Weeks 1 and 2 (August 14, 19, and 21)**

#### **Introduction to the course**

##### *Readings:*

- Online handouts / lecture notes covering basic concepts, including *investigation, philosophy, ethics, applied ethics, argument, technology, Utilitarianism, deontology, and virtue ethics.*

### **Week 3 (August 26 and 28)**

#### **Ethics and Autonomous Vehicles**

##### *Readings:*

- Nicholas Evans, "Ethics and Risk Distribution for Autonomous Vehicles," in *Autonomous Vehicle Ethics: The Trolley Problem and Beyond*, ed. Ryan Jenkins et al. Oxford University Press, 2022

*First short paper due on Sunday September 1. (Mandatory for all students.)*

### **Weeks 4 and 5 (September 4, 9, and 11)**

#### **Technologies of War I**

##### *Readings:*

- Robert Sparrow, "[Killer Robots](#)," *Journal of Applied Philosophy* 24 (2007): 62–77.
- Jonathan Glover, *Humanity: A Moral History of the Twentieth Century* (London: Pimlico, 2001): 89–112.
- John Kaag and Sarah Kreps, "[Drones and Democratic Peace](#)," *Brown Journal of World Affairs* 19, 2012.

*Second short paper due on Sunday September 15.*

### **Week 6 (September 16 and 18)**

#### **Artificial Intelligence I**

##### *Readings:*

- Alan Turing, "[Computing Machinery and Intelligence](#)," *Mind* 59 (1950): 433–60.
- Hubert Dreyfus and Stuart Dreyfus, "Why Computers May Never Think Like People," *Readings in the Philosophy of Technology*, 2nd ed., ed. David M. Kaplan. Rowman & Littlefield, 2009.

*Test 1: first 30 minutes of class on September 16.*

### **Week 7 (September 23 and 25)**

#### **Artificial Intelligence II**

##### *Readings:*

- John R. Searle, "[Minds, Brains, and Programs](#)," *Behavioral and Brain Sciences* 3.03 (1980): 417–424.
- Margaret Boden, "Escaping from the Chinese Room," in *The Philosophy of Artificial Intelligence*, ed. M. A. Boden. New York: Oxford University Press, 1990.
- Paul Churchland and Patricia Smith Churchland, "[Could a Machine Think?](#)" *Scientific American*, January (1990): 32–7.

*Third short paper due on Sunday September 29.*

## **Week 8 (September 30 and October 2)**

### **Artificial Intelligence III**

#### *Readings:*

- Nick Bostrom and Eliezer Yudkowsky, "The Ethics of Artificial Intelligence," in *The Cambridge Handbook of Artificial Intelligence*, ed. William Ramsey and Keith Frankish. Cambridge University Press, 2011.

*Fourth short paper due on Sunday October 6.*

## **Week 9 (October 7 and 9)**

### **fMRI Technology and Morality I**

#### *Readings:*

- Joshua Green, R. Brian Sommerville, Leigh Nystrom, John Darley, and Jonathan Cohen. "An fMRI Investigation of Emotional Engagement in Moral Judgment," *Science* 293 (2001): 2105–8.
- Joshua Green, "The Secret Joke of Kant's Soul," in *Moral Psychology, Vol. 3: The Neuroscience of Morality: Emotion, Brain Disorders, and Development*, Walter Sinnott-Armstrong ed. (Cambridge, MA: MIT Press, 2008): 1–53.

## **Week 10 (October 14 and 16)**

### **fMRI Technology and Morality II**

#### *Readings:*

- Selim Berker, "[The Normative Insignificance of Neuroscience](#)," *Philosophy & Public Affairs* 37 (2009): 293–329.

*Fifth short paper due on Sunday October 20.*

## **Week 11 (October 21 and 23)**

### **Technological Determinism I**

#### *Readings:*

- Marshall McLuhan, excerpts from *Understanding Media: The Extensions of Man* (New York: 1964): "Introduction" 3–6; "Medium is the Message," 7–21; "The Printed Word," 170–78; "Television," 308–37.

*Test 2: first 30 minutes of class on October 21*

*Term Paper Proposal due on Saturday October 26.*

## **Week 12 (October 28 and 30)**

### **Technological Determinism II**

#### *Readings:*

- Sally Wyatt, "Technological Determinism is Dead; Long Live Technological Determinism," *The Handbook of Science and Technology Studies*, Edward Hackett, ed. (Cambridge: MIT Press, 2008): 165–180.

*Sixth short paper due on Sunday November 3.*

## **Week 13 (November 4 and 6)**

## Embodiment and the Internet I

### Readings:

- Maurice Merleau-Ponty, *The Phenomenology of Perception*. Colin Smith trans. Routledge and Kegan Paul, 1962, 98–153.

*Term Paper (Draft) due on Saturday November 9.*

## Week 14 (November 11 and 13)

### Embodiment and the Internet II

### Readings:

- Hubert Dreyfus, *On the Internet*. Routledge, 2008: chapters 1, 2, and 3.

## Week 15 (November 18 and 20)

### Embodiment and the Internet III

### Readings:

- Hubert Dreyfus, *On the Internet*. Routledge, 2008: chapters 4 and 5.

## \*\*\*THANKSGIVING BREAK (November 25 and 27)\*\*\*

## Week 16 (December 2 and 4)

### Review and Catch-Up

*Term Paper (Final Version) due on Friday December 6.*

## FINAL EXAM: [DAY AND TIME TBD]

## Course Policies and Resources

### Expectations of Students

You **must** be willing to devote at least 8.5 hours each week doing work for this course: attending class, working through the assigned readings, studying class handouts and your lecture notes, working on papers, etc.

You **must** stay on top of the schedule of work for this course and be aware of all deadlines.

### Missed Tests and Late Papers

If you know that you will need to miss class on a day on which a **test** is scheduled (for example, due to a UWG sponsored event), **you must let me know about your absence as far in advance as possible** so that we can schedule another day and time for you to take the test (or a make-up test).

If you miss a test without receiving my explicit permission beforehand and making arrangements for a make-up test, you will be permitted to take a make-up test **only if** one of the following conditions applies: (a) Your absence was due to illness or injury serious enough to require professional medical care and which prevented you from contacting me before the test; or (b) Your

absence was due to other extenuating circumstances beyond your control. I will determine on a case-by-case basis what constitutes "extenuating circumstances beyond your control." You may be required to provide documentation pertaining to your absence before you are allowed to take a make-up test. Make-up tests will usually be longer and potentially more difficult than the original test that you missed.

I will accept each of the writing assignments up to two days late, **but with a 20% grade penalty for each day that it is late.** For example, the first Short Paper is due before 11:59pm on Sunday September 1. I will accept it before 11:59pm on Monday September 2 for a 20% penalty and before 11:59pm on Tuesday September 3 for a 40% penalty. I might consider accepting late writing assignments without penalty in case of extraordinary circumstances.

## Electronic Devices

You may use electronic devices—smartphones, laptops and tablets—while in class, **but ONLY to view the electronic version of assigned readings.**

**I strongly encourage you to take notes by hand rather than with an electronic device.**

Typing notes with a laptop encourages you to simply transcribe what's being said without thinking about it, while taking notes by hand encourages you to actively think about what you're writing.

## Attendance

In order to distribute Title IV funding (federal student aid), all instructors are required to record student attendance for every class meeting, and so I will take attendance at the beginning of each class.

You may miss four class meetings with no effect on your grade. **Beginning with your fifth absence, you will lose five points (out of 214 points; about 2.3% of your total course grade) from your final course grade for every class meeting you miss.** This policy takes effect on the day of our second class meeting (Tuesday August 15). I will make exceptions for absences necessitated by UWG-sponsored events or by other circumstances that were absolutely outside your control, including illness. However, **I will make these exceptions only if ALL of your absences can be accounted for in one of these ways** (e.g., if you miss five classes and you have documented, acceptable reasons for missing only four classes, then your fifth absence will still count against you). Documentation will be required in all cases in which I make an exception to this attendance policy. **If you have any questions or concerns about this attendance policy, speak with me as soon as possible — DO NOT WAIT until you have exceeded five absences before speaking with me.**

**Students who miss 10 or more class meetings will receive a final course grade of F or WF.**

In this case the reason for your absences is irrelevant. If you are unable to attend class for a prolonged period of time due to medical reasons, employment obligations, a family emergency, or any other reason, you should withdraw from the course; if the withdrawal deadline has passed, you should apply for a hardship withdrawal.

**An early departure or late arrival may be counted as an absence, depending on the circumstances.** I will decide in each case whether an early departure or a late arrival counts as an absence. If you know before class that you will not be able to stay for the entire class session, please inform me of this before class and sit as close to the door as possible, so as to cause as small a distraction as possible when you leave.

## **Emergencies**

If you have an emergency, you can reach me at my UWG email address: *rlane@westga.edu*, which I check multiple times each day, including on the weekend. Your email must come from your own UWG email account; UWG policy prohibits me from responding to student emails that come from non-UWG addresses.

## **College Policies**

This information will be imported from the College/School template associated with your course. This field cannot be edited.

## **Institutional Policies**

This information will be imported from the College/School template associated with your course. This field cannot be edited.

## **Additional Items**

# Philosophy, B.A.

## 2024-2025 Undergraduate Revise Program Request

### Introduction

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](mailto: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 Art, History, and Philosophy

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

Is this a College of Education Program?\*  Yes  No

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

Is this an Accelerated Bachelors to Masters program related proposal?\*  Yes  No

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

## List of Faculty Senate Action and Information Items

### Program Information

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

Type of Program\*  Program  Shared Core

If other, please identify.

**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\* Philosophy, B.A.

**Program ID - DO NOT EDIT\*** 4240

**Program Code - DO NOT EDIT**

**Program Type\*** Bachelor

**Degree Type\*** Bachelor of Art

**Program Description\*** In addition to Core and elective hours, the B.A. in philosophy requires 33 hours of upper-level (3/4000-level) coursework in philosophy. Our emphasis is on the history of Western philosophy. Students may choose from a wide range of courses in the history of philosophy, as well as courses dealing with a wide range of contemporary philosophical questions and issues.

**Status\***  Active-Visible  Inactive-Hidden

**Program Location\*** Carrollton

## Curriculum Information

## Requirement

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

Core Curriculum

### Core Area F: 18 Hours

PHIL 2010 Introduction to Philosophy	3
PHIL 2020 Critical Thinking	3
PHIL 2030 Introduction to Ethics	3
[After] Additional Humanities Course	3

### Choose one (1) course from the following: 3 Hours

FREN 2001 Intermediate French I	3
GRMN 2001 Intermediate German I	3
SPAN 2001 Intermediate Spanish I	3
[After] Or equivalent in a language other than English	

### Choose one (1) course from the following: 3 Hours

FORL 2100 Language and Identity	3
FORL 2200 Survey of National Literatures	3
FORL 2300 Topics in National Literatures	3
FREN 2002 Intermediate French II	3
GRMN 2002 Intermediate German II	3
SPAN 2002 Intermediate Spanish II	3
[After] Or the equivalent in a language other than English; or an approved 2000-level FORL course.	

### **Upper-Division Major Courses: 3 Hours**

**PHIL 4300 Senior Seminar**

**3**

### **Upper-Division Major Electives: 30 Hours**

Choose an additional ten (10) 3/4000-level PHIL courses: 30 Hours

\* PHIL 3315 Contemporary Moral Problems may count no more than twice towards Upper-Division Major Electives.

### **Optional Concentration in Applied Ethics: 9 Hours**

In addition to Core and elective hours, the B.A. in Philosophy with a concentration in Applied Ethics requires 33 hours of upper-level (3/4000) coursework in philosophy. Students engage in the academic study of philosophy in nine (9) hours of courses such as Technology and Human Values, Biomedical Ethics, and Professional Ethics, among others. To complete their degree, students may choose from among a variety of other classes covering the history of philosophy and a wide range of philosophical questions and issues. For this concentration, students must choose three (3) of the following:

<b>PHIL 3300 Biomedical Ethics</b>	<b>3</b>
<b>PHIL 3310 Environmental Ethics</b>	<b>3</b>
<b>PHIL 3315 Contemporary Moral Problems</b>	
<b>PHIL 3320 Technology and Human Values</b>	
<b>PHIL 4110 Philosophy of Law</b>	<b>3</b>
<b>PHIL 4120 Professional Ethics</b>	<b>3</b>
<b>PHIL 4130 Feminist Philosophy</b>	<b>3</b>
<b>PHIL 4240 Philosophy and Ethics of Love and Sex</b>	<b>3</b>

### **Optional Concentration in Law, Justice, and Society: 9 Hours**

In addition to Core and elective hours, the B.A. in philosophy with a concentration in Law, Justice, and Society requires 33 hours of upper-level (3/4000-level) coursework in philosophy. Students take courses that relate philosophy to the law, politics, and justice. To complete their degree, students may choose from among a variety of other classes covering the history of philosophy and a wide range of philosophical questions and issues. For this concentration, students must choose

three (3) of the following:

<b>PHIL 3115 Political Philosophy</b>	<b>3</b>
<b>PHIL 3180 Moral Theories</b>	<b>3</b>
<b>PHIL 3300 Biomedical Ethics</b>	<b>3</b>
<b>PHIL 3310 Environmental Ethics</b>	<b>3</b>
<b>PHIL 4110 Philosophy of Law</b>	<b>3</b>
<b>PHIL 4120 Professional Ethics</b>	<b>3</b>
<b>PHIL 4130 Feminist Philosophy</b>	<b>3</b>
<b>PHIL 4220 Hermeneutics</b>	<b>3</b>

**Minor (optional) and/or Electives: 27 Hours**

**Total: 120 Hours**

\* No more than two variable-credit or independent-study courses may count toward the major.

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact [curriculog@westga.edu](mailto: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.

<b>Justification and Assessment</b>
-------------------------------------

**Rationale\*** (1) Applied Ethics Concentration:

After considering Philosophy's current offerings and how they align with student demand and the current job market, we are proposing a new concentration in Applied Ethics within our Philosophy B.A. program. This track offers course options such as Technology and Human Values, Biomedical Ethics, Professional Ethics, among several others with obvious career focus and applicability.

In 2021 we conducted a survey of our past Philosophy graduates between 2005-19. The careers they represented were extraordinarily diverse, ranging from significant numbers practicing law, to others in ministry, business management, consulting, counseling, education, human resource management, networks analysis, online learning, software development, and academic advising, among many more. (Many of these can be found on the "Georgia's Hot Careers to 2030" list of careers with faster than average job growth, above average wages, and at least 100 annual openings.) In short, our graduates are multi-skilled, adaptable, and in demand. (Recent American Academy of Arts and Sciences' data shows that humanities graduates broadly are well compensated mid-career and have very low unemployment rates, in some states superior to Business B.A.s or competitive with Engineering B.S.s.) What all this data suggests is that there is great demand for well-rounded humans who, fluent in complex ethical reasoning and intellectual dialogue, are prepared for success in a diversity of career paths. One excellent way to serve this demand and continue this success is to offer an Applied Ethics degree track which brings sophisticated ethical reasoning directly into communication with specialized fields such as technology, business, environmental science, etc.

In terms of impact, firstly, we note that none of our competitor programs (e.g., Kennesaw, GSU, GCSU, Clayton, Valdosta State, Georgia Southern) have B.A. concentrations or paths similar to our proposed Applied Ethics B.A. track. Hence, the track will enhance the uniqueness of UWG as a whole, helping us to stand out regionally and attract a new body of students. We especially believe this path will attract high schoolers—for example, those exposed to the increasingly popular High School Ethics Bowl (with regional competition hosted by UWG)—who are interested in and concerned about the problems of ethics and human flourishing raised by changing technological, professional, and natural environments. We also see it attracting non-traditional students with career experiences. Lastly, it will serve UWG's current students' needs by promoting the ethical fluency and intellectual adaptability required for career-readiness in future jobs whose precise nature remains unknown today.

All in all, we see a great demand here that the Philosophy Program is uniquely suited to fill. We have no doubt that this new Applied Ethics track will have a sizable impact in line with UWG strategic priorities including the "relevancy," "competitiveness," and regional "distinctness" of our program and university as a whole.

(2) Law, Justice, and Society Concentration:

The LJS concentration has existed for a long time. We are simply cleaning up the catalog by placing this concentration "under" the Philosophy B.A. where it technically belongs as a sub-option. Previously, it was classed in the catalog/curriculog system as a distinct "page." Hence, this change is just cleanup.

**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](mailto:kgwaltney@westga.edu).

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

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

**SACSCOC Comments**

**REQUIRED ATTACHMENTS**

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

**1.) Program Map and/or Program Sheet**

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

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

**3.) Academic Assessment Plan/Reporting**

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

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

**4.) Curriculum Map Assessment**

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

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

- Assessment Plan\***
- I have attached the Assessment Plan.

N/A

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

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

**2024-2025**

**Program Map**

**Program Map – BA Philosophy—Applied Ethics track**

**YEAR 1**

<b>TERM 1</b>		<b>TERM 2</b>	
<b>Course</b>	<b>Credits</b>	<b>Course</b>	<b>Credits</b>
Area A-1 ENGL 1101	3	Area A-1 ENGL 1102	3
Area A-2 MATH 1001 OR MATH 1111 (Recommended)	3	Area D Science + Lab	4
Area B-2: XIDS 2002 (Recommended)	2	Area C-1: Fine Arts	3
Area E-1: HIST 1111/1112	3	Area E-2: HIST 2111/2112	3
Area E-4: PHIL 2130 (Recommended)	3	Area F-1: PHIL 2010	3
<b>SEMESTER TOTAL</b>	<b>14</b>	<b>SEMESTER TOTAL</b>	<b>16</b>
<b>Milestones</b>		<b>Milestones</b>	
<ul style="list-style-type: none"><li>• Complete ENGL 1101; Required to earn C or higher.</li><li>• Earn 15 or more credit hours</li></ul>		<ul style="list-style-type: none"><li>• Complete ENGL 1102; Required to earn C or higher.</li><li>• Complete PHIL 2020</li><li>• Earn 15 or more credit hours</li></ul>	

**YEAR 2**

<b>TERM 1</b>		<b>TERM 2</b>	
<b>Course</b>	<b>Credits</b>	<b>Course</b>	<b>Credits</b>
Area B-1: Foreign Language 1001	3	Area C-2: Foreign Language 1002	3
Elective / Minor	3	Elective / Minor	3
Area D-2: Science	3	Area D-2: Science	3
Area E-3: POLS 1101	3	Area F: Humanities Elective	3
AREA F: PHIL 2020	3	Area F: PHIL 2030	3
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
<b>Milestones</b>		<b>Milestones</b>	
<ul style="list-style-type: none"><li>• Complete PHIL 2010</li><li>• Complete FL 1001</li><li>• Earn 15 or more credit hours</li></ul>		<ul style="list-style-type: none"><li>• Complete PHIL 2030</li><li>• Earn 15 or more credit hours</li></ul>	

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
PHIL 3300, 3310, 3315, 3320, 4120, 4130, or 4240	3	PHIL 3300, 3310, 3315, 3320, 4120, 4130, or 4240	3
PHIL Major Upper Division	3	PHIL Major Upper Division	3
PHIL Major Upper Division	3	PHIL Major Upper Division	3
Elective / Minor (at least 6 hours must be 3/4XXX)	3	FL 2002 (SPAN, FREN, or GRMN) (Major F5)	3
FL 2001 (SPAN, FREN, or GRMN) (Major F5)	3	Elective / Minor (at least 6 hours of elective / minor courses must be 3000 or 4000-level)	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> <li>Complete first PHIL Upper Division Class</li> <li>Earn 15 or more credit hours</li> </ul>		<ul style="list-style-type: none"> <li>Complete foreign language requirement (FL 2002)</li> <li>Earn 15 or more credit hours</li> </ul>	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
PHIL 4300 Sen. Seminar	3	PHIL Major Upper Division	3
PHIL 3300, 3310, 3315, 3320, 4120, 4130, or 4240	3	PHIL Major Upper Division	3
PHIL Major Upper Division	3	Elective / Minor	3
Elective / Minor	3	Elective / Minor	3
Elective / Minor	3	Elective / Minor	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> <li>Complete Senior Seminar</li> <li>Earn 15 or more credit hours</li> </ul>		<ul style="list-style-type: none"> <li>Earn 15 or more credit hours</li> </ul>	

**2024-2025**

**Program Map**

**Program Map – BA Philosophy—Law, Justice, & Society track**

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area A-1 ENGL 1101	3	Area A-1 ENGL 1102	3
Area A-2 MATH 1001 OR MATH 1111 (Recommended)	3	Area D Science + Lab	4
Area B-2: XIDS 2002 (Recommended)	2	Area C-1: Fine Arts	3
Area E-1: HIST 1111/1112	3	Area E-2: HIST 2111/2112	3
Area E-4: PHIL 2130 (Recommended)	3	Area F-1: PHIL 2010	3
<b>SEMESTER TOTAL</b>	<b>14</b>	<b>SEMESTER TOTAL</b>	<b>16</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>• Complete ENGL 1101; Required to earn C or higher.</li> <li>• Earn 15 or more credit hours</li> </ul>		<ul style="list-style-type: none"> <li>• Complete ENGL 1102; Required to earn C or higher.</li> <li>• Complete PHIL 2020</li> <li>• Earn 15 or more credit hours</li> </ul>	
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area B-1: Foreign Language 1001	3	Area C-2: Foreign Language 1002	3
Elective / Minor	3	Elective / Minor	3
Area D-2: Science	3	Area D-2: Science	3
Area E-3: POLS 1101	3	Area F: Humanities Elective	3
AREA F: PHIL 2020	3	Area F: PHIL 2030	3
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
Milestones		Milestones	
<ul style="list-style-type: none"> <li>• Complete PHIL 2010</li> <li>• Complete FL 1001</li> <li>• Earn 15 or more credit hours</li> </ul>		<ul style="list-style-type: none"> <li>• Complete PHIL 2030</li> <li>• Earn 15 or more credit hours</li> </ul>	

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
PHIL Major Upper Division	3	PHIL 3115, 3180, 3300, 3310, 4110, 4120, 4130, or 4220	3
PHIL Major Upper Division	3	PHIL Major Upper Division	3
PHIL Major Upper Division	3	PHIL Major Upper Division	3
Elective / Minor (at least 6 hours must be 3/4XXX)	3	FL 2002 (SPAN, FREN, or GRMN) (Major F5)	3
FL 2001 (SPAN, FREN, or GRMN) (Major F5)	3	Elective / Minor (at least 6 hours of elective / minor courses must be 3000 or 4000-level)	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> <li>Complete first PHIL Upper Division Class</li> <li>Earn 15 or more credit hours</li> </ul>		<ul style="list-style-type: none"> <li>Complete foreign language requirement (FL 2002)</li> <li>Earn 15 or more credit hours</li> </ul>	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
PHIL 4300 Sen. Seminar	3	PHIL 3115, 3180, 3300, 3310, 4110, 4120, 4130, or 4220	3
PHIL 3115, 3180, 3300, 3310, 4110, 4120, 4130, or 4220	3	PHIL Major Upper Division	3
PHIL Major Upper Division	3	Elective / Minor	3
Elective / Minor	3	Elective / Minor	3
Elective / Minor	3	Elective / Minor	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		Milestones	
<ul style="list-style-type: none"> <li>Complete Senior Seminar</li> <li>Earn 15 or more credit hours</li> </ul>		<ul style="list-style-type: none"> <li>Earn 15 or more credit hours</li> </ul>	

## Philosophy Program Exit Survey

The Philosophy Program has identified three learning objectives we hope for all graduating students to achieve. To help us improve, please indicate how strongly you agree with the following statements:

**1. I can discuss the views of at least three major historical figures of philosophy.**

Strongly disagree

Disagree

Neutral/unsure

Agree

Strongly agree

Comments/Explanation:

**2. I can critically analyze and explain a philosophical issue in written communications.**

Strongly disagree

Disagree

Neutral/unsure

Agree

Strongly agree

Comments/Explanation:

**3. I can incorporate and defend a philosophical position in oral communications.**

Strongly disagree

Disagree

Neutral/unsure

Agree

Strongly agree

Comments/Explanation:

Do you have any other comments or feedback you'd like to leave for the Philosophy Program, including reflections on its strengths or weaknesses or changes you'd like to see implemented in the program? Also, is there anything about the Philosophy Program or UWG generally that made it easier or more difficult for you to graduate on your desired timeline? (*Use reverse if necessary.*)

**Learning Outcome 1: The student can discuss the views of at least three major historical figures of philosophy in written communications.**

*Assessed using the student's three best short papers from PHIL 4300 (Senior Seminar)*

	Exemplary Exceeds Expectations  Grade Level A (100-90)	Proficient Meets Expectations  Grade Level B/C (89-70)	Developing Does Not Meet Expectations  Grade Level D (69-60)	Unsatisfactory Failing  Grade Level F (59 or Below)
Accuracy of Discussion	Demonstrates knowledge of the major features and relevant details of the figure's project, as well as of the significance of that project. Explanation of the figure's views includes no major errors. Explanation is supported by direct engagement with or evidence from the figure's writing.	Demonstrates knowledge of the major features of the figure's project, but lacks sufficient detail or fails to describe the significance of that project. Explanation of the figure's views may include a few errors and/or may lack sufficient support from the figure's writing.	Discussion includes significant misstatements of the figure's views and demonstrates little knowledge of the significance of the figure's project. Explanation contains only minimal direct engagement with the figure's writing.	Discussion demonstrates no knowledge of the significance of the figure's project. Explanation contains little to no direct engagement with the figure's writing.
Clarity of Discussion	Discussion makes the figure's views clear to the reader. Included material is relevant and is presented in an orderly fashion.	Discussion makes the figure's views somewhat clear to the reader, but is made less clear by the inclusion of tangential or out-of-order information.	Discussion of the figure's views is somewhat unclear and confusing. Discussion displays only minimal order and focus.	Discussion of the figure's views is very unclear and confusing. Discussion lacks order and focus.

**Learning Outcome 2: The student can critically analyze and explain a philosophical issue in written communications.**

*Assessed using the final paper from PHIL 4300 (Senior Seminar)*

	Exemplary Exceeds Expectations  Grade Level A (100-90)	Proficient Meets Expectations  Grade Level B/C (89-70)	Developing Does Not Meet Expectations  Grade Level D (69-60)	Unsatisfactory Failing  Grade Level F (59 or Below)
Independence of Thought	Demonstrates independent thought by presenting an analysis or argument that goes beyond those presented in class or in sources consulted for the paper.	Demonstrates somewhat independent thought by skillfully applying or critically restating an analysis or argument gleaned largely from other sources.	Demonstrates little independent thought. Merely applies or restates an analysis or argument gleaned from other sources.	Fails to expand in any way upon the analysis or arguments of others.
Strength of Critical Reasoning	Chosen approach to analyzing the issue contributes to deeper comprehension of the issue. Potential limitations or counterarguments are acknowledged and responded to. The examples, evidence, reflections, citations, etc., presented in the paper support the paper's thesis. The analysis is internally consistent.	Chosen approach to analyzing the issue may be ineffective for achieving deeper comprehension of the issue. Potential limitations or counterarguments are acknowledged, but insufficient response is offered. The examples, evidence, reflections, citations, etc., presented in the paper provide relatively weak support for the paper's thesis.	Chosen approach to analyzing the issue does not achieve deeper comprehension of the issue. If potential limitations or counterarguments are acknowledged, they might be inaccurately explained. The examples, evidence, reflections, citations, etc., presented in the paper are contradictory or otherwise insufficient to fully support the paper's thesis.	Fails to take a clear approach to analyzing the issue; to acknowledge potential limitations or counterarguments; to offer examples, evidence, reflections, citations, etc., in support of the thesis; and/or to espouse a coherent thesis.
Accuracy of Explanation of Philosophical Issue	Accurately identifies and describes the most important questions and concepts relevant to a philosophical issue. Accurately and thoroughly explains the philosophical significance of this issue.	Offers a partial identification and description of questions and concepts relevant to a philosophical issue. Explanation of the issue's philosophical significance lacks depth.	Offers inadequate identification and description of questions and concepts relevant to a philosophical issue. Explanation of the issue's philosophical significance contains inaccuracies.	Fails to demonstrate comprehension of a philosophical issue or its significance.
Clarity of Writing	Explanation makes the central aspects of the issue clear to the reader. Included material is relevant and is presented in an orderly fashion. Explanation is easy to follow and includes very few spelling or grammar errors.	Explanation makes the central aspects of the issue somewhat clear to the reader, but is made less clear by the inclusion of tangential or out-of-order information. A small number of sentences may be difficult to understand.	Explanation leaves some of the central aspects of the issue unclear to the reader due to tangential material or out-of-order information. Several sentences may be difficult to understand.	Explanation of the issue is unclear and confusing. Writing lacks order and focus. A large proportion of the sentences are difficult to understand.

**Learning Outcome 3: The student can incorporate and defend a philosophical position in oral communications.**

*Assessed using the oral presentation (including Q&A session) from final presentation in PHIL 4300 (Senior Seminar)*

	Exemplary Exceeds Expectations  Grade Level A (100-90)	Proficient Meets Expectations  Grade Level B/C (89-70)	Developing Does not meet Expectations  Grade Level D (69-60)	Unsatisfactory Failing  Grade Level F (59 or Below)
Strength of the Defense	Develops, supports, and defends a position of philosophical relevance. Is able to clearly and confidently respond to questions and critiques of that position.	Develops and supports a position of philosophical relevance, but lacks clarity and/or confidence in responding to questions and critiques of that position.	Develops but does not support a position of philosophical relevance, and lacks clarity and/or confidence in responding to questions and critiques of that position.	Fails to develop and/or support a position of philosophical relevance, and to offer a defense of a position in response to questions and critiques.
Clarity of Presentation	Presentation makes the position clear to the audience. Included material is relevant and is presented in an orderly fashion. Presentation is easy to follow and includes very few grammar or speaking errors.	Due to lack of confidence, errors in speaking, or the inclusion of tangential or out-of-order information, presentation makes the position only somewhat clear to the audience.	Due to lack of confidence, errors in speaking, or the inclusion of tangential or out-of-order information, presentation does not make the position clear to the audience.	Presentation is unclear and confusing. Presentation lacks order, focus, and confidence.

Bachelor of Arts (BA)  
 Philosophy (380101)  
 Reporting Cycle: June 1, 2024 to May  
 31, 2025

Student Learning Outcomes	Strategic Plan Connection	Measure/Method	Success Criterion	AY25	Interpretation & Analysis of	Impact of Prior Improvement Plans	Improvement Plan for Next Year (for all LOs)
<p><b>LO 1: Can discuss the views of at least three major historical figures of philosophy.</b></p>	<p>2.D.</p>	<p><b>Direct Measure</b>            To assess this learning outcome, we use data from PHIL 4300. In this course, students write at least three short papers, in each of which they discuss the views of a different major historical figure of philosophy. The data used is the average of the students' scores on those three papers.</p> <p>Papers are assessed by the faculty member teaching the course. We have a rubric that explains what these scores represent in terms of a student's success in achieving the learning outcome of discussing the views of a major historical figure of philosophy; the two rubric criteria have to do with the accuracy and the clarity of the discussion. See attached rubric.</p> <p>We assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's PHIL 4300 (Senior Seminar) cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program.</p> <p><b>Indirect Measure</b>            At the end of the Senior Seminar course, we administer a brief exit survey (see attached) on which students indicate, using a Likert scale, whether they agree that they have achieved this LO.</p>	<p><b>Direct</b>            90% of students will have earned an A or B average (80% or higher) on their three best short papers in PHIL 4300.</p> <p>This criterion has been identified because earning a B or higher demonstrates competency on this LO and because we would like to improve the overall percentage of students attaining this competency.</p> <p><b>Indirect</b>            90% of students will report that they agree or strongly agree that they are able to discuss the views of at least three major historical figures of philosophy.</p> <p>This criterion has been identified because the majority of students graduating from our program should feel they have achieved this LO.</p>				

<p><b>LO 2: Can critically analyze and explain a philosophical issue in written communications.</b></p>	<p>2.D.</p>	<p><b>Direct Measure</b>          To assess this learning outcome, we use data from PHIL 4300 (Senior Seminar), the required capstone course each Philosophy major takes in the fall of the academic year in which they intend to graduate. The objective of this course is professionalization of the students through research in the field leading to the production and presentation of a very high-quality paper in which students critically analyze and explain a philosophical issue. Papers are assessed by the faculty member teaching the course. We evaluate each paper using a rubric that assesses the student's success in achieving the learning outcome of critically analyzing and explaining a philosophical issue in written communications; the four rubric criteria have to do with the student's independence of thought, strength of critical reasoning, accuracy in explaining a philosophical issue, and clarity of writing as evidenced in the paper. See attached rubric. The data presented here refer to how many students achieved the level of exemplary or proficient in all four criteria. We assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's Senior Seminar cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program.</p> <p><b>Indirect Measure</b>          At the end of the Senior Seminar course, we administer a brief exit survey (see attached) on which students indicate, using a Likert scale, whether they agree that they have achieved this LO.</p>	<p><b>Direct</b>          90% of students will have achieved the level of exemplary or proficient on all four criteria related to this LO on their final Senior Seminar paper.</p> <p>This criterion has been identified because exemplary or proficient achievement on each of the four rubric criteria related to this LO demonstrates competency on this LO and because we would like to improve the overall percentage of students attaining this competency.</p> <p><b>Indirect</b>          90% of students will report that they agree or strongly agree that they are able to critically analyze and explain a philosophical issue in written communications.</p> <p>This criterion has been identified because the majority of students graduating from our program should feel they have achieved this LO.</p>				
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<p><b>LO 3: Can incorporate and defend a philosophical position in oral communications.</b></p>	<p><b>Direct Measure</b>          To assess this learning outcome, we use data from PHIL 4300 (Senior Seminar), the required capstone course each Philosophy major takes in the fall of the academic year in which they intend to graduate. The objective of this course is professionalization of the students through research in the field leading to the production and presentation of a very high-quality paper in which students critically analyze and explain a philosophical issue. In these presentations, students present and defend a philosophical position regarding the issue being analyzed in their papers. Presentations are assessed by the faculty member teaching the course. We assess each presentation using a rubric that assesses the student's success in achieving the learning outcome of incorporating and defending a philosophical position in oral communications; the two rubric criteria have to do with the strength of the defense of the position and the clarity of the presentation. See attached rubric. The data presented here refer to how many students achieved the level of exemplary or proficient in both criteria. We assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's Senior Seminar cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program.</p> <p><b>Indirect Measure</b>          At the end of the Senior Seminar course, we administer a brief exit survey (see attached) on which students indicate, using a Likert scale, whether they agree that they have achieved this LO.</p>	<p><b>Direct</b>          90% of students will have achieved the level of exemplary or proficient on both criteria related to this LO in their Senior Seminar final oral presentation.</p> <p>This criterion has been identified because exemplary or proficient achievement on both rubric criteria related to this LO demonstrates competency on this LO and because we would like to improve the overall percentage of students attaining this competency.</p> <p><b>Indirect</b>          90% of students will report that they agree or strongly agree that they are able to incorporate and defend a philosophical position in oral communications.</p> <p>This criterion has been identified because the majority of students graduating from our program should feel they have achieved this LO.</p>				
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**CURRICULUM MAPPING TEMPLATE**

INSTRUCTIONS	DEPARTMENT:		PL-SLO 1	PL-SLO 2	PL-SLO 3		
	1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	Art, History, & Philosophy					
2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)	Philosophy	COURSES	LO 1: Can discuss the views of at least three major historical figures of philosophy.	LO 2: Can critically analyze and explain a philosophical issue in written communications.	LO 3: Can incorporate and defend a philosophical position in oral communications.		
3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)		1	PHIL 2010	I	I		
		2	PHIL 2020		I	I	
4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)	INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.	3	PHIL 2030	I	I		
		4	PHIL 2130	I	I		
		5	PHIL 3100	R	R		
	REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.	6	PHIL 3105	R	R		
		7	PHIL 3110	R	R		
		8	PHIL 3115		R		
		9	PHIL 3120	R	R		
		10	PHIL 3140	R	R		
		11	PHIL 3160		R		
	5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.  In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.	MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.	12	PHIL 3180		R	
			13	PHIL 3205	R	R	
14			PHIL 3220	R	R		
15			PHIL 3250	R	R		
6. Go through and mark with an "A", which courses you will be collecting Assessment		16	PHIL 3300		R		
		17	PHIL 3310		R		
		18	PHIL 3315		R	R	
		19	PHIL 3320		R		
	**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other	20	PHIL 4100	R	R		
		21	PHIL 4110		R		

Data in.

data may come from other sources such as surveys.

<b>22</b>	PHIL 4120		R	
<b>23</b>	PHIL 4130	R	R	
<b>24</b>	PHIL 4150	R	R	
<b>25</b>	PHIL 4160		R	
<b>26</b>	PHIL 4220	R	R	
<b>27</b>	PHIL 4230		R	
<b>28</b>	PHIL 4240		R	
<b>29</b>	PHIL 4300	M, A	M, A	M, A
<b>30</b>	PHIL 4385		R	
<b>31</b>	PHIL 4386		R	

# PSYC - 4020 - Critical Psychology

## 2024-2025 Undergraduate New Course Request

### Introduction

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](mailto:curriculog@westga.edu).

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](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto: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\* PSYC

Course Number\* 4020

Course Title\* Critical Psychology

Long Course Title

Course Type\* Psychology

**Catalog Course Description\*** This course provides an introduction to the international movement of critical psychology, which developed in the context of challenging mainstream psychology's ontological, epistemological, ethical, and political assumptions in order to provide more comprehensive theories and interventions. The course focuses on alternatives developed by critical psychologists in various subdisciplines of psychology and looks at central topics, practices, methods, and interventions.

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\* 4

Lab Hrs\* 0

Credit Hrs\* 4

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

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

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

Prerequisites PSYC 1101 and (PSYC 2010 or PSYC 2220)

Concurrent Prerequisites

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 will be a required major course for our proposed 100% online degree in Personal and Social Transformation. In addition, the course represents the area of expertise of several of our current program faculty.

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

1. Compare and contrast mainstream and critical psychology.
2. Understand the limitations of psychology.
3. Apply critical psychology to various fields of interest.
4. Practice knowledge of critical psychology in written form.
5. Engage in critical dialogue with course instructor and peers.
6. Demonstrate in-depth knowledge in critical psychology.
7. Critically evaluate, synthesize and resolve conflicting results in critical psychology.
8. Articulate trends in critical psychology.
9. Locate research articles and show critical thinking about research findings in critical psychology.
10. Demonstrate an ability to work collaboratively with others using interpersonal

**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.

<b>Resources and Funding</b>
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**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 40

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

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

**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.

**University of West Georgia**  
**College of Arts, Culture, and Scientific Inquiry**  
**Department of Anthropology, Sociology, and Psychology**  
**PSYC 4020, 4 Hours**  
**Critical Psychology**

Instructor:  
Office:  
Office Phone:  
Office Hours:  
Email:

**Course Prerequisite(s): PSYC 1101 & PSYC 2010 (or PSYC 2220)**

**Meeting Times:**

**Course Description**

This course provides an introduction to the international movement of critical psychology, which developed in the context of challenging the mainstream's ontological, epistemological, and ethical-political assumptions, as well as its practices, in order to provide more comprehensive theories and interventions. We will analyze critiques of psychology and practice critical reflexivity regarding the foundations of the discipline and profession. We will also focus on alternatives developed by critical psychologists in various subdisciplines of psychology and look at critical topics, practices, methods, and interventions. The course involves lectures, seminar presentations, participation, and discussions. Films and videos may supplement some lectures. The readings are central to the course. The lectures and presentations serve to enrich, clarify, and illustrate crucial issues from the assigned readings.

**Specific Learning Objectives**

The course is designed to develop the competence of analyzing and evaluating psychological ideas, understanding the significance of hidden assumptions in psychology, learning about the consequences of science, applying reflexivity, improving presentation skills, critical thinking, and the written expression of ideas.

1. Compare and contrast mainstream and critical psychology.
2. Understand the limitations of psychology.
3. Apply critical psychology to various fields of interest.
4. Practice knowledge of critical psychology in written form.
5. Engage in critical dialogue with course instructor and peers and develop professional interpersonal communication skills.
6. Demonstrate in-depth knowledge in critical psychology.
7. Critically evaluate, synthesize and resolve conflicting results in critical psychology.
8. Articulate trends in critical psychology.
9. Locate research articles and show critical thinking about research findings in critical psychology.
10. Demonstrate an ability to work collaboratively with others using interpersonal skills.

**Required Materials**

Chapters and entries from:

*Teo, T. (Ed.) (2014). Encyclopedia of critical psychology. New York: Springer. (Online access -*

*York libraries)*

*Teo, T. (2018). Outline of theoretical psychology: Critical investigations. London, UK: Palgrave Macmillan. (Online access – York libraries)*

*Parker, I. (Ed.) (2015). Handbook of critical psychology. London: Routledge. (Online access - York libraries)*

Other: Journal articles and book chapters

Additional readings may be assigned or recommended during the course.

## **Evaluation**

### **Description of Assignments**

#### Participation

It is important to demonstrate a professional level of engagement with your classmates by adding thoughtful and reflective contributions to course discussions.

#### Weekly Quizzes

These are due the Sunday after we cover that specific material via CourseDen @ 11:59pm. Each quiz is worth 10 points.

#### Discussion Starter

Individually or in pairs, you will select a date to present on a controversial or exciting topic pertaining to post-humanism. This could be a recent news article detailing advancements in mind-machine interface (e.g., Neuralink) or a new report examining how human activity on the planet continues to negatively impact other species; those are only two of many possibilities. The slot you sign-up for will correspond to the topic you will present on, the material being covered that week or day. These are presentations for which I expect you to use different kinds of supporting materials (PowerPoints, videos, audio, etc..). The point is for you to not only start a discussion on this topic but to also facilitate that discussion. You will be graded on both accounts.

#### Final Project: Paper and Presentation

The final project for the class will consist of you developing a research paper on a specific facet of critical psychology. You may work in pairs for the final project. Each pair will select a major theme from critical psychology. You will write a research paper that introduces this aspect of critical psychology to a lay audience, to people that are not familiar with the specific approach. You will use databases like Galileo and others to develop a literature review on your topic of choice. The use of examples or case studies is encouraged in order to illustrate the sometimes abstract concepts. This project will evolve as we move through the course.

You will be scored on both parts of the final project. The paper should be at least 8-10 pages in APA formatting with at least 6 scholarly sources. The presentation should be 20 minutes (10 per student from each pair) with 5 minutes allotted to your shared dialogue on different perspectives around the chosen topic.

The presentation is worth 40 points and the chapter is worth 70 points. The paper will be broken down into segments out of which you may earn a total of 70 points:

1. One paragraph on your topic (10 points).
2. Three scholarly sources (10 points).
3. Outline of paper (10 points).
4. Four to six page rough draft of paper (10 points).
5. Final draft of the paper (30 points).

### **Grade Breakdown**

A 270 - 300 points  
 B 240 - 270 points  
 C 210 - 240 points  
 D 180 - 210 points  
 F < 180 points

### **Course Schedule**

*Note: the date given is listed as the week of and the materials are what we will be covering that week.*

#### January 9th

*Introduction.*

- Teo, T. (2018). Chapter 1: Introduction.

*What is history good for?*

Rutherford, A. (2014). Historiography. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 866-872). New York: Springer.

- Optional: Teo, T. (2015). Historical thinking as a tool for theoretical psychology: On objectivity. In J. Martin, J. Sugarman & K. L. Slaney (Eds.), *The Wiley handbook of theoretical and philosophical psychology: Methods, approaches and new directions for social sciences* (pp. 135-150). New York: Wiley.
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#### January 16th

*Ontological reflections on the discipline of psychology.*

- Green, C. D. (2015). Why psychology isn't unified, and probably never will be. *Review of General Psychology, 19*(3), 207-214. doi:<http://dx.doi.org/10.1037/gpr0000051>
- *Optional:* Teo, T. (2018). Chapter 2: What is psychology?  
*Ontological reflections on human nature.*
- Stetsenko, A. (2011). Darwin and Vygotsky on development: An exegesis on human nature. In M. Kontopodis, C. Wulf & B. Fichtner (Eds.), *Children, development and education: Cultural, historical, anthropological perspectives* (pp. 25-40). New York: Springer. doi: 10.1007/978-94-007-0243-1\_2
- Teo, T. (2018). Chapter 3: What does it mean to be human?

#### January 23rd

*Ontological reflections on psychological concepts.*

- Brinkmann, S. (2005). Human kinds and looping effects in psychology: Foucauldian and hermeneutic perspectives. *Theory & Psychology, 15*(6), 769-791. doi:10.1177/0959354305059332
- *Optional:* Teo, T. (2018). Chapter 4: The "nature" of psychological objects, events, and concepts.

*Epistemological concerns about the status quo.*

- *Optional:* O'Doherty, K. C., & Winston, A. (2014). Variable, Overview. In T. Teo (Ed.),

- *Encyclopedia of critical psychology* (pp. 2051-2062). New York: Springer.
- Teo, T. (2018). Chapter 5: The consequences of positivism in psychology.

### January 30th

#### *Epistemology and the role of the social characteristics.*

- Rutherford, A., Sheese, K., & Ruck, N. (2015). Feminism and theoretical psychology. In J. Martin, J. Sargarman, & K. L. Slaney (Eds.), *The Wiley handbook of theoretical and philosophical psychology: Methods, approaches, and new directions for social sciences* (pp. 374-391). Malden, MA: Wiley.
- Optional: Teo, T. (2018). Chapter 6: Do social characteristics influence knowledge?

#### *Epistemology and culture.*

- Bhatia, S. (2014). Orientalism. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 1294-1300). New York: Springer.
- Teo, T. (2018). Chapter 7: Culture, epochs, and psychological knowledge.

### February 6th

#### *Ethical-political debates on power and money.*

- Pope, K. S. (2016). The code not taken: The path from guild ethics to torture and our continuing choices. *Canadian Psychology/Psychologie canadienne*, 57(1), 51-59. doi:<http://dx.doi.org/10.1037/cap0000043>
- Teo, T. (2018). Chapter 8: The role of values, power, and money in the psydisciplines.

#### *Ethical-political debates on social justice.*

- Optional: Rosenthal, L. (2016). Incorporating intersectionality into psychology: An opportunity to promote social justice and equity. *American Psychologist*, 71(6), 474-485. <https://doi.org/10.1037/a0040323>
- Teo, T. (2018). Chapter 9: Should psychology care about injustice?

### February 13th

#### *Ethical-political debates on making problems.*

- Teo, T. (2008). From speculation to epistemological violence in psychology: A critical-hermeneutic reconstruction. *Theory & Psychology*, 18(1), 47-67. <http://yorku.academia.edu/ThomasTeo>
- Teo, T. (2018). Chapter 10: Problem-making versus problem-solving in society.

#### *Aesthetic challenges.*

- Larrain, A., & Haye, A. (2019). Self as an aesthetic effect. *Frontiers of Psychology*, 10, 1433. doi:10.3389/fpsyg.2019.01433 [Access at: <https://www.frontiersin.org/articles/10.3389/fpsyg.2019.01433/full>]
- Optional: Teo, T. (2018). Chapter 11: Subjectivity and resistance through aesthetics.

### February 20th

#### Videos:

- Video: Critical PAR in "Revolting" Times: A discussion with Michelle Fine: [https://www.youtube.com/watch?v=zRMmw5t\\_bhg](https://www.youtube.com/watch?v=zRMmw5t_bhg)
- Optional: Video: *Encyclopedia of critical psychology* - NYC Premiere, 2014: <https://vimeo.com/142202798>
- No class meeting.

#### *Critical psychology around the world.*

- Teo, T. (2015). Critical psychology: A geography of intellectual engagement and resistance. *American Psychologist*, 70(3), 243-254. doi: <http://dx.doi.org/10.1037/a0038727>

- Parker, I. (2015). Introduction: Principles and positions. In I. Parker (Ed.), *Handbook of critical psychology* (pp. 1-9). London: Routledge.

### February 27th

#### *Theorizing.*

- Schraube, E. (2015). Why theory matters: Analytical strategies of critical psychology. *Estudos de Psicologia* (special issue on *critical psychology*), 32(3), 533-545. doi:10.1590/0103-166X2015000300018 [Access at [www.scielo.br/pdf/estpsi/v32n3/0103-166X-estpsi-32-03-00533.pdf](http://www.scielo.br/pdf/estpsi/v32n3/0103-166X-estpsi-32-03-00533.pdf)]
- Optional: Teo, T. (2018). Homo neoliberalus: From personality to forms of subjectivity. *Theory & Psychology*, 28(5), 581-599. doi:10.1177/0959354318794899

#### *Reflexivity on privilege.*

- Fine, M. (2014). Circuits of dispossession and privilege. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 227-234). New York: Springer.
- Optional: Riggs, D. W. (2014). Whiteness. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 2075-2080). New York: Springer.

### March 6th

#### *Participatory action research.*

- Torre, M. E. (2014). Participatory action research. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 1323-1327). New York: Springer.
- Fine, M. & Torre, M. E. (2019). Critical Participatory Action Research: A Feminist Project for Validity and Solidarity, *Psychology of Women Quarterly*, 43(4), pp. 433-444, Sage.
- Optional: Lykes, M. B. (2013). Participatory and action research as a transformative praxis: Responding to humanitarian crises from the margins. *American Psychologist*, 68(8), 774-783. doi:<http://dx.doi.org/10.1037/a0034360>

### March 23th

#### *Discourse analysis.*

- Optional: Taylor, S. (2014). Discourse analysis. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 449-451). New York: Springer.
- Parker, I. (2013). Discourse analysis: Dimensions of critique in psychology. *Qualitative Research in Psychology*, 10(3), 223-239. doi:<http://dx.doi.org.ezproxy.library.yorku.ca/10.1080/14780887.2012.741509>

### March 20th

#### Spring Break

### March 27th

#### *Critical community psychology.*

- Fryer, D., & Duckett, P. (2014). Community psychology. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 284-290). New York: Springer.
- Optional: Prilleltensky, I. (2008). The role of power in wellness, oppression, and liberation: The promise of psychopolitical validity. *Journal of Community Psychology. Special Issue: The assessment of power through psychopolitical validity*, 36(2), 116-136. doi:10.1002/jcop.20225

### April 3rd

#### *Critical health psychology.*

- Murray, M., & Chamberlain, K. P. (2014). Health psychology. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 844-850). New York: Springer.
- Optional: Johnstone, L. & Boyle, M. with Cromby, J., Dillon, J., Harper, D., Kinderman, P., Longden, E., Pilgrim, D. & Read, J. (2018). *The Power Threat Meaning Framework: Overview*. Leicester: British Psychological Society.

#### April 10th

##### *Critical psychology of class and inequality.*

- Day, K., Rickett, B., & Woolhouse, M. (2014). Class dismissed: Putting social class on the critical psychological agenda. *Social and Personality Psychology Compass*, 8(8), 397-407. doi:<http://dx.doi.org/10.1111/spc3.12118>
- Optional: Wilkinson, R. G., & Pickett, K. E. (2009). Income inequality and social dysfunction. *Annual Review of Sociology*, 35, 493–511.

#### April 17th

##### *Queer psychology.*

- Johnson, K. (2014). Queer theory. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 1618-1624). New York: Springer.
- Optional: Penaloza, M. R., & Ubach, T. C. (2015). Queer theory: Disarticulating critical psychology. In I. Parker (Ed.), *Handbook of critical psychology* (pp. 339-347). London: Routledge.

#### April 24th

##### *Critical disability studies.*

- Goodley, D., Lawthom, R., & Cole, K. R. (2014). Posthuman disability studies. *Subjectivity*, 7(4), 342-361.
- Optional: Gill, C. J. (2014). Persons with disabilities. In T. Teo (Ed.), *Encyclopedia of critical psychology* (pp. 1374-1383). New York: Springer.

#### May 1st

Finals Week

### **Course Policies and Resources**

#### **Attendance**

You may miss up to 2 classes unexcused without penalty. After which, each unexcused absence will result in a full letter grade reduction. If you do not attend the class, you will earn a failing grade. This rule does not apply to 100% asynchronous courses. Please review the following UWG policy. via UWG Undergraduate Academic Policies (<https://catalog.westga.edu/content.php?catoid=11&navoid=741>) Instruction begins the first day of class. In face-to-face courses, if students fail to attend the first day and have not contacted the instructor to explain their absence, they may be dropped during the Drop/Add Period to make room for other students.

In fully online or hybrid courses each instructor has the authority to specify in the syllabus what qualifies as attendance at the first class meeting and during the Drop/Add Period to drop students who fail to meet that requirement. Instructors may require students to attend a face-to-face meeting, to log in to the online course-delivery system by a specified date, or to take other specified steps at the beginning of the session. For those courses that meet for the first time after the end of the Drop/Add Period, see Faculty Handbook Section 204.

Class attendance policies are determined by each instructor for his or her courses and may be found in the syllabus. Since course policies differ, students are responsible for understanding attendance requirements for each course. Failure to comply with those requirements may significantly affect grades. Students are expected to attend each class meeting. Students absent from class while officially representing the University or observing religious holidays should generally not be penalized in the calculation of final grades, as long as they provide advance notice and expeditiously make arrangements to complete any missed work. University-sponsored activities include but are not limited to the following: intercollegiate athletic competitions; musical/theatrical/art performances or exhibitions associated with a degree program; debate competitions; and research conferences. Activities not considered to be university-sponsored include participation in clubs, even if they are affiliated with UWG, or events associated with social organizations such as fraternities or sororities.

Regardless of the reason for the absence, each student is responsible for the material covered in class, for completing any assignments, and for making specific arrangements with the instructor for any work missed. The degree to which missed work can be made up will depend upon the nature of the work and its intended purpose. Make-up is at the discretion of the instructor. However instructors should be aware that students missing classes for university-sponsored activities or religious holidays should be given all appropriate courtesies and opportunities to make up missed work. Students are responsible for alerting their professors about any expected absences prior to those absences. Any student who must be absent for more than one week of class should notify the Patient Advocates in Health Services, telephone 678-839-6452. The student should also notify the instructor or department."

### **Communication & Engagement**

During the week, I will attempt to respond to any questions within 24 hours. Please allow 48 hours on the weekend. If I am attending a conference, responding may take longer than normal. Please use my email within the course to ask any other questions.

### **Equal Opportunity Statement**

No person shall, on the grounds of race, color, sex, religion, sexual orientation, gender identity, creed, national origin, age, or disability and other minoritarian categories will be subjected to discrimination in this course.

#### **Preferred Name & Preferred Gender Pronouns**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

### **Class Cancellation**

If class needs to be canceled for some reason, we will attempt to either make up that particular class the following week by meeting at a different time or day. Alternatively, I may require you to do discussion board work or other online content in order to ensure that we have adequately covered that week's material.

### **Late Work & Assignments**

All work is due online on the day assigned. Please follow all APA Writing Style guidelines. If you need assistance developing your writing, please see me or take advantage of the university resources including the university writing center. College is an important time to develop your writing skills, and the writing in this class will help you strengthen your skills. Your writing should include a clear thesis statement that is well supported. Please also pay attention to grammar, use spell check, proofread, and other basic

mechanics of good prose.

At my discretion, I will choose to accept or not any late or missed assignments depending on the unique circumstance of that individual student. Unless otherwise indicated, assignments are due before class the following week. Work turned in late or not turned in at all will receive no credit.

## **Title IX**

What is Title IX?

The Office of Equal Opportunity & Title IX is responsible for ensuring the University of West Georgia complies with applicable laws and policies regarding discrimination on the basis of race, color, national origin, sex, gender identity, sexual orientation, disability, age, religion, or any other characteristic protected by institutional policy or state, local, or federal law.

Please refer to BOR Policy 6.7 and UWG Policy 6.2.3 for additional information.

### Title IX Compliance - Notice of Non-Discrimination

Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681 et seq.) is a federal law that prohibits sex discrimination. It reads in part:

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal Financial assistance." -34 C.F.R. Part 106

At the University of West Georgia, the term "sexual misconduct" includes, but is not limited to, such unwanted behavior as dating violence, domestic violence, nonconsensual sexual contact, nonconsensual sexual penetration, sexual exploitation, sexual harassment and stalking.

Title IX of the Education Amendments of 1972 and its implementing regulations apply to the entire University community, including students, faculty, and staff, as well as contractors, vendors, visitors, and guests.

### Reporting Options

Complaints regarding sexual misconduct or discrimination should be reported to any of the following:

Erin Williams, J.D.

Associate General Counsel; Interim Director of Equal Opportunity & Title IX Coordinator Office of Legal Affairs - Mandeville Hall  
678-839-3801  
erint@westga.edu

Terri Walthour

Interim Assistant Vice President of Human Resources, CHRO; Deputy Title IX Coordinator Aycock Hall  
678-839-6424  
twalthou@westga.edu

Laura Clayton Eady

Assistant Athletics Director and Deputy Title IX Coordinator for Gender Equity in Athletics Athletic Operation Building  
678-839-9364  
lclayton@westga.edu

Jennifer Jordan

Associate Vice President for Student Affairs & Enrollment Management, Deputy Title IX Coordinator  
Campus Center  
678-839-6423  
jjordan@westga.edu



# BFA in Theatre, Acting, Design/Technology, and Generalist concentrations

## 2024-2025 Undergraduate Revise Program Request

### Introduction

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](mailto:curriculog@westga.edu).

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

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

Desired Effective Semester \*

Fall

Desired Effective Year \*

2024

### 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](mailto:curriculog@westga.edu).

School/ Department\*

Department of English, Film, Languages, 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\*** BFA in Theatre, Acting, Design/Technology, and Generalist concentrations

**Program ID - DO NOT EDIT\*** 4357

**Program Code - DO NOT EDIT**

**Program Type\***

**Degree Type\***

**Program Description\*** Acting Concentration: The purpose of the Bachelor of Fine Arts in Theatre (Acting) is to prepare the student for the professional life as an actor. Through rigorous training, the BFA in Theatre (Acting) will develop students to be confident, proficient, and knowledgeable professionals who will be able to work in the stage and film industries. The faculty of the UWG Theatre Program will strive to create a nurturing, safe environment that holds the students to high standards and values.

Design/Technology Concentration: The purpose of the Bachelor of Fine Arts in Theatre (Design & Technology) is to prepare the student for the professional life as a designer in a way that allows the student to understand the connection between the various areas of design and technical theatre, and the link between theatre and film. Through rigorous training, the BFA in Theatre (Design & Technology) will develop students to be confident, proficient, and knowledgeable professionals who will be able to work in theatre. Because Georgia has become a major hub for film, the BFA with the Design and Technology concentration will also introduce design students to the film industry by touching on design for that industry. The faculty of the UWG Theatre Program will strive to create a nurturing, safe environment that holds the students to high standards and values.

Generalist Concentration: The purpose of the BFA in Theatre, Generalist concentration is to give students the opportunity to learn and be competent in acting, design/technology, and writing for the Theatre. Courses within this concentration include aspects of film as well. The competencies for this concentration will be a mix of acting, design/technology and/or writing. The faculty of the UWG Theatre Program will strive to create a nurturing, safe environment that holds the students to high standards and values.

**Status\***  Active-Visible  Inactive-Hidden

**Program Location\***



## **BFA in Theatre with a Concentration in Acting**

**Acting Concentration:** The purpose of the Bachelor of Fine Arts in Theatre (Acting) is to prepare the student for the professional life as an actor. Through rigorous training, the BFA in Theatre (Acting) will develop students to be confident, proficient, and knowledgeable professionals who will be able to work in the stage and film industries. The faculty of the UWG Theatre Program will strive to create a nurturing, safe environment that holds the students to high standards and values.

### **Program Learning Outcomes:**

**Students will develop, through improvisation, various acting techniques, and body and voice development, believable, truthful, and committed characters.**

**Students will understand and demonstrate the specific demands of acting styles for major periods and genres of dramatic literature.**

**Students will understand and develop the specific skills needed for collaboration with other actors, the director, stage managers, and designers.**

**Students will demonstrate their ability to learn and perform dialects and heightened language speech in a clear, articulate and expressive manner.**

**Students will develop strong, flexible, and controlled body and vocal instruments that will allow actors to use both instruments effectively in characterizations, and have the ability to project these characterizations in varying performance spaces.**

**Students will develop and administer makeup techniques for a wide range of characters.**

**Students will understand the basic business procedures of the actor's profession.**

## **Core Areas A, B, C, D, & E: 42 Hours**

**General Education Requirements (Core Curriculum)**

## **Core Area F: 18 Hours**

**THEA 2290 Stage and Film Craft I**  
**THEA 2100 Play Analysis**  
**THEA 2291 Developing A Character**  
**THEA 2310 Stage Makeup**  
**THEA 1111 Performance and Production**  
**THEA 1112 Performance and Production**  
**THEA 2111 Performance and Production**

## **Courses Specific to the Major: 54 Hours**

**THEA 1000 Theatre Laboratory**  
**THEA 1291 Voice and Movement I**  
**THEA 1292 Voice and Movement II**  
**THEA 2112 Performance and Production**  
**THEA 2292 Contemporary Scene Study**  
[After]  
[After] Choose one:

**THEA 2380 Special Topics in Performance**  
**THEA 2391 Fundamentals of Ballet**  
**THEA 2393 Beginning Jazz**  
**THEA 2395 Musical Theatre Dance**  
[After]  
**THEA 2491 Acting for the Camera**  
**THEA 2900 Sophomore Assessment**  
[Right] \*

**THEA 3357 Theatre History I**  
**THEA 3391 Acting Shakespeare**  
**THEA 3392 Period Scene Study**  
**THEA 3394 Directing**  
**THEA 3415 Playwriting I: Devised Theatre**  
**THEA 3491 Advanced Acting for the Camera**  
**THEA 4111 Production and Performance**  
**Capstone**  
**THEA 4291 Advanced Voice**  
**THEA 4293 Advanced Movement**  
**THEA 4412 The Business of Acting**  
**THEA 4415 Playwriting II**  
**THEA 4457 Theatre History II**  
[After]  
[After] Choose one:

**THEA 4485 Special Topics in Theatre**  
**THEA 4486 Internship**

## **Free Electives: 6 Hours**

## **Total: 120 Hours**

### **Major Requirements**

The student must participate in a Senior Showcase and an exit interview which includes a performance audition and website presentation. All theatre majors are required to follow the guidelines of the Theatre Program Policy Handbook as published annually by the Theatre Program.

**\*Please note: For THEA 2900: Students will take this course twice once they have completed 30 credit hours of course work with an overall GPA of 2.5, and an average GPA of 3.0 on their major courses. The first semester of this course will be a preparation for their auditions/juries, which will take place in the second semester.**

## **BFA in Theatre with a Concentration in Design/Technology**

**Design/Technology Concentration:** The purpose of the Bachelor of Fine Arts in Theatre (Design & Technology) is to prepare the student for the professional life as a designer in a way that allows the student to understand the connection between the various areas of design and technical theatre, and the link between theatre and film. Through rigorous training, the BFA in Theatre (Design & Technology) will develop students to be confident, proficient, and knowledgeable professionals who will be able to work in theatre. Because Georgia has become a major hub for film, the BFA with the Design and Technology concentration will also introduce design students to the film industry by touching on design for that industry. The faculty of the UWG Theatre Program will strive to create a nurturing, safe environment that holds the students to high standards and values.

### **Program Learning Outcomes:**

Students will develop the ability to understand and articulate basic elements and principles of design theory.

Students will develop their understanding of the aesthetic use of color.

Students will develop the ability to communicate design ideas and realities to other personnel involved in the production, including directors, other designers, stage managers, and actors.

Students will develop the ability to produce and communicate design ideas with freehand drawings.

Students will develop a fundamental knowledge of the total design process,

including the progression of raw materials through multiple design "shops" and the roles that various craftspeople play in the creation of a finished product.

Students will gain knowledge of federal, state, and local health and safety codes, best practices, and industry standards as they relate to theatrical venues and production elements.

Students will compose materials appropriate for the preparation and presentation of a professional portfolio of design and technology-related work that demonstrate one's abilities, strengths, processes, and experiences.

## **Core Areas A, B, C, D, & E: 42 Hours**

General Education Requirements (Core Curriculum)

## **Core Area F: 18 Hours**

**THEA 1100 Theatre Appreciation**  
**THEA 2290 Stage and Film Craft I**  
**THEA 2100 Play Analysis**  
**THEA 2291 Developing A Character**  
**THEA 2310 Stage Makeup**  
**THEA 1111 Performance and Production**  
**THEA 1112 Performance and Production**  
**THEA 2111 Performance and Production**

## **Courses Specific to the Major: 57 Hours**

**THEA 1000 Theatre Laboratory**  
**THEA 2112 Performance and Production**  
**THEA 2214 Concepts in Theatre and Film Design**  
**THEA 2215 Introduction to Lighting, Sound and Media Technology**  
**THEA 2224 Drafting and Computer Aided Design**  
**THEA 2315 Rendering Styles**  
**THEA 2325 Costume Technology**  
**THEA 2550 Stage Management**  
**THEA 2900 Sophomore Assessment**  
**THEA 2901 \* Sophomore Assessment**

**THEA 3212 Period Styles in Design**

**THEA 3201 Stage & Film Craft II**

[After]

[After] Choose one:

**THEA 3415 Playwriting I: Devised Theatre**

**THEA 4415 Playwriting II**

[After]

**THEA 3214 Scenic Design**

**THEA 3215 Lighting Design**

**THEA 3290 Costume Design**

**THEA 3394 Directing**

**THEA 3111 Performance and Production**

**THEA 3112 Performance and Production**

**THEA 3357 Theatre History I**

**THEA 3900 Junior Assessment**

**THEA 4111 Production and Performance  
Capstone**

**THEA 4301 Solutions in Design and Technology**

**THEA 4457 Theatre History II**

[After]

[After] Choose one:

**THEA 4485 Special Topics in Theatre**

**THEA 4486 Internship**

**Free Elective: 3 Hours**

**Total: 120 Hours**

#### **Major Requirements**

The student must participate in a Senior Showcase and an exit interview, which includes a portfolio and website presentation. All theatre majors are required to follow the guidelines of the Theatre Program Policy Handbook as published annually by the Theatre Program.

\*Please note: For THEA 2900: Students will take this course twice once they have completed 30 credit hours of course work with an overall GPA of 2.5, and an average GPA of 3.0 on their major courses. The first semester of this course will be a preparation for their portfolio reviews, which will take place in the second semester.

## **BFA in Theatre, Generalist Concentration**

### **Core Areas A, B, C, D, & E: 42 Hours**

### **Core Area F: 18 Hours**

**THEA 1100 Theatre Appreciation**  
**THEA 2100 Play Analysis**  
**THEA 2290 Stage and Film Craft I**  
**THEA 2291 Developing A Character**  
**THEA 2310 Stage Makeup**  
**THEA 1111 Performance and Production**  
**THEA 1112 Performance and Production**  
**THEA 2111 Performance and Production**

### **Courses Specific to the Major: 57 Hours**

**THEA 1000 Theatre Laboratory**  
**THEA 1291 Voice and Movement I**  
**THEA 2112 Performance and Production**  
**THEA 2214 Concepts in Theatre and Film Design**  
**THEA 2224 Drafting and Computer Aided Design**  
**THEA 2491 Acting for the Camera**  
**THEA 2550 Stage Management**  
**THEA 2900 Sophomore Assessment**  
**THEA 3111 Performance and Production**  
**THEA 3112 Performance and Production**  
**THEA 3201 Stage & Film Craft II**  
**THEA 3357 Theatre History I**  
**THEA 3391 Acting Shakespeare**  
**THEA 3394 Directing**  
**THEA 3415 Playwriting I: Devised Theatre**  
**THEA 3491 Advanced Acting for the Camera**  
**THEA 3900 Junior Assessment**  
**THEA 4111 Production and Performance Capstone**  
**THEA 4412 The Business of Acting**  
**THEA 4415 Playwriting II**  
**THEA 4457 Theatre History II**  
**ETIM 3200 Screenwriting**

**THEA 3200 Screenwriting**

**[Before]Select One:**

**3**

**THEA 3214 Scenic Design**

**THEA 3215 Lighting Design**

**THEA 3290 Costume Design**

**[Before]Select One:**

**3**

**THEA 4485 Special Topics in Theatre**

**THEA 4486 Internship**

**Free Elective: 3 Hours**

**Total: 120 Hours**

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact [curriculog@westga.edu](mailto: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\*** Offering a choice for students who want to teach theatre is important for our growth. This degree concentration gives students more required courses in acting, design, and writing for theatre and film than they have in the other concentrations. We need a place for students who want skills in more than one aspect of theatre. This concentration gives them that and opportunities to learn how acting, design and writing for the theatre connect to acting, design, and writing for film.

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

#### BFA in Theatre Acting Concentration

1. Students will develop, through improvisation, various acting techniques, and body and voice development, believable, truthful, and committed characters.
2. Students will understand and demonstrate the specific demands of acting styles for major periods and genres of dramatic literature.
3. Students will understand and develop the specific skills needed for collaboration with other actors, the director, stage managers, and designers.
4. Students will demonstrate their ability to learn and perform dialects and heightened language speech in a clear, articulate and expressive manner.
5. Students will develop strong, flexible, and controlled body and vocal instruments that will allow actors to use both instruments effectively in characterizations, and have the ability to project these characterizations in varying performance spaces.
6. Students will develop and administer makeup techniques for a wide range of characters.
7. Students will understand the basic business procedures of the actor's profession.

#### BFA in Theatre Design/Technology Concentration

1. Students will develop the ability to understand and articulate basic elements and principles of design theory.
2. Students will develop their understanding of the aesthetic use of color.
3. Students will develop the ability to communicate design ideas and realities to other personnel involved in the production, including directors, other designers, stage managers, and actors.
4. Students will develop the ability to produce and communicate design ideas with freehand drawings.
5. Students will develop a fundamental knowledge of the total design process, including the progression of raw materials through multiple design "shops" and the roles that various craftspeople play in the creation of a finished product.
6. Students will gain knowledge of federal, state, and local health and safety codes, best practices, and industry standards as they relate to theatrical venues and production elements.
7. Students will compose materials appropriate for the preparation and presentation of a professional portfolio of design and technology-related work that demonstrate one's abilities, strengths, processes, and experiences.

#### BFA in Theatre Generalist Concentration

1. Students will demonstrate advanced knowledge and skill, including professional and safety standards, in at least one of the following aspects of the performing arts: scene design, lighting design, costume design, acting, playwriting, management.
2. Students will demonstrate proficiency in analyzing text, character, and design elements.
3. Students will integrate text and character development and/or design work into cohesive, unified projects.
4. Students will collaborate successfully with theatre practitioners in all areas in the creation and execution of work in the theatre.

### **SACSCOC Substantive Change**

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

Send questions to [kgwaltney@westga.edu](mailto: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** Adding the Generalist concentration to the BFA in Theatre from existing curriculum. No new courses were added. No changes to the other concentrations were made.

### **REQUIRED ATTACHMENTS**

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

#### **1.) Program Map and/or Program Sheet**

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

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

#### **3.) Academic Assessment Plan/Reporting**

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

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

#### **4.) Curriculum Map Assessment**

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

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

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

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

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

**Academic Year  
Program Map  
Bachelor of Fine Arts (BFA) in Theatre  
Concentration: Generalist**

**YEAR 1**

TERM 1		TERM 2	
Course	Credits	Course	Credits
ENGL 1101 (Area A)	3	ENGL 1102 (Area A)	3
THEA 2050 (Area B1)	3	Area C1 Course	3
THEA 2290: Stage & Film Craft 1 (Area F)	3	MATH 1001 (Area A)	3
THEA 1100: Theatre Appreciation (Area F)	3	THEA 2100 (Area F)	3
THEA 1111: Performance & Production (Area F)	1	THEA 1291: Voice & Movement I	3
XIDS 2002: Theatre & Collaboration	2	THEA 1112 (Area F)	1
<b>SEMESTER TOTAL</b>	<b>15</b>	THEA 1000	0
<b>Milestones</b>		<b>Milestones</b>	
<ul style="list-style-type: none"> <li>Complete ENGL 1101; Required to earn C or higher.</li> </ul>		<ul style="list-style-type: none"> <li>Complete ENGL 1102; Required to earn C or higher.</li> <li>Competency of one major role/position must be completed by this term (THEA 1000).</li> </ul>	

**YEAR 2**

TERM 1		TERM 2	
Course	Credits	Course	Credits
Area C2 Class	3	HIST 1111 or 1112 (E1)	3
Area D no lab	3	Area D class (no lab)	3
THEA 2291: Dev. a Character (Area F)	3	POLS 1101 (E3)	3
THEA 2550: Stage Management	3	THEA 2112 (Area F)	1
THEA 2111 (Area F)	1	THEA 2214: Concepts in Theatre & Film Design	3
HIST 2111/2112 (Area E2)	3	THEA 2224: Drafting	3
<b>SEMESTER TOTAL</b>	<b>16</b>	THEA 2900: Sophomore Assessment	0
<b>Milestones</b>		<b>Milestones</b>	
		<ul style="list-style-type: none"> <li>Competency of one major role/position must be completed by this term (must be a different position than year 1-THEA 2900).</li> </ul>	

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
THEA 2491: Acting for the Camera	3	THEA 3415: Playwriting I	3
THEA 3214/3215 or 3290	3	THEA 3394: Directing	3
Area E4 Class	3	Area D with Lab	4
THEA 3201: Stage & Film Craft II	3	THEA 3112: P & P	1
THEA 2310: Stage Make Up	3	THEA 4457: Theatre History II	3
THEA 3111: P & P	1	THEA 3900: Junior Assessment	0
<b>SEMESTER TOTAL</b>		<b>SEMESTER TOTAL</b>	
16		14	
Milestones		Milestones	
<ul style="list-style-type: none"> <li>Core Curriculum complete</li> </ul>		<ul style="list-style-type: none"> <li>Competency of one major role/position must be completed by this term (THEA 3900).</li> </ul>	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
THEA 3391: Acting Shakespeare	3	THEA 4111: Perf. & Prod. Capstone	3
THEA 3357: Theatre History I	3	Free Elective	3
THEA 4412: Business of Acting	3	THEA 4485: Special Topics OR THEA 4486: Internship	3
THEA 3491: Adv. Acting for the Camera	3	FILM 3200: Screenwriting	3
THEA 4415: Playwriting II	3		
<b>SEMESTER TOTAL</b>		<b>SEMESTER TOTAL</b>	
15		12	
Milestones		Milestones	
		<ul style="list-style-type: none"> <li>Capstone completed fulfilling last competency requirement (THEA 4111).</li> </ul>	

**Program Title (include major and any designated track/concentration/area of emphasis):**

Bachelor of Fine Arts in Theatre (Generalist)

**Number of Years to Complete the Program: 4**

**Program Submitted for (check one below):**

Select One:  Renewal of Plan Approval and Final Approval for Listing  Renewal of Plan Approval  
 X Plan Approval  Final Approval for Listing  Plan Approval and Final Approval for Listing

**Current Semester's Enrollment in Majors:** \_\_\_\_\_

**Name of Program Supervisor(s):** Shelly Elman

Acting and/or Design and/or Writing	Supportive Courses in Theatre	General Studies	Electives	Total Number of Units
42 Credit Hours	33 Credit Hours	42 Credit Hours	3 Credit Hours	120 Total Credit Hours
35%	27.5%	35%	2.5%	100%

*\*Baccalaureate degrees with semester hour units should use 120 as the denominator.*

*\*Baccalaureate degrees with quarter hour units should use 180 as the denominator.*

**List course numbers, titles, and unit allotments under each applicable category. (See example below)**

**Acting/Design/Writing Courses**

THEA 1111: Production and Performance	1 unit
THEA 1112: Production and Performance	1 unit
THEA 1291: Voice & Movement I	3 units
THEA 2111: Production and Performance	1 unit
THEA 2112: Production and Performance	1 unit
THEA 2214: Concepts in Film and Scenic Design	3 units
THEA 2291: Acting I: Developing a Character	3 units
THEA 2491: Acting for the Camera	3 units
THEA 2550: Stage Management	3 units
THEA 2900: Sophomore Assessment	0 units
THEA 3111: Production and Performance	1 unit
THEA 3112: Production and Performance	1 unit
THEA 3391: Acting Shakespeare	3 units
THEA 3415: Playwriting I: Devised Theatre	3 units
THEA 3491: Advanced Acting for the Camera	3 units
THEA 3900: Junior Assessment	0 units
THEA 4111: Production and Performance Capstone	3 units
THEA 4412: The Business of Acting	3 units
THEA 4415: Playwriting II	3 units
<b>Choose ONE of the following</b>	3 units
THEA 3214: Scenic Design	
THEA 3215: Lighting Design	
THEA 3290: Costume Design	

**Total Acting/Design/Writing**

**42 units = 35%**

**Supportive Courses in Theatre**

THEA 1000: Theatre Laboratory	0 units
THEA 1100: Theatre Appreciation	3 units
THEA 2224: Drafting	3 units
THEA 2290: Stage & Film Craft I	3 units
THEA 2100: Play Analysis	3 units
THEA 2310: Stage Make Up	3 units
THEA 3201: Stage & Film Craft II	3 units
THEA 3357: Theatre History I	3 units
THEA 3394: Directing	3 units
THEA 4457: Theatre History II	3 units
FILM 3200: Screenwriting	3 units

<b>Choose One:</b>	3 units
THEA 4485: Special Topics	
THEA 4486: Internship	

**Total Related Studies** **33 units = 27.5%**

**General Studies**

ENGL 1101	3 units
ENGL 1102	3 units
MATH 1001	3 units

<b>Choose ONE of the following:</b>	3 units
ART 2000 Oral Communication and the Visual Arts	
COMM 1110 Public Speaking	
ENGL 2000 American Speech	
THEA/ENGL 2050 Oral Comm. in Daily Life	
Foreign Language 1001 or 1002	
PHIL 2020 Critical Thinking	
XIDS 1004 Oral and Technological Communication	

<b>Choose ONE of the following:</b>	2 units
ANTH 1100 Faces of Culture	
BUSA 1900 Surfing the Internet for Success	
CS 1000 Practical Computing	
CS 1020 Computers & Society	
LIBR 1101 Academic Research & the Library	
MUSC 1110 Survey of World Music	
XIDS 2001 What Do You Really Know About...	
XIDS 2002 What Do You Really Know About...	

<b>Choose one of the Following:</b>	3 units
XIDS 2100 Arts and Ideas: Special Topics	
ART 1201 Introduction to Art	
ART 2201 History of World Art I	
ART 2202 History of World Art II	
ENGL 2060 Introduction to Creative Writing	
FILM 2080 Intro to the Art of Film	
MUSC 1100 Music Appreciation	
MUSC 1120 Survey of Jazz, Rock, and Popular Music	
THEA 1100 Theater Appreciation	

<b>Choose one of the following:</b>	3 units
XIDS 2100 Arts and Ideas: Special Topics	
COMM 1154 Introduction to Mass Communication	
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  
FORL 2200 Survey of National Literatures  
FORL 2300 Topics in National Literatures  
PHIL 2010 Introduction to Philosophy  
PHIL 2030 Introduction to Ethics  
Any 3 credits of foreign language 1001, 1002, 2001, 2002

**Choose TWO from the list below, at least one of which must be a lab class:**

7 units

ANTH 1105 Introduction to Physical Anthropology  
ASTR 2313 Astronomy (  
BIOL 1010 Fundamentals of Biology  
BIOL 1011 Biology of Human Reproduction  
Prerequisite: BIOL 1010  
BIOL 1012 Ecology & Environmental Biology  
Prerequisite: BIOL 1010  
BIOL 1013 Biology of AIDS & Infectious Disease  
Prerequisite: BIOL 1010  
BIOL 1014 Nutrition  
BIOL 1015 The Unseen World of Microorganisms  
BIOL 1107 Principles of Biology I  
BIOL 1108 Principles of Biology II  
CHEM 1100 Introductory Chemistry  
CHEM 1151K Survey of Chemistry I  
CHEM 1152K Survey of Chemistry II  
CHEM 1211 Principles of Chemistry I  
CHEM 1212 Principles of Chemistry II  
CHEM 1230K Accelerated Principles of Chemistry  
GEOG 1111 Introduction to Physical Geography  
GEOG 1112 Weather & Climate  
GEOG 1113 Landform Geography  
GEOG 2202 Environmental Science  
GEOG 2553 Introduction to GIS and Mapping Sciences  
GEOL 1121 Introductory Geosciences I: Physical Geology  
GEOL 1122 Introductory Geosciences II: Historical Geology  
GEOL 1123 Environmental Observations  
GEOL 2503 Introduction to Oceanography  
GEOL 2553 Geology of National Parks  
PHYS 1111 Introductory Physics I  
PHYS 1112 Introductory Physics II  
PHYS 2211 Principles of Physics I  
PHYS 2212 Principles of Physics II  
XIDS 2201 Science Foundations  
XIDS 2202 Environmental Studies

**Choose ONE from BELOW OR ABOVE as long as no more than two of three courses in Area D are from the same discipline:**

3 units

CS 1030 Introduction to Computer Concepts  
Prerequisite: MATH 1111  
CS 1300 Introduction to Computer Science  
CS 1301 Computer Science I  
CS 1302 Computer Science II  
MATH 1413 Survey of Calculus  
MATH 1634 Calculus I  
MATH 2063 Introductory Statistics  
MATH 2644 Calculus II

**Section 1**

**Choose ONE of the following:**

3 units

HIST 1111 Survey of World History/Civilizations I  
HIST 1112 Survey of World History/Civilizations II

**Section 2**

<b>Choose ONE of the following:</b>	3 units
HIST 2111* United States History I (to 1865)	
HIST 2112* United States History II (since 1865)	
<b>Section 3</b>	
POLS 1101 American Government (3) – required for everyone	3 units
<b>Section 4</b>	
<b>Choose ONE of the following social science electives:</b>	3 units
ANTH 1102 Introduction to Anthropology	
ECON 2100 Economics for Everyone	
ECON 2105 Principles of Macroeconomics	
ECON 2106 Principles of Microeconomics	
GEOG 1013 World Geography	
GEOG 2503 Cultural Geography	
PHIL 2130 Introduction to World Religions	
POLS 2201 State and Local Government	
PSYC 1101 Introduction to General Psychology	
SOCI 1101 Introduction to Sociology	
SOCI 1160 Introduction to Social Problems	
Prerequisite: SOCI 1101 or Departmental Consent	
XIDS 2300 Interdisciplinary Studies in the Social Sciences	
XIDS 2301 Introduction to Global Studies (3)	
<b>Total General Studies</b>	<b>42 units = 35%</b>
<b><u>Electives</u></b>	
Free Elective	3 units
<b>Total Electives</b>	<b>3 units = 2.5%</b>

**INSTRUCTIONS**

1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)
  2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)
  3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)
  4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)
  5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.
- In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within

**CURRICULUM MAPPING TEMPLATE**

DEPARTMENT:	Theatre	COURSES		PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4
PROGRAM:	Bachelor of Fine Arts (Generalist)	COURSES		Students will demonstrate advanced knowledge and skill, including professional and safety standards, in at least one of the following aspects of the performing arts: scene design, lighting design, costume design,	Students will demonstrate proficiency in analyzing text, character, and design elements.	Students will integrate text and character development and/or design work into cohesive, unified public productions.	Students will collaborate successfully with theatre practitioners in all areas in the creation and execution of work in the theatre.
		1	THEA 1000				I
		2	THEA 1100		I		
		3	THEA 1111 (A)	I		I	I
<b>INTRODUCED:</b> Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		4	THEA 1112 (A)	I		I	I
		5	THEA 1291	I	I	I	
			THEA 2100	R	R	R	R
		8	THEA 2111 (A)	R	I	I	R
<b>REINFORCED:</b> Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.		9	THEA 2112 (A)	R	I	I	R
		10	THEA 2214 (A)	I	I		I
		11	THEA 2224	I			I
		12	THEA 2290	I			I
		13	THEA 2291	R	I		I
		14	THEA 2310	R	I	R	
		15	THEA 2491 (A)	I	R	I	
<b>MASTERED:</b> Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.		16	THEA 2550	R		R	R
		17	THEA 2900	R	R	R	R
		18	THEA 3111 (A)	R	R	R	R
		19	THEA 3112 (A)	R	R	R	R
		20	THEA 3201	R			R

the course.

6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.

**\*\*Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.**

21	THEA 3214 (A)	M	R	M	R
22	THEA 3215 (A)	R	R	R	R
23	THEA 3290 (A)	R	R	R	R
24	THEA 3357		R		R
25	THEA 3391	R	R	R	R
26	THEA 3394 (A)	R	M	M	R
27	THEA 3415 (A)	R	R	R	R
28	THEA 3491	R	M	M	R
29	THEA 3900	R	M	R	M
30	THEA 4111 (A)	M	M	M	M
31	THEA 4412 (A)	M	M	M	M
32	THEA 4415 (A)	R	M		R
33	THEA 4457		R		R
34	THEA 4485	R	R		R
35	THEA 4486	R	R	M	M

## BFA in Theatre

### Generalist

Student Learning Outcome	Strategic Plan Connection	Measure/Method
Students will demonstrate advanced knowledge and skill, including professional and safety standards, in at least one of the following aspects of the performing arts: scene design, lighting design, costume design, acting, playwriting, management.	Relevance; Competitiveness; Placemaking; Experiential; Support	NAST Competency requirement of at least one major acting role/design/management position or writing role per year. These competencies will be graded in the 0-credit hour courses THEA 1000: Theatre Laboratory, THEA 2900: Sophomore Assessment, THEA 3900: Junior Assessment, and in the 3-credit hour THEA 4111: Performance and Production Capstone
Students will demonstrate proficiency in analyzing text, character, and design elements.	Relevance; Competitiveness; Experiential; Support	Courses: THEA 2100: Play Analysis; THEA 1111/1112, 2111/2112, 3111/3112: Performance and Production; THEA 2214: Concepts in Theatre and Film Design; THEA 2291: Developing A Character; THEA 2491: Acting for the Camera; THEA 3214: Scene Design or THEA 3215: Lighting Design or THEA 3290: Costume Design; THEA 3394: Directing; THEA 3415: Playwriting I: Devised Theatre; THEA 3491: Adv. Acting for the Camera; THEA 4412: The Business of Acting; THEA 4415: Playwriting II; THEA 4111: Performance and Production Capstone
Students will integrate text and character development and/or design work into cohesive, unified projects.	Relevance; Competitiveness; Placemaking; Experiential; Support	Courses: THEA 1111/1112, 2111/2112, 3111/3112: Performance and Production; THEA 2214: Concepts in Theatre and Film Design; THEA 2291: Developing A Character; THEA 2491: Acting for the Camera; THEA 3214: Scene Design or THEA 3215: Lighting Design or THEA 3290: Costume Design; THEA 3394: Directing; THEA 3415: Playwriting I: Devised Theatre; THEA 3491: Adv. Acting for the Camera; THEA 4412: The Business of Acting; THEA 4415: Playwriting II; THEA 4111: Performance and Production Capstone; THEA 4486: Internship

<p>Students will collaborate successfully with theatre practitioners in all areas in the creation and execution of work in the theatre.</p>	<p>Relevance; Competitiveness; Placemaking; Experiential; Support</p>	<p>Courses: THEA 1111/1112, 2111/2112, 3111/3112: Performance and Production; THEA 2900: Sophomore Assessment; THEA 3900: Junior Assessment; THEA 4111: Performance and Production Capstone (see PLO 1 measure/method)</p>

Success Criterion	AY18	AY19	AY20	Interpretation & Use of Results	Improvement Plan
<p>Successful completion of assigned role/position as assessed by faculty. Casting, design, and stage management assignments are competitive.</p>					
<p>Successful matriculation from courses listed to the left; successful completion of work in a major role/position in a production.</p>					
<p>Successful matriculation from courses listed to the left; successful completion of Sophomore and Junior assessment courses for major role/position in a production.</p>					

Successful matriculation from courses listed to the left; successful completion of Sophomore and Junior assessment courses for major role/position in a production.					

# Elementary Education, B.S.Ed.

## 2024-2025 Undergraduate Revise Program Request

### Introduction

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](mailto: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\*

College of Education

Department of Early Childhood through Secondary Education and Reading

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** \* Elementary Education, B.S.Ed.

**Program ID - DO NOT EDIT** \* 4247

**Program Code - DO NOT EDIT**

**Program Type** \* Bachelor

**Degree Type** \* Bachelor of Science in Education

**Program Description\*** The undergraduate program in Elementary Education prepares teacher education candidates to teach children in pre-kindergarten school settings through fifth grade. There are two certification concentrations available to those completing the B.S.Ed. degree in Elementary Education: Elementary Education or Elementary Education/Special Education-General Curriculum. Admission to the Teacher Education program is required for enrollment in the block sequence of professional courses. A full year of field experiences in public schools occurs throughout the professional education courses.

Learning Outcomes:

1.0 Development, Learning, and Motivation: Candidates know, understand, and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation (ACEI 1)

2.1 Reading, Writing, and Oral Language: Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situation, materials, and ideas.

2.2 Science: Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding of personal and social applications, and to convey the nature of science.

2.3 Mathematics: Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage in problem-solving, reasoning and proof, communication, connections, and representation.

2.4 Social Studies: Candidates know, understand, and use the major concepts and modes of inquiry from the social studies, the integrated study of history, geography, the social sciences, and other related areas to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

2.5 The Arts: Candidates know, understand, and use as appropriate to their own understanding and skills-the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

2.6 Health Education: Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

2.7 Physical Education: Candidates know, understand, and use as appropriate to their own understanding and skills-human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students.

3.1 Integrating and applying knowledge for instruction: Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

3.2 Adaptation to diverse students: Candidates understand how elementary students differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse students.

3.3 Development of critical thinking, problem-solving, performance skills: Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, and problem-solving.

3.4 Active engagement in learning: Candidates use their knowledge and understanding of

3.4 Active engagement in learning: Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.

3.5 Communication to foster collaboration: Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom (ACEI 3).

4.0 Assessment for instruction: Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student (ACEI 4).

5.1 Professional growth, reflection, and evaluation: Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies: Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.

5.4 Collaboration with colleagues and the community: Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being (ACEI 5).

**Status\***  Active-Visible  Inactive-Hidden

**Program Location\***

**Curriculum Information**

## Requirements

### Core Requirements

Core Curriculum

### Core Area A (Essential Skills): 9 Hours (a)

**MATH 1111 College Algebra**  
[After] is recommended (b)

### Core Area B (Institutional Priorities): 5 Hours

**COMM 1110 Public Speaking**  
[Right] is recommended (a)

### Core Area C (Humanities/Arts): 6 Hours

**ENGL 2110 World Literature**  
**ENGL 2120 British Literature**  
[Right] (or)  
**ENGL 2130 American Literature**  
[Right] is recommended

### Core Area D (Science, Math, Technology): 10 Hours

Science (lab) 4

**BIOL 1010 Fundamentals of Biology**

**[Right]**

**is recommended**

**BIOL 1010L Fundamentals of Biology**

**Laboratory**

**[After] Science 3**

**[Right] is recommended**

**GEOL 1121 Introductory Geosciences I:**

**Physical Geology**

**[After] Math, Science, & Quantitative Technology 3**

**[Right] is recommended**

### **Core Area E (Social Sciences): 12 Hours**

**GEOG 1013 World Geography**

**[Right] is recommended**

### **Core Area F (Program Related Courses): 18 Hours (a)**

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

**EDUC 2130 Exploring Learning and Teaching**

**ISCI 2001 Life and Earth Science**

**ISCI 2002 Physical Science**

**MATH 2008 Foundations of Numbers and  
Operations**

**MEDT 2501 Multiple Literacies for Ed.**

### **Physical Education Requirement: 3 Hours**

**PWLA 1600 Personal Wellness**

**[After] PWLA (activity course) 1**

### **Courses Required for the Degree (a,c)**

## **TRADITIONAL CONCENTRATION**

### **Professional Education: 60 Hours**

#### **Block I: 18 Hours**

**CEPD 4101 Educational Psychology**  
**ECED 3282 Practicum I**  
**READ 3251 Literacy Instruction through  
Children's and Adolescent Literature**  
**ECED 3214 Exploratory Activities in Music and  
the Fine Arts**  
**SPED 3713 Introduction to Special Education  
and Mild Disabilities**  
**ECED 4261 Teaching Content and Process:  
Social Studies Education**  
**ECED 3250 Teaching Elementary Mathematics 1**

#### **Block II: 17 Hours**

**ECED 4263 Teaching Content and Process:  
Mathematics Education**  
**ECED 4283 Practicum II**  
**READ 3262 Reading Methods and Assessment I  
(PK-2)**  
**PHED 4650 Health and Physical Activity in  
Elementary Education**  
**ECED 3271 Integrating Curriculum, Instruction,  
and Classroom Management for Pre K-5  
Classrooms**  
**MEDT 3402 Integrating Technology into the  
Curriculum**  
**ECED 3260 Teaching Elementary Mathematics 2**

#### **Block III: 17 Hours**

**ECED 4251 Assessment and Correction  
Mathematics Education**

**Mathematics Education**

**ECED 4251L Assessment and Correction Clinical Lab**

**ECED 4284 Practicum III**

**EDRS 4042 Introduction to Classroom Assessment**

**READ 3263 Writing Development and Instruction**

**READ 4251 Reading Methods and Assessment II (3-5)**

**ECED 4262 Teaching Content and Process: Science Education**

**Block IV: 8 Hours**

**ECED 4286 Teaching Internship [Right] (e)**

**ECED 4289 Teaching Internship Seminar**

**DUAL CERTIFICATION CONCENTRATION**

**Professional Education: 66 Hours**

**Block I: 18 Hours**

**CEPD 4101 Educational Psychology**

**SPED 3713 Introduction to Special Education and Mild Disabilities**

**READ 3251 Literacy Instruction through Children's and Adolescent Literature**

**ECSE 3214 Exploratory Curriculum for Pre-K-5 Classroom**

**ECED 3282 Practicum I**

**ECED 4261 Teaching Content and Process: Social Studies Education**

**ECED 3250 Teaching Elementary Mathematics 1**

**Block II: 18 Hours**

**ECSE 4765 Teaching Content and Process: Math  
Dual Certificate**

**ECSE 4764 Teaching Content and Process:  
Literacy Dual Certificate**

**ECSE 4784 Practicum II**

**EDRS 4042 Introduction to Classroom  
Assessment**

**SPED 3714 Behavior and Classroom  
Management**

**SPED 4710 Ethics, Policies, and Procedures in  
Special Education**

**ECED 3260 Teaching Elementary Mathematics 2**

### **Summer: 5 Hours**

**SPED 3702 Educational Evaluation of Children  
with Disabilities**

**MEDT 3402 Integrating Technology into the  
Curriculum**

### **Block III: 17 Hours**

**READ 3263 Writing Development and  
Instruction**

**SPED 4713 Collaboration in School Settings**

**ECED 4251 Assessment and Correction  
Mathematics Education**

**ECED 4251L Assessment and Correction Clinical  
Lab**

**ECSE 4785 Practicum III**

**READ 4251 Reading Methods and Assessment  
II (3-5)**

**ECSE 4762 Teaching Content and Process:  
Science Dual Certificate**

### **Block IV: 8 Hours**

**ECSE 4786 Teaching Internship  
[Right] (e)**

**ECSE 4789 Teaching Internship Seminar**

### **Total: 129 Hours**

Notes:

- a. A grade of C or better is required in courses in these sections. See catalog for English and Math requirements.
- b. Recommend MATH 1111.
- c. Admission to Teacher Education is required before enrolling in block courses.
- d. MEDT 3401 may be substituted for MEDT 3402.
- e. Practicum or Internship application must be submitted by posted deadline.

**Note:** To ensure proper background in required content area, students are strongly advised to complete the following courses or their equivalent:

**COMM 1110 Public Speaking**

**[After] (and)**

**ENGL 2110 World Literature**

**ENGL 2120 British Literature**

**[Right] (or)**

**ENGL 2130 American Literature**

**[After] (and)**

**BIOL 1010 Fundamentals of Biology**

**BIOL 1010L Fundamentals of Biology  
Laboratory**

**GEOG 1013 World Geography**

**GEOG 1121 Introductory Geosciences I:  
Physical Geology**

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact [curriculog@westga.edu](mailto: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.

<b>Justification and Assessment</b>
-------------------------------------

**Rationale\*** Math 3803 Algebra for P-8 Teachers 1 and Math 3703 Geometry for P-8 Teachers have been removed and replaced with ECED 3250 Teaching Elementary Mathematics 1 and ECED 3260 Teaching Elementary Mathematics 2 in the program plan of study due to changes in the P-5 mathematical standards in Georgia. The Georgia Standards of Excellence require instruction that addresses content, methods, and materials that are appropriate for the cognitive development of the young child from grades k-5 within the domains of numerical reasoning related to whole-number, patterning, algebraic reasoning, integers, measurement, data reasoning, geometry, and spatial reasoning. Two new ECED courses were developed to ensure candidates can apply their understanding and knowledge of the content, methods and materials that will support student understanding and application of the new mathematical standards.

The request for a program revision addresses the changes in courses but is not a significant revision of the program of study. Program Learning Outcomes will not change.

We are not changing any degree requirements or modifying requirements to complete an academic program, and as such this proposal should not require Senate Action.

**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](mailto:kgwaltney@westga.edu).

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

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

### **SACSCOC Comments**

## REQUIRED ATTACHMENTS

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

### **1.) Program Map and/or Program Sheet**

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

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

### **3.) Academic Assessment Plan/Reporting**

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

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

### **4.) Curriculum Map Assessment**

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

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

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

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

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

**Academic Year  
Program Map  
BSEd Elementary Education  
Concentration: Elementary Education**

**YEAR 1**

<b>TERM 1</b>		<b>TERM 2</b>	
<b>Course</b>	<b>Credits</b>	<b>Course</b>	<b>Credits</b>
ENGL 1101: English Composition I	3	ENGL 1102: English Composition II	3
MATH 1001 or MATH 1111: Quantitative Skills & Reasoning or College Algebra	3	Area D1: Non-lab Science	3
Area F: MEDT 2501	3	Area E: Social Sciences	3
Area D1: Science + Lab	4	Area F: EDUC course	3
XIDS 2002: What do you know about...	2	Area F: EDUC course	3
<b>SEMESTER TOTAL</b>	<b>15</b>	<b>SEMESTER TOTAL</b>	<b>15</b>
<b>Milestones</b>		<b>Milestones</b>	
<ul style="list-style-type: none"> <li>● Complete ENGL 1101 C or better</li> <li>● Complete Area A2 Math &amp; Area F with C or better</li> <li>● Complete Lab Science</li> <li>● Earn 15 or more credit hours</li> </ul>		<ul style="list-style-type: none"> <li>● Complete ENGL 1102 and Area F course with C or better</li> <li>● Complete Non-lab Science</li> <li>● Earn 15 or more credit hours</li> <li>● Take GACE Program Admission Assessment (if not exempted) after end of this term</li> </ul>	

**YEAR 2**

<b>TERM 1</b>		<b>TERM 2</b>	
<b>Course</b>	<b>Credits</b>	<b>Course</b>	<b>Credits</b>
Area D2: CS 1030- Introduction to Computer Concepts	3	Area C2: ENGL 2110, 2120 or 2130 - World Literature, British Literature or American Literature	3
Area F: ISCI Course	3	Area E: Social Sciences	3
Area F: MATH 2008: Found of Numbers & Operations	3	Area F: ISCI Course	3
Area E: GEOG 1013: World Geography	3	Area E: Social Sciences	3
Area C1: Fine Arts	3	Area B1: Written & Oral Communication	3
Area G: PWLA 1600: Personal Wellness	2	Area G: PWLA activity course	1
<b>SEMESTER TOTAL</b>	<b>17</b>	<b>SEMESTER TOTAL</b>	<b>16</b>
<b>Milestones</b>		<b>Milestones</b>	
<ul style="list-style-type: none"> <li>● Complete Area F Courses with C or better</li> <li>● Earn 15 or more credit hours</li> <li>● 2.7 or better GPA for on-time Teacher Education Admission after this semester</li> </ul>		<ul style="list-style-type: none"> <li>● Complete Core</li> <li>● Complete B1 Course C or better</li> <li>● Complete Area F Courses with C or better</li> <li>● Earn 15 or more credit hours</li> </ul>	

YEAR 3			
TERM 1		TERM 2	
Course	Credits	Course	Credits
CEPD 4101: Educational Psychology	3	ECED 3260: Teaching Elementary Mathematics 2	3
SPED 3713: Intro to SPED & Mild Dis	3	PHED 4650: Health & Phys Act in Elem School	2
ECED 3282 Practicum I	1	ECED 3271: Classroom Management	3
ECED 4261: Teaching C&P: Social Studies	3	ECED 4263: Teaching C&P: Math Ed	3
ECED 3250: Teaching Elementary Mathematics 1	3	ECED 4283: Practicum II	1
ECED 3214: Exploring Act in Music & Fine Arts	2	READ 3262: Reading Methods and Assessment I (PK-2)	3
READ 3251: Literacy Instruction through Children's and Adolescent Literature	3	MEDT 3402: Integrating Tech into the Classroom	2
SEMESTER TOTAL	18	SEMESTER TOTAL	17
<b>Milestones</b>		<b>Milestones</b>	
<ul style="list-style-type: none"> <li>• Complete Block I Courses with a C or better</li> <li>• Maintain 2.7 or better GPA</li> <li>• Successfully complete practicum course</li> </ul>		<ul style="list-style-type: none"> <li>• Complete Block II courses C or better</li> <li>• Maintain 2.7 or better GPA</li> <li>• Successfully complete practicum course</li> </ul>	
YEAR 4			
TERM 1		TERM 2	
Course	Credits	Course	Credits
ECED 4251: Assess & Corr: Math Ed	3	ECED 4286: Teaching Internship	6
ECED 4251L: Asse & Corr Clinical Lab-MATH	0	ECED 4289: Teaching Internship Seminar	2
ECED 4284: Practicum III	2		
ECED 4262: Tchng C&P: Science Ed	3		
READ 4251: Reading Methods and Assessment II (3-5)	3		
READ 3263: Writing Development and Instruction	3		
EDRS 4042: Intro to Class Assess	3		
SEMESTER TOTAL	17	SEMESTER TOTAL	8
<b>Milestones</b>		<b>Milestones</b>	
<ul style="list-style-type: none"> <li>• Complete Block III courses C or better</li> <li>• Maintain 2.7 or better GPA</li> <li>• Successfully complete practicum course</li> </ul>		<ul style="list-style-type: none"> <li>• Complete Block IV courses C or better</li> <li>• Successfully complete internship course</li> </ul>	

# PHED - 2300 - Positive Youth Development in Sport

## 2024-2025 Undergraduate Revise Course 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](mailto:curriculog@westga.edu).

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

**If other, please identify.** Instructional Method; we would like this course to be available as Hybrid and 100% online. It is listed currently as hybrid.

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](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

Department/School \*

Department of Sport Management, Wellness, and Physical Education

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

Is this a College of Education course? \*  
 Yes  
 No

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

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

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

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

Course Information

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

Course Prefix (cannot be modified. Must add/delete course)

Course Number (cannot be modified. Must add/delete course)

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix\*

PHED

Course Number\*

2300

Course Title\* Positive Youth Development in Sport

Long Course Title

Course Type - DO NOT EDIT\*

Physical Education

Catalog Course Description\*

This course includes an examination of current trends and issues in youth sport, with a focus on local, community, recreational sport programming. Emphasis is placed on developing sport experiences for youth. Identifying characteristics of sport-related programs and how they can have an impact on the overall development of youth will be explored.

Prerequisites None

Corequisites None

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

3

Grading\*

Graduate Standard Letter

Status\*



Active-Visible



Inactive-Hidden

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

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

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

Cross-listing

Restrictions

Repeat for Credit

Cross-listing

Restrictions

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

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

## Justification and Assessment

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

**Rationale\*** We would like multiple options with instructional methods: Currently Instructional Method reads as 'Hybrid - Once per Week F2F (H2).' We would like to add the option of 100% online. We are also removing the 1 lab hour, as this appears to be an error in the original proposal. This course does not have a lab component.

### **REQUIRED ATTACHMENTS**

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

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

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

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

Syllabus\*  I have attached the syllabus.  N/A

## Resources and Funding

- Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 50

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

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

**Fee Justification\*** NA

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

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

## Administrative Use Only - DO NOT EDIT

**Course ID\*** 49691

## **Addendum III**

DATE: March 3, 2024

TO: Faculty Senate Undergraduate Programs Committee (UPC)

FROM: Dr. David Newton, Professor, on behalf of the HIPs Campus Committee (Chair) and the QEP Campus Committee

UPC Faculty Colleagues:

The following six courses were submitted by faculty to receive the Work-Based Learning High Impact Practice attribute in Banner. Courses were reviewed in accordance with the [Work-Based Learning Criteria](#) that was approved by the Faculty Senate in Spring 2022.

The following table indicates the recommended designations for each course. Following the [Work-Based Learning Criteria](#) (especially Appendix A and Appendix B), each course receives three designations:

I. USG Primary Code (ZURP): This is the USG-mandated code that means “Work-Based Learning course section meets the institution's criteria as a High Impact Practice for Work-Based Learning” (Appendix B).

II. USG Contact Hours Codes (ZUR 1-4): This is the USG-mandated code that corresponds to the number of contact hours the student is engaged in work-based learning. This is based on information self-reported by faculty. These codes are as follows:

Code	Description
ZWL1	Work-based component requires 30 or less contact hours
ZWL2	Work-based component requires 31-50 contact hours
ZWL3	Work-based component requires 51-100 contact hours
ZWL4	Work-based component requires 101 or more contact hours

III. UWG Level Code: These are the three institutional codes specific to UWG that indicate the engagement level as determined by the UWG guidelines in Appendix A of the [Work-Based Learning Criteria](#).

WBL1	Work-Based Learning experience focuses primarily on work or field observation and reflection on professional and career opportunities instead of active contribution to work, for example, job shadowing.
WBL2	Work-Based Learning experience focuses primarily on completing work-assigned tasks under the guidance of a work-based supervisor with extended opportunities for critical reflection on skills formation and professional preparation.
WBL3	Work-Based Learning experience focuses primarily on independent assignments and projects that the student leads with the support of a work-based supervisor with extensive opportunities for critical reflection on skills formation and professional preparation.

Per the approved criteria, the following recommendations are submitted to the Faculty Senate Undergraduate Programs Committee for review and approval. One approved by the faculty senate, these courses will be sent to the Registrar for coding.

[Work-Based Learning Course Syllabi](#)

Course Prefix and Number	Course Title	Submitting Faculty Member	All or some sections?	USG Primary Code	USG Contact Hour Code	USG Institutional Code
PHED 3710	Assessing Performance in Health and Physical Education	Kelsey McEntyre	All future sections	ZURP	ZWL1	WBL2
POLS 6286	Public Administration Internship	SooHo Lee	All future sections	ZURP	ZWL4	WBL2
COMM 4421N	Newspaper Practicum--The West Georgian	John Ike Sewell	All future sections	ZURP	ZWL1	WBL3
POLS 4186	Internship in Government	Heather Mbaye	All future sections	ZURP	ZWL1	WBL2
PHIL 4386	Internship	Robert Lane	All future sections	ZURP	ZWL2	WBL2
MGNT 4686	Business Internship (Management)	A. Rebekah Teal	All future sections	ZURP	ZWL1	WBL2

## **Addendum IV**

# BIOL - 6981 - Graduate Independent Study

## 2024-2025 Graduate Revise Course Request

### General Information

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

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

If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

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

If other, please identify.

Desired Effective Semester\*

Fall

Desired Effective Year\*

2024

### 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](mailto:curriculog@westga.edu).

School/ Department \*

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

Is this a College of Education course? \*  Yes  No

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

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

### Course Information

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

Course Prefix (cannot be modified. Must add/delete course)

Course Number (cannot be modified. Must add/delete course)

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix \*

RTOI

208

Course Number \* 6981

**Course Title\*** Graduate Independent Study

**Long Course Title**

**Course Type - DO NOT EDIT\***

**Catalog Course Description\*** Independent study of topics not offered in the current term. Independent study is only available for topics addressed by current courses if the topical course will not be offered during the academic year, or if the scheduling of the topical course is such that it will require a delay in timely completion of the degree for the student.

**Prerequisites \*** None

**Corequisites\*** None

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

**Grading**

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

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

**Lec Hrs** 3

**Credit Hrs** 3

**Lab Hrs** 0

**Status\***  Active-Visible  Inactive-Hidden

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

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

**Cross-listing**

**Restrictions**

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

- Yes
 No

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

6

Justification and Assessment

What is the rationale for the requested course changes?\*

At the registrar's request, we are updating the course information for repeating and the maximum number of credit hours counted toward graduation. Currently, there is a conflict for this information that has caused some issues for students. We are also changing this course from variable to non-variable (3 credits) to standardize its use across the program.

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

REQUIRED ATTACHMENTS

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

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

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

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

- Syllabus\*  I have attached the syllabus.
 N/A

Resources and Funding

- Planning Info\*  Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment\*

5

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

- Yes
 No

If yes, what will the fee be?\*

6

**Administrative Use Only - DO NOT EDIT**

Course ID\* 45769

**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.

# BIOL - 6982 - Directed Readings

## 2024-2025 Graduate Revise Course 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](mailto:curriculog@westga.edu).

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

**If other, please identify.**

**Desired Effective Semester\***

Fall

**Desired Effective Year\***

2024

### 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](mailto:curriculog@westga.edu).

School/ Department \*

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

Is this a College of Education course? \*  Yes  No

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

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

### Course Information

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

Course Prefix (cannot be modified. Must add/delete course)

Course Number (cannot be modified. Must add/delete course)

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix \*

213

Course Number \* 6982

**Course Title\*** Directed Readings

**Long Course Title**

**Course Type - DO NOT EDIT\***

**Catalog Course Description\*** Directed readings are available for graduate students who need to conduct an independent review of the literature in a topic not addressed by the curriculum of the department. Students must complete a statement of understanding and expectation and must have the topic approved by their major professor and either the graduate coordinator or the department chair. Selected readings are appropriate for topics related to thesis research or for topics that provide a foundation for comprehensive examinations for non-thesis track students.

**Prerequisites \*** None

**Corequisites\*** None

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

**Grading**

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

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

**Lec Hrs** 0

**Credit Hrs** 1.0 - 3.0

**Lab Hrs** 1.0 - 3.0

**Status\***  Active-Visible  Inactive-Hidden

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

**Cross-listing**

**Restrictions**

**Repeat for Credit**

**Cross-listing**

## Restrictions

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

- Yes  
 No

If yes, indicate maximum number of credit hours counted toward graduation.\* 3

## Justification and Assessment

What is the rationale for the requested course changes?\*

At the registrar's request, we are updating the course information for repeating and the maximum number of credit hours counted toward graduation. Currently, there is a conflict for this information that has caused some issues for students. We are also changing this course from 1-4 to 1-3 credits to account for a reduction in our total required program hours from 36 to 30 credits (approved last year).

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

## REQUIRED ATTACHMENTS

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

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

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

Syllabus\*  I have attached the syllabus.  
 N/A

## Resources and Funding

Planning Info\*  Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment\* 5

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

- Yes  
 No

If yes, what will the fee be?\*

NA

Fee Justification\* NA

**Administrative Use Only - DO NOT EDIT**

Course ID\* 45770

**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.

# BIOL - 6985 - Graduate Special Topics in Biology

## 2024-2025 Graduate Revise Course 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](mailto:curriculog@westga.edu).

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

If other, please identify.

Desired Effective Semester\*

Fall

Desired Effective Year\*

2024

### 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](mailto:curriculog@westga.edu).

School/ Department \*

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

Is this a College of Education course? \*  Yes  No

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

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

### Course Information

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

Course Prefix (cannot be modified. Must add/delete course)

Course Number (cannot be modified. Must add/delete course)

Course Title

Course Type (do not modify)

Catalog Course Description

Prerequisites/Corequisites

Frequency

Grading

Credit Hours

Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix \*

218

Course Number \* 6985

**Course Title\*** Graduate Special Topics in Biology

**Long Course Title** Graduate Special Topics in Biology

**Course Type - DO NOT EDIT\***

**Catalog Course Description\*** Specific titles will be announced for each term in class schedules and will be entered on transcripts.

**Prerequisites \*** None

**Corequisites\*** None

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

**Grading**

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

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

**Lec Hrs** 3

**Credit Hrs** 3

**Lab Hrs** 0

**Status\***  Active-Visible  Inactive-Hidden

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

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

**Cross-listing**

**Restrictions**

**Can a student take this course multiple**  Yes  No

219

**If yes, indicate maximum number of** 6

times, each attempt counting separately toward graduation?  NO \*

credit hours counted toward graduation. \*

## Justification and Assessment

**What is the rationale for the requested course changes? \*** At the registrar's request, we are updating the course information for repeating and the maximum number of credit hours counted toward graduation. Currently, there is a conflict for this information that has caused some issues for students. We are also changing this course from variable to non-variable (3 credits) to standardize the use of special topics across the program.

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

### REQUIRED ATTACHMENTS

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

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

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

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

**Syllabus\*  I have attached the syllabus.**  
 N/A

## Resources and Funding

**Planning Info\*  Library Resources are Adequate**  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\* 5**

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

**If yes, what will the fee be? \*** NA

**Fee Justification\* NA**

Course ID\* 45773

**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.

# Biology, M.S.

## 2024-2025 Graduate Revise Program Request

### Introduction

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](mailto:curriculog@westga.edu).

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

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

**If other, please identify.** Creating a Combined Program with the MBA

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](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department \*

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

Is this a College of Education Program? \*  Yes  No

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

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

### Program Information

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

Type of Program \*  Program  Shared Core

**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 \* Biology, M.S.

**Program ID - DO NOT EDIT\*** 4087

**Program Code - DO NOT EDIT**

**Program Type\***

Master's

**Degree Type\***

Master of Science

**Program Description\*** The M.S. in Biology program (30 credit hours) offers two distinct tracks, allowing students to pursue their career aspirations. The thesis track prepares students for research-oriented careers and Ph.D. programs. The non-thesis track is designed for students seeking to expand their biological knowledge, primarily through coursework in preparation for careers in education, healthcare, laboratories, environmental consulting, biotechnology, and preparation for professional degree programs such as medical and veterinary schools. In either track, students take an active role in crafting their course of study, receiving personalized guidance from their advisor to ensure alignment with their specific career goals.

An academic option for students pursuing the non-thesis track includes a concentration in biomedical sciences. This concentration is ideal for students bridging the gap between undergraduate and professional school and provides additional preparation for careers in medicine, dentistry, pharmacy, veterinary science, physical therapy, allied health, biotechnology, and biomedicine.

A student entering the M.S. in Biology program is expected to have an undergraduate degree in biology. Students without a degree in biology or lacking specific background courses in biology and related sciences may need to complete undergraduate courses to compensate for deficiencies. Along with the graduate school requirements, applicants must have a minimum undergraduate cumulative G.P.A. of 2.8 on a 4.0 scale and submit the following:

1. Two letters of recommendation, preferably from reviewers familiar with the applicant's academic performance.
2. Resume detailing academic, work, and volunteer experience.
3. A one-page narrative statement including three components: 1) reason(s) for pursuing an M.S. in Biology; 2) the specific biological sub-disciplines of interest; and 3) the desired degree track (thesis or non-thesis). If the non-thesis track is desired, indicate if you are pursuing the biomedical sciences concentration.

Thesis-track applicants should ideally secure a thesis advisor from the biology faculty before applying. Prospective students can identify potential advisors by reviewing faculty web pages and contacting faculty with aligned research interests.

Combined Master of Science in Biology, M.S. (Non-Thesis Track) and Master of Business Administration, M.B.A.

The University of West Georgia offers a path for students to concurrently earn their M.S. in Biology (Non-Thesis Track) and M.B.A. degrees. This option develops the proficiencies students need to succeed in today's competitive job market. A combined M.S. in Biology and M.B.A. provides interdisciplinary training for students interested in careers spanning science and business, such as biotechnology, biomedical sciences, and environmental consulting.

The Richards College of Business at the University of West Georgia is accredited by the Association to Advance Collegiate Schools of Business International (AACSB).

Status\*  Active-Visible  Inactive-Hidden

Program Location\*

Carrollton

## Curriculum Information

### Thesis Track for the M.S. Degree in Biology

<b>BIOL 6984 Graduate Biology Seminar</b> [Right] (One credit hour per course - 2 credit hours required)	<b>2</b>
<b>BIOL 6983 Graduate Research</b> [Right] (1-12 credit hours per course - 12 credit hours required)	<b>12</b>
<b>BIOL 6999 Thesis</b> [Right] (1 credit hour required)	<b>1</b>
[After] Graduate Courses in Biology * (15 credit hours required)	<b>15</b>

#### Note:

\*The graduate program coordinator may approve up to two course substitutions (6 credit hours) from programs other than biology if such substitutions are appropriate to the student's research interests or career goals. A combination of 5000-level and 6000-level courses may be used to complete graduate degree requirements, but at least 15 credit hours in the degree program should be at the 6000 level. A topic for thesis research should be identified before the end of the second semester of the degree program. The degree candidate should submit a brief thesis proposal to the advisory committee at this time. The advisory committee will administer a thesis defense during the last semester of the degree program.

### Non-Thesis Track for the M.S. Degree in Biology

<b>BIOL 6984 Graduate Biology Seminar</b> [Right] (One credit hour per course - 2 credit hours required)	<b>2</b>
<b>BIOL 6995 Comprehensive Exam</b> [Right] (1 credit hour required)	<b>1</b>
[After] Graduate Courses in Biology* (27 credit hours required)	<b>27</b>

### **Note:**

\*Up to three of these courses (9 credit hours) outside of the biology program may be in a minor field (e.g., Business, Community Wellness, or Geography) with permission of the graduate program coordinator. A combination of 5000-level and 6000-level courses may be used to complete graduate degree requirements, but at least 15 credit hours in the degree program must be at the 6000 level. The advisory committee will administer the comprehensive examination during the last semester of the degree program.

### **Non-Thesis Track for the M.S. Degree in Biology, Concentration in Biomedical Sciences**

<b>BIOL 6984 Graduate Biology Seminar</b> [Right] (One credit hour per course - 2 credit hours required)	<b>2</b>
<b>BIOL 6995 Comprehensive Exam</b> [Right] (1 credit hour required)	<b>1</b>
<b>[After] Graduate Courses in Biology* (15 credit hours required)</b>	<b>15</b>

### **Note:**

\*Up to three of these courses (9 credit hours) outside of the biology program may be in a minor field (e.g., Business, Community Wellness, or Geography) with permission of the graduate program coordinator. A combination of 5000-level and 6000-level courses may be used to complete graduate degree requirements, but at least 15 credit hours in the degree program must be at the 6000 level. The advisory committee will administer the comprehensive examination during the last semester of the degree program.

### **Biomedical Sciences Concentration (12 credit hours)**

A minimum of 12 credit hours across 4 courses are required for the Biomedical Sciences Concentration. Two courses each (minimum 6 credit hours) must be taken in Core Area 1 and Core Area 2.

### **Core Area 1: Physiology & Biochemistry**

Take two courses (minimum 6 credit hours) from the courses below.

227

**BIOL 5520 Developmental Biology and**

## **Embryology**

**BIOL 5539 Comparative Physiology**

**BIOL 5731 Introduction to Toxicology**

**BIOL 5732 Biology of Aging**

**BIOL 5733 Animal Nutrition**

**BIOL 5735 Parasitology**

**BIOL 6503 Biological Perspectives:  
Biochemistry**

**BIOL 6513 Human Physiology**

**BIOL 6526 Vertebrate Histology**

**BIOL 6981 Graduate Independent Study**

**[Right] \***

**BIOL 6982 Directed Readings**

**[Right] \***

**BIOL 6985 Graduate Special Topics in Biology**

**[Right] \***

**[After] Note: \* Subject to approval by the graduate  
program coordinator.**

## **Core Area 2: Genetics & Microbiology**

Take two courses (minimum 6 credit hours) from the courses below.

**BIOL 5315 Bacterial Genetics**

**BIOL 5325 Advanced Medical Microbiology**

**BIOL 5631 Genetics and Medical Genetics**

**BIOL 5666 Evolutionary Genomics**

**BIOL 5727 Essentials of Immunology**

**BIOL 5728 Bacterial Pathogenesis**

**BIOL 5729 Medical Virology**

**BIOL 5730 Emerging Pathogens**

**BIOL 6325 Prokaryotic Biology**

**BIOL 6981 Graduate Independent Study**

**[Before]\***

**BIOL 6982 Directed Readings**

**[Before]\***

**BIOL 6985 Graduate Special Topics in Biology**

**[Before]\***

**[Before] Note: \* Subject to approval by the graduate  
program coordinator.**

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact [curriculog@westga.edu](mailto:curriculog@westga.edu) for further instruction.**

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

Follow these steps to propose courses to the program curriculum.

### Step 1 - Deleting Courses

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

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

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

### Step 2 - Adding New Courses

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

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

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

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

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

### Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

<b>Justification and Assessment</b>
-------------------------------------

**Rationale\*** There are 4 major program revision items in this proposal. First, we are updating the program description to provide clarification on the tracks, focus on career outcomes, update the admission requirements, and highlight new offerings (biomedical sciences concentration and combined MS/MBA). We have changed the letter of recommendation number from 3 to 2 to match our sister institutions. The schemas for the thesis and nonthesis track have a few minor copy edits.

We have added a schema for a new biomedical sciences concentration in the nonthesis track. The biomedical sciences are a growing and high-demand career sector. We expect this concentration to attract students bridging the gap between undergraduate and professional school for careers in medicine, dentistry, pharmacy, veterinary science, physical therapy, biomedical/diagnostic technology, and biomedical research (see attached proposal for details). No new courses or faculty are needed for this concentration.

Finally, the Richards College of Business and the College of Arts, Culture, and Scientific Inquiry have collaborated to create an opportunity for students to complete both the MS in Biology (non-thesis) and the MBA in 45 hours. No program changes are required. This combined program is making use of elective hours to reduce the total number of hours required to complete both programs (see attached description).

**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](mailto:kgwaltney@westga.edu)

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

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

## **SACSCOC Comments**

## REQUIRED ATTACHMENTS

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

### **1.) Program Map and/or Program Sheet**

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

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

### **3.) Academic Assessment Plan/Reporting**

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

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

### **4.) Curriculum Map Assessment**

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

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

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

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

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

# Combined Master of Science in Biology, M.S. (Non-thesis Track) and Master of Business Administration, M.B.A.

The University of West Georgia offers a path for students to concurrently earn their MS in Biology (Non-thesis Track) and MBA degrees. This option develops the proficiencies students need to succeed in today's competitive job market. A combined MS in Biology and MBA provides interdisciplinary training for students interested in careers spanning science and business, such as biotechnology, biomedical sciences, and environmental consulting.

The Richards College of Business at the University of West Georgia is accredited by the Association to Advance Collegiate Schools of Business International (AACSB).

## Learning Outcomes

### MS in Biology (Non-thesis Track) Learning Outcomes

- To demonstrate a strong and diversified knowledge of modern biology. Students will be assessed on their knowledge in 3 areas: 1. Fundamental biological mechanisms, 2. Interrelatedness of biological subjects, and 3. Application of knowledge outside the field of biology.
- To demonstrate the ability to communicate scientific ideas in written or oral forms. Three criteria will be assessed: 1. Scientific content, 2. Comprehension and development of ideas, and 3. Structure and organization of work.

### MBA Learning Outcomes

- Communicate at a professional level in oral presentations and in writing.
- Work effectively with others and lead in organizational situations.
- Identify how globalization affects organizations and their environment.
- Recognize the importance of ethical decision-making.
- Integrate analytical and problem-solving skills with concepts and theories from all functional areas of business.

### Admission Requirements

Applicants to the combined MS Biology-MBA must be admitted into both the MS and MBA programs. Applicants should review the “Admissions” tab on the following web pages for specific requirements and tasks that must be completed prior to admission:

- MS in Biology program  
<https://www.westga.edu/academics/art-culture-science/natural-sciences/biology/ms-biology-program.php>
- MBA program  
[https://www.westga.edu/academics/business/program\\_page.php?program\\_id=59](https://www.westga.edu/academics/business/program_page.php?program_id=59)

### Course Requirements

The combined MS in Biology (Non-thesis Track)/MBA requires successful completion of 45 graduate course hours. Each degree requires 30 credit hours separately (60 credit hours total). However, students in the combined program can reduce the total number of credit hours for both degrees to 45 (6 semesters, including summer). The MS in Biology (Non-thesis Track) accepts up to 9 credit hours from the MBA toward electives, and the MBA accepts up to 6 credit hours from the MS in Biology toward electives.

## Business Foundation Knowledge

All incoming students will receive access to MBA Math to build or refresh their foundational business knowledge prior to beginning the MBA program.

## Required MS in Biology Courses (Non-thesis Track)

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- [BIOL 6984 Graduate Biology Seminar](#) 1 credit hour per course—2 credit hours required
- [BIOL 6995 Comprehensive Exam](#)—1 credit hour required
- Graduate Courses in Biology—27 hours required
- At least 15 credit hours must be at 6000 level
- Note: The comprehensive examination will be administered by the advisory committee before the end of the last semester of the degree program.

## MS Biology Electives

---

- Any 5000/6000 Biology course

## MBA Core Courses Required (18 credit hours)

---

- [MKTG 6815 - Marketing Strategy](#) 3 Credit Hours
- [ACCT 6232 - Managerial Accounting](#) 3 Credit Hours

- ECON 6450 - Managerial Economics 3 Credit Hours
- FINC 6532 - Finance 3 Credit Hours
- MGNT 6670 - Organizational Theory and Behavior 3 Credit Hours
- MGNT 6681 - Strategic, Ethical, and Global Management 3 Credit Hours

## MBA Electives

---

*(Select two from the following options. Note that some courses may require prerequisites or be program-specific.)*

- Any 5000/6000 Accounting course
- Any 5000/6000 Economics course
- Any 5000/6000 Finance course
- Any 5000/6000 Management course
- Any 5000/6000 Marketing course

## Additional Requirements

---

**A minimum cumulative GPA of a 3.0 is required for all combined MS Biology-MBA students.** All program-specific policies apply to courses counting toward a program. If a student's cumulative GPA drops below a 3.0, the University's policies on academic probation, suspension, and dismissal apply (see Academic Standards in the General Academic Policies section of the catalog).

All requirements must be completed within six (6) years from the date of matriculation as a graduate student.

Any combined MS in Biology-MBA student earning a grade of “F” or “WF” during the course of his or her program of study will be subject to dismissal from the program.

## **Proposal for M.S. Biology - Concentration: Biomedical Sciences Non-thesis**

### **1. Concentration Description**

The non-thesis M.S. in biology - biomedical sciences concentration is designed to provide students with the skills and knowledge to succeed in this high-demand and rapidly evolving field. Ideal for students bridging the gap between undergraduate and professional school, our program offers an integrative curriculum that provides additional preparation for careers in medicine, dentistry, pharmacy, veterinary science, physical therapy, biomedical/diagnostic technology, and biomedical research. We offer a comprehensive curriculum that covers the latest advances in biomedicine, including biochemistry, genetics, microbiology, physiology, and neuroscience. Students will learn from expert faculty committed to providing them with the practical skills and theoretical knowledge they need to succeed in various roles in healthcare and laboratories. As a nonthesis program, students can complete their degree in as little as 1 year (3 semesters, including summer) or up to 2 years, depending on their desired pace. Students can start in the fall and finish the program by the summer, allowing them to enter professional school as soon as they complete the degree. We offer in-person and online courses, providing students flexibility in their course schedules. Graduate advisors provide personalized guidance to help students attain their career goals and strengthen their candidacy for professional programs. To enrich their learning experience, students can receive credit for experiential learning aligned with their career goals by pursuing an internship (e.g., volunteering at a doctor's office) or research participation. Enrolled students can apply to volunteer at Tanner Health System through a partnership with the [UWG Center for Student Involvement](#).

### **2. Rationale & Market Analysis**

The biomedical sector offers growing and high-demand career prospects within the U.S. economy. The [U.S. Bureau of Labor](#) projects that biomedical-related jobs, including epidemiologists, biological technicians, forensic science technicians, and biochemists, will grow 9-31% over the next decade ([top 25 fastest-growing STEM jobs in the United States](#)). Our program allows students to deepen their biomedical knowledge before attending professional schools or entering the workforce. Graduates of this concentration can apply to professional schools (medical, dental, veterinary, pharmacy, physical therapy, physician assistant, etc.) or pursue jobs in the private sector at laboratories and pharmaceutical companies. The affordable tuition for this 30-hr M.S. program (\$7,230) gives UWG a competitive advantage in recruitment compared to [Georgia State University](#) (\$12,736, M.S. biology in medical sciences, 32 credits) and [University of Georgia](#) (\$18,870, online M.S. comparative biomedical sciences, 30 credits), the other M.S. biomedical programs targeted at preprofessional students within USG. Currently, we offer all the courses in the concentration, so no new resources are needed for this pathway. For reference, examples of M.S. biomedical programs include [University of New Orleans](#) (M.S. biology with biomedical focus, 30 hours), [University of North Florida](#) (M.S. biology with

biomedical concentration, 36 hours), [University of South Alabama](#) (M.S. biomedical sciences, 30 hours), [Troy University](#) (M.S. biomedical sciences, 30 hours), [Auburn University](#) (M.S. biomedical sciences, 30 hrs), [Mercer University](#) (M.S. biomedical sciences, 75 hours), [Morehouse Medical University](#) (M.S. medical sciences, 56 hours), and [Agnes Scott College](#) (M.S. medical sciences, 54 credit hours).

### 3. Learning Outcomes

1. Summarize core biological and biomedical sciences principles from biochemistry, genetics, microbiology, physiology, molecular biology, and neuroscience.
2. Communicate effectively about biology to general and scientific audiences.

### 4. Admission Requirements

- Official transcripts from all schools attended
  - Minimum undergraduate cumulative post-secondary grade point average of 2.8 on a 4.0 scale. Exceptions will be reviewed on a case-by-case basis.
  - Students entering this program are expected to have an undergraduate degree in biology or a closely related field. Students without a degree in biology or students lacking certain background courses in biology and related sciences may be expected to complete undergraduate courses to compensate for deficiencies.
- 2 letters of recommendation
- Current resume
- Personal statement up to one page, including these components:
  - Relevant biographical sketch, interests, and goals in relation to the program.
  - Mention your intention to pursue the non-thesis M.S. in biology - biomedical sciences concentration.
- International Applicants: must submit TOEFL or IELTS scores. For those whose first language is English, the requirement can be waived based on completion of a degree taught in the English language from an English-based educational system (USA, Canada, UK, Australia, etc.).

### 5. Concentration Requirements

Complete 30 credits total in courses with a C or higher. A combination of 5000-level and 6000-level courses may be used to complete graduate degree requirements, but at least 15 hours of the degree program should be at the 6000-level. Up to three elective courses may be in a minor field with permission of the advisory committee. The biomedical sciences concentration includes taking 4 designated courses (minimum 12 credits) in two core areas. The comprehensive examination will be administered by the advisory committee before the end of the last semester of the degree program.

### **General Required Courses (3 credits)**

BIOL 6984 Graduate Biology Seminar (1 credit hour per course—2 credit hours required)  
BIOL 6995 Comprehensive Exam (1 cr)

### **Biomedical Sciences Concentration Courses (minimum 12 credits across 4 courses): Take 2 courses (minimum 6 credits) in each of the core areas listed below.**

#### Core Area 1: Physiology & Biochemistry

BIOL 5520 Developmental Biology and Embryology (4 cr)  
BIOL 5539 Comparative Physiology (3 cr)  
BIOL 5731 Introduction to Toxicology (3 cr)  
BIOL 5732 Biology of Aging (3 cr)  
BIOL 5733 Animal Nutrition (3 cr)  
BIOL 5735 Parasitology (4 cr)  
BIOL 6503 Biological Perspectives: Biochemistry (3 cr)  
BIOL 6513 Human Physiology (4 cr)  
BIOL 6526 Vertebrate Histology (4 cr)  
BIOL 6750 Clinical Neuroscience (3 cr)  
BIOL 5985 Special Topics in Biology (1-4 cr)\*  
BIOL 6981 Graduate Independent Study (1-4 cr)\*  
BIOL 6982 Directed Readings (1-4 cr)\*  
BIOL 6985 Graduate Special Topics in Biology (1-4 cr)\*

#### Core Area 2: Genetics & Microbiology

BIOL 5315 Bacterial Genetics (4 cr)  
BIOL 5325 Advanced Medical Microbiology (3 cr)  
BIOL 5631 Genetics and Medical Genetics (4 cr)  
BIOL 5666 Evolutionary Genomics (3 cr)  
BIOL 5727 Essentials of Immunology (4 cr)  
BIOL 5728 Bacterial Pathogenesis (4 cr)  
BIOL 5729 Medical Virology (4 cr)  
BIOL 5730 Emerging Pathogens (4 cr)  
BIOL 6325 Prokaryotic Biology (3 cr)  
BIOL 5985 Special Topics in Biology (1-4 cr)\*  
BIOL 6981 Graduate Independent Study (1-4 cr)\*  
BIOL 6982 Directed Readings (1-4 cr)\*  
BIOL 6985 Graduate Special Topics in Biology (1-4 cr)\*

\*Subject to approval by the graduate program coordinator.

### **Electives (15 credits)**

Graduate courses in Biology

Up to four credit hours may come from BIOL 6986 Graduate Biological Internship.

Up to 3 courses can be from other minor fields with approval from the graduate program coordinator.

6. Two-year Rotation Schedule of Courses 2024–2026 (no new courses needed)

Biomedical Concentration Courses	Year 1 (2024–25)			Year 2 (2025–26)		
	Fall	Spring	Summer	Fall	Spring	Summer
<b>Core Area 1</b>						
BIOL 5520 Develop. Biology						
BIOL 5539 Comp. Physiology					X	
BIOL 5731 Intro. Toxicology						
BIOL 5732 Biology of Aging			X			X
BIOL 5733 Animal Nutrition		X				
BIOL 5735 Parasitology						
BIOL 6503 Biochemistry	X	X	X	X	X	X
BIOL 6513 Human Physiology	X	X	X	X	X	X
BIOL 6526 Histology		X			X	
BIOL 6750 Neuroscience	X			X		
<b>Core Area 2</b>						
BIOL 5315 Bacterial Genetics		X				
BIOL 5325 Adv. Med. Micro.			X			X
BIOL 5631 Genetics						
BIOL 5666 Genomics						
BIOL 5727 Ess. Immunology				X		
BIOL 5728 Bact. Pathogenesis					X	
BIOL 5729 Medical Virology	X					
BIOL 5730 Emerging Pathogens			X			X
BIOL 6325 Prokaryotic Biology						

7. Program Maps (1 & 2 year plans)

<b>Program Map</b> <b>M.S. Biology: Biomedical Sciences Concentration</b> <b>Non-Thesis Track: Fall start, 1-year plan</b>			
YEAR 1			
Fall		Spring	
Course	Credits	Course	Credits
Core Area 1 Course	3	Core Area 2 Course	4
5000/6000 Elective	4	5000/6000 Elective	4
5000/6000 Elective	3	5000/6000 Elective	3
BIOL 6984 Graduate Biology Seminar	1	BIOL 6984 Graduate Biology Seminar	1
<b>SEMESTER TOTAL</b>	<b>11</b>	<b>SEMESTER TOTAL</b>	<b>12</b>
<b>Milestones</b>		<b>Milestones</b>	
<ul style="list-style-type: none"> <li>Select advisory committee</li> <li>Maintain a minimum GPA of 3.0</li> </ul>		<ul style="list-style-type: none"> <li>Maintain a minimum GPA of 3.0</li> <li>Apply for summer graduation</li> </ul>	
Summer			
Course	Credits		
Core Area 1 Course	3		
Core Area 2 Course	4		
BIOL 6995 Comprehensive Exam	1		
<b>SEMESTER TOTAL</b>	<b>7</b>		
<b>Milestones</b>			
<ul style="list-style-type: none"> <li>Maintain a minimum GPA of 3.0</li> <li>Successfully complete comprehensive exam</li> </ul>			



**Program Map**  
**M.S. Biology: Biomedical Sciences Concentration**  
**Non-Thesis Track: Fall start, 2-year plan**

YEAR 1			
Fall 1		Spring 1	
Course	Credits	Course	Credits
Core Area 1 Course	3	Core Area 2 Course	4
5000/6000 Elective	4	5000/6000 Elective	3
BIOL 6984 Graduate Biology Seminar	1	BIOL 6984 Graduate Biology Seminar	1
SEMESTER TOTAL	8	SEMESTER TOTAL	8
Milestones		Milestones	
<ul style="list-style-type: none"> <li>• Select advisory committee</li> <li>• Maintain a minimum GPA of 3.0</li> </ul>		<ul style="list-style-type: none"> <li>• Maintain a minimum GPA of 3.0</li> </ul>	
YEAR 2			
Fall 2		Spring 2	
Course	Credits	Course	Credits
Core Area 2 Course	3	Core Area 1 Course	3
5000/6000 Elective	4	5000/6000 Elective	3
		BIOL 6995 Comprehensive Exam	1
SEMESTER TOTAL	7	SEMESTER TOTAL	7
Milestones		Milestones	
<ul style="list-style-type: none"> <li>• Apply for spring graduation</li> <li>• Maintain a minimum GPA of 3.0</li> </ul>		<ul style="list-style-type: none"> <li>• Successfully complete comprehensive exam</li> <li>• Maintain a minimum GPA of 3.0</li> </ul>	

# Master of Music with Concentrations in Music Education and Music Performance and Dual Concentration Track, M.M.

## 2024-2025 Graduate Revise Program Request

### Introduction

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](mailto:curriculog@westga.edu).

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

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

If other, please identify.

Desired Effective Semester\*

Desired Effective Year\*

### 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](mailto:curriculog@westga.edu).

School/ Department \*

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

Is this a College of Education Program? \*  Yes  No

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

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

### Program Information

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

Type of Program \*  Program  Shared Core

**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 ID - DO NOT EDIT\*** 4063

**Program Code - DO NOT EDIT**

**Program Type\***

Master's

**Degree Type\***

Master of Music

**Program Description\*** The Master of Music program offers advanced training in music for those who seek teaching positions in higher education and wish to pursue doctoral study. The program of study includes advanced studies in music history, theory, and research as general music competencies, concentration-related coursework, and electives that support the graduate music concentration(s). Georgia educators who currently hold a valid level four (4) Standard Professional, Performance-Based Professional, Advanced Professional, Lead Professional, Life or Induction teaching certificate in Music Education will qualify for an in-field upgrade to a level 5 certificate upon successful completion of the Master of Music program. The Music Education concentration is intended for individuals who hold music teaching certification and wish further professional development in the field. This concentration is delivered 100% online. The Master of Music in Performance is intended for individuals who seek advanced training in music performance and/or wish to pursue doctoral study and seek teaching positions in higher education. It is delivered mostly on the Carrollton campus, with the Master of Music Core 100% online. Students may pursue a 47-hour dual concentration track combining two concentrations.

**Status\***  Active-Visible  Inactive-Hidden

**Program Location\***

Carrollton

Online

## Curriculum Information

## Program Requirements

For concentrations in Music Education or Music Performance, take Advanced Studies in General Music courses and then concentration-specific courses. For the Dual Concentration (DC) Track, follow the 47- hour DC Track curriculum.

## Advanced Studies in General Music Competencies: 9 hours

**MUSC 6083 Research Methods and Materials**  
**MUSC 6210 Music History and Literature**  
**MUSC 6220 Music Theory**

## Music Education Concentration Coursework: 18 hours

## Music Education Required Courses: 12 hours

**EDRS 6301 Introduction to Research in the Human Sciences**  
**MUSC 6110 History and Philosophy of Music Education**  
**MUSC 6120 Factors of Musical Learning**  
**MUSC 6184 Seminar in Music Education**

## Music Education Supporting Electives: 6 hours

Description: Electives in supportive graduate music courses and/or approved graduate courses in the College of Education. Options include:

- MUSC 6086 and up to 9 credit hours in MUSC 6999;
- Repetition of MUSC 6184 and/or MUSC 6210 if a different topic than previous offerings;
- CEPD 6101, 8102; ECED 7265, 7266, 7267, 7268, 7273; ECSE 7500, 7560, 7566; EDLE 6316; MEDT 6401, 7461; SEED 7252; SPED 6715, 7722.
- Other electives are subject to the approval of the head of graduate studies in music.

## **Music Performance Concentration Coursework: 21 hours**

### **Music Performance Required Applied Courses: 12 hours**

Take 9 hours in your principal applied area (MUSC 6600x) and MUSC 6800: Graduate Recital

**MUSC 6800 Graduate Recital**

### **Music Performance Required Ensemble Courses: 2 hours**

Take two 1-credit ensembles.

**MUSC 5700 Wind Ensemble**

**MUSC 5710 Symphony Band**

**MUSC 5720 Marching Band**

**MUSC 5740 Chamber Winds**

**MUSC 5750 Concert Choir**

**MUSC 5760 Chamber Singers**

**MUSC 5770 Opera Workshop**

**MUSC 5800G Small Ens:Woodwind Ensemble**

**MUSC 5800L Small Ensemble: Tuba/Euphonium Ensemble**

**MUSC 5800M Small Ensemble:Brass Ensemble**

**MUSC 5800N Small Ens:Percussion Ensemble**

**MUSC 5800O Small Ensemble:Jazz Combo**

**MUSC 5800P Small Ensemble: Basketball Band**

**MUSC 5800Q Small Ensemble**

### **Music Performance Supporting Electives: 7 hours**

Electives include studies in music history/literature, music theory, analysis, composition, music technology, music education, performance, pedagogy, and thesis (up to nine credit hours may be taken in MUSC 6999 Thesis in Music). These include all MUSC 6xxx offerings not taken elsewhere in the degree program and MUSC 5xxx offerings, if the cross-leveled course is not on the student's UWG undergraduate transcript. Electives subject to the approval of the head of graduate studies in music.

## **Dual Concentration (DC) Track – Music Education, Music Performance: 47 hours**

## **Advanced Studies in General Music Competencies: 9 Hours**

**MUSC 6083 Research Methods and Materials**  
**MUSC 6210 Music History and Literature**  
**MUSC 6220 Music Theory**

## **DC Track Music Education Concentration Coursework: 18 hours**

### **DC Track Music Education Required Courses: 12 hours**

**MUSC 6110 History and Philosophy of Music Education**  
**MUSC 6120 Factors of Musical Learning**  
**MUSC 6184 Seminar in Music Education**  
**EDRS 6301 Introduction to Research in the Human Sciences**

### **DC Track Music Education Supporting Electives: 6 hours**

Education/pedagogy graduate courses either with a MUSC prefix or prefix from another program or college, as approved by advisor, and not taken elsewhere in a student's degree plan (or for which the course may be repeated with a different topic). Half of these supporting electives should be in graduate-student only courses.

### **DC Track Music Performance Concentration Coursework: 20 hours**

### **DC Track Music Performance Required Applied Courses: 12 hours**

Take 9 hours in your principal applied area (MUSC 6600x) and MUSC 6800: Graduate Recital

## **MUSC 6800 Graduate Recital**

### **DC Track Music Performance Required Ensemble Courses: 2 hours**

Take two 1-credit ensembles

**MUSC 5700 Wind Ensemble**  
**MUSC 5710 Symphony Band**  
**MUSC 5720 Marching Band**  
**MUSC 5740 Chamber Winds**  
**MUSC 5750 Concert Choir**  
**MUSC 5760 Chamber Singers**  
**MUSC 5770 Opera Workshop**  
**MUSC 5800G Small Ens:Woodwind Ensemble**  
**MUSC 5800L Small Ensemble: Tuba/Euphonium Ensemble**  
**MUSC 5800M Small Ensemble:Brass Ensemble**  
**MUSC 5800N Small Ens:Percussion Ensemble**  
**MUSC 5800O Small Ensemble:Jazz Combo**  
**MUSC 5800P Small Ensemble: Basketball Band**  
**MUSC 5800Q Small Ensemble**

### **DC Track Music Performance Supporting Electives: 6 hours**

Graduate courses with MUSC prefix not taken elsewhere in the student's degree plan (or for which the course may be repeated with a different topic). For example, studies in music history/literature, music theory, analysis, composition, music technology, music education, performance, pedagogy, and thesis (up to nine credit hours may be taken in MUSC 6999 Thesis in Music). These include all MUSC 6xxx offerings not taken elsewhere in the degree program and MUSC 5xxx offerings, if the cross-leveled course is not on the student's UWG undergraduate transcript. Half of all supporting electives should be in graduate-student only courses. Electives subject to the approval of the head of graduate studies in music.

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact [curriculog@westga.edu](mailto:curriculog@westga.edu) for further instruction.**

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

Follow these steps to propose courses to the program curriculum.

### Step 1 - Deleting Courses

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

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

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

### Step 2 - Adding New Courses

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

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

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

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

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

### Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

## Justification and Assessment

**Rationale\*** Proposal to Add track to the MM in Music degree so that students may earn two MM of Music degree concentrations. Prospective students have expressed interest in earning multiple concentrations at UWG. UWG currently has a MM in Music, Music Education concentration track and a MM in Music, Music Performance concentration track. This proposal establishes a MM in Music, Dual Concentration Track.

**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](mailto:kgwaltney@westga.edu)

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

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

### **SACSCOC Comments**

## REQUIRED ATTACHMENTS

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

### **1.) Program Map and/or Program Sheet**

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

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

### **3.) Academic Assessment Plan/Reporting**

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

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

### **4.) Curriculum Map Assessment**

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

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

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

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

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

**UNIVERSITY OF WEST GEORGIA • DEPARTMENT OF MUSIC**  
**Master of Music**  
**Dual Concentration: Music Ed & Music Perf (47 hours)<sup>1</sup>**

Student name, ID number: \_\_\_\_\_

Date: \_\_\_\_\_

1. Per NASM, at least half of credit hours should come from “graduate-student only” courses

**ADVANCED STUDIES IN GENERAL MUSIC COMPETENCIES: 9 HOURS**

CREDITS	COURSE TITLE	TERM	GRADE
3	MUSC 6083 Research Methods & Materials		
3	MUSC 6210 Music History & Literature		
3	MUSC 6220 Music Theory		

**DC TRACK MUSIC EDUCATION CONCENTRATION COURSEWORK: 18 HOURS**

DC Track Music Education Required Courses: 12 hours

CREDITS	COURSE TITLE(S)	TERM	GRADE
3	MUSC 6110 History & Philosophy of Music Education		
3	MUSC 6120 Factors of Musical Learning		
3	MUSC 6184 Seminar in Music Education		
3	EDRS 6301 Research in Education and the Human Sciences		

DC Track Music Education Supporting Electives: 6 hours<sup>2</sup>

CREDITS	COURSE TITLE(S)	TERM	GRADE(S)

2. Education/pedagogy graduate courses either with a MUSC prefix or prefix from another program or college, as approved by advisor, and not taken elsewhere in a student's degree plan (or for which the course may be repeated with a different topic). These may include MUSC 6xxx offerings not taken elsewhere in the degree program (or for which repetition is permissible) and MUSC 5xxx offerings, if the cross-leveled course is not on the student's UWG undergraduate transcript.

**DC TRACK MUSIC PERFORMANCE CONCENTRATION COURSEWORK: 20 HOURS**

DC Track Music Performance Required Applied Courses: 12 hours

CREDITS	COURSE TITLE(S)	TERM(S)	GRADE
9	MUSC 6600x Principal Applied: _____		
3	MUSC 6800: Graduate Recital: _____		

DC Track Music Performance Required Ensemble Courses: 2 hours<sup>3</sup>

CREDITS	COURSE TITLE	TERM	GRADE
1			
1			

3. MUSC 5700 Wind Ensemble, MUSC 5710 Symphony Band, MUSC 5720 Marching Band, MUSC 5740 Chamber Winds, MUSC 5750 Concert Choir, MUSC 5760 Chamber Singers, MUSC 5770 Opera Workshop, or 58xx Small Ensembles

DC Track Music Performance Supporting Electives: 6 hours<sup>4</sup>

CREDITS	COURSE TITLE(S)	TERM(S)	GRADE(S)

4. Graduate courses with MUSC prefix not taken elsewhere in the student's degree plan (or for which the course may be repeated with a different topic). For example, studies in music history/literature, music theory, analysis, composition, music technology, music education, performance, pedagogy, and thesis (up to nine credit hours may be taken in MUSC 6999 Thesis in Music). These include all MUSC 6xxx offerings not taken elsewhere in the degree program and MUSC 5xxx offerings, if the cross-leveled course is not on the student's UWG undergraduate transcript. Electives subject to the approval of the head of graduate studies in music.

# Combined Master of Professional Accounting, MPAcc and Master of Business Administration, M.B.A.

## 2024-2025 Graduate Revise Program Request

### Introduction

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

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

If other, please identify.

Desired Effective Semester\*

Desired Effective Year\*

### Routing Information

## Routes cannot be changed after a proposal is launched.

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School/ Department \*

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

Is this a College of Education Program? \*  Yes  No

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

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

### Program Information

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

Type of Program \*  Program  Shared Core

**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

M.B.A.

**Program ID - DO NOT EDIT\*** 4119

**Program Code - DO NOT EDIT**

**Program Type\***

Master's

**Degree Type\***

Master of Business Administration

Master of Professional Accounting

**Program Description\*** The University of West Georgia now offers a path for students to earn their MPAcc and MBA degrees concurrently. This option develops the proficiencies students need to succeed in today's competitive job market. Graduates qualify to take the Certified Public Accountant (CPA) examination. The Richards College of Business at the University of West Georgia is accredited by the Association to Advance Collegiate Schools of Business International (AACSB). The undergraduate accounting and MPAcc programs also carry the distinction of AACSB supplemental accounting accreditation. The Combined MPAcc/MBA is a method by which a student can earn separate degrees in both the MPAcc and MBA programs.

#### Learning Outcomes

##### MPAcc Learning Outcomes

Communicate at a professional level in oral presentations and in writing.  
Identify how globalization affects organizations and their environment.  
Recognize the importance of ethical decision-making.  
Understand the various forms of accounting and be able to apply these principles and practices in a professionally responsible manner to accounting and business processes and systems.

##### MBA Learning Outcomes

Communicate at a professional level in oral presentations and in writing.  
Work effectively with others and lead in organizational situations.  
Identify how globalization affects organizations and their environment.  
Recognize the importance of ethical decision-making.  
Integrate analytical and problem-solving skills with concepts and theories from all functional areas of business.

##### Admission Requirements

Applicants to the combined MPAcc-MBA must be admitted into both the MPAcc and MBA programs. Applicants should review the "Admissions" tab on the following web pages for specific requirements and tasks that must be completed prior to admission:

MPAcc program [https://www.westga.edu/academics/business/program\\_page.php?program\\_id=77](https://www.westga.edu/academics/business/program_page.php?program_id=77)

MBA program [https://www.westga.edu/academics/business/program\\_page.php?program\\_id=59](https://www.westga.edu/academics/business/program_page.php?program_id=59)

##### Course Requirements

The combined MPAcc/MBA requires the successful completion of 45 graduate course hours.

**Status\***  Active-Visible  Inactive-Hidden

**Program Location\***

Carrollton

## Curriculum Information

## **Foundation Courses (Common body of knowledge)**

**ACCT 2101 Principles of Accounting I**

**ACCT 2102 Principles of Accounting II**

All incoming students - with or without an undergraduate accounting degree - will receive access to MBA Math to build or refresh their foundational knowledge in business disciplines outside of accounting. In addition, all students are required to complete the Basic Accounting Courses. A student admitted to the MPAcc program may take any required or selective ACCT-designated graduate course so long as the applicable course prerequisites have been satisfied prior to taking it.

## **Basic Accounting Courses**

**ACCT 3212 Financial Reporting I**

**ACCT 3213 Financial Reporting II**

**ACCT 3232 Managerial Accounting**

**ACCT 3251 Income Tax Accounting for Individuals**

**ACCT 4241 Accounting Information Systems**

**ACCT 4261 Auditing**

## **Required MPAcc Courses**

**ACCT 6200 Accounting Innovation through  
Data Analytics**

**ACCT 6233 Seminar in Cost Accounting**

**ACCT 6242 Strategic Information Systems**

**ACCT 6253 Seminar in Tax Accounting**

**ACCT 6263 Seminar in Auditing**

**ECON 5208 Business Analytics Programming**

**ECON 6430 Business Forecasting**

**FINC 6532 Finance**

## Required MBA Courses

**ECON 6450 Managerial Economics**

**MGNT 6670 Organizational Theory and Behavior**

**MGNT 6681 Strategic, Ethical, and Global Management**

**MKTG 6815 Marketing Strategy**

## MPAcc/MBA Electives

(Select three)

Students must take 3 separate 3-hour courses.

**ABED 6100 Strategic Business Communication**

**ACCT 6216 Seminar in Financial Reporting**

**ACCT 6264 Nonprofit Accounting and Auditing**

**ACCT 6265 Accounting for Sustainability**

**ACCT 6285 Special Problems in Accounting**

**ACCT 6286 Internship**

**CISM 6331 Strategic Management of Information Technology**

**ECON 6461 International Finance**

**ECON 6485 Special Topics in Economics**

**FINC 6542 Investment Analysis and Portfolio Management**

**MKTG 5805 Sales Management**

**MKTG 6820 International Business Strategy**

**MKTG 6881 Independent Study in Marketing**

**MGNT 6675 Work Practicum**

[Right] \*

**MGNT 6685 Special Problems in Business**

[Right] \*

[After] \*Only one of these can be used as an elective.

## Additional Requirements

A minimum cumulative GPA of a 3.0 is required for all combined MPAcc-MBA students. Only courses in which a student previously earned a grade lower than a "B" may be repeated. Students may repeat no more than two graduate courses.

Only one repeat per course is allowed. The new grade will not replace the previously earned grade; instead, the grade received in the second attempt will be averaged into the student's overall GPA calculation. If a student's cumulative GPA drops below a 3.0, the University's policies on academic probation, suspension, and dismissal apply (see Academic Standards in the General Academic Policies section of the catalog).

All requirements must be completed within six (6) years from the date of matriculation as a graduate student.

Any combined MPAcc-MBA student earning two or more grades "F" or "WF" --in any combination--during the course of his or her program of study will be subject to dismissal from the program.

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact [curriculog@westga.edu](mailto:curriculog@westga.edu) for further instruction.**

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

Follow these steps to propose courses to the program curriculum.

### Step 1 - Deleting Courses

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

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

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

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

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

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

### Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

**Rationale\*** As Universities hear from the accounting profession about the need for tech savvy accountants, accounting programs are moving to integrate more technology and data analysis skills into the curriculum, and possibly reclassify their accounting programs as STEM fields.

**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](mailto:kgwaltney@westga.edu)

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

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

### **SACSCOC Comments**

## REQUIRED ATTACHMENTS

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

### **1.) Program Map and/or Program Sheet**

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

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as 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.

**Combined MPAcc/MBA  
University of West Georgia**

**Student Information**

<b>Name:</b>	
<b>Student ID:</b>	

**COURSE INFORMATION**

<b>Foundation Courses*</b>	<i>Term</i>	<i>Grade</i>	<b>MPAcc Courses (Required)</b>	<i>Term</i>	<i>Grade</i>
ACCT 2101 Principles of Accounting I			ACCT 6200 Accounting Innovation		
ACCT 2102 Principles of Accounting II			ACCT 6233 Cost Accounting		
			ACCT 6242 Strategic Information Systems		
			ACCT 6253 Tax Accounting		
			ACCT 6263 Auditing		
<b>Basic Accounting Courses</b>	<i>Term</i>	<i>Grade</i>	<b>ECON 5208 Business Analytics Programming</b>		
ACCT 3212 Intermediate Accounting I			ECON 6430 Business Forecasting		
ACCT 3213 Intermediate Accounting II			FINC 6532 Finance		
ACCT 3232 Managerial Accounting					
ACCT 3251 Individual Income Tax			<b>SELECT THREE OF THE FOLLOWING**:</b>	<i>Term</i>	<i>Grade</i>
ACCT 4241 AIS			ABED 6100 Strategic Business Communication		
ACCT 4261 Auditing			ACCT 6216 Financial Reporting		
			ACCT 6264 Non-profit Accounting		
			ACCT 6265 Accounting for Sustainability		
<b>MBA Courses (Required)</b>	<i>Term</i>	<i>Grade</i>	<b>ACCT 6285 Special Problems in Accounting</b>		
ECON 6450 Managerial Economics			ACCT 6286 Internship		
MGNT 6670 Organizational Theory and Behavior			CISM 6331 Strategic Management of IT		
MGNT 6681 Global, Ethical, and Strategic MGNT			ECON 6461 International Finance		
MKTG 6815 Marketing Strategy			ECON 6485 Special Topics in Economics		
			FINC 6542 Investment Analysis and Portfolio Management		
			MKTG 5805 Sales Management		
<b>Note:</b> *All incoming students will receive access to MBA Math to build or refresh their foundational business knowledge prior to beginning the MPAcc program. **Students must take 2 separate 3-hour courses as electives. ***Only one of these can be used as an elective.			MKTG 6820 International Business Strategy		
			MKTG 6881 Independent Study		
			MGNT 6675 Work Practicum***		
			MGNT 6685 Special Problems in Management***		

MPAcc Director:

Date:

**Effective Fall 2024**  
(last revised 01/03/2024)



**Masters (MPAcc)**

**Masters of Professional Accounting (MPAcc)**

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY2 5	AY2 6	AY2 7	Interpretation & Use of Results	Improvement Plan
SLO1: Students will be able to conduct research relevant to accounting issues and problems.	Relevance	written assignment	65% correct to meet expectations/85% correct to exceed expectations					
SLO2: Students will be able to create effective written documents.	Competitiveness	written assignment	65% correct to meet expectations/85% correct to exceed expectations					
SLO3: Students will be able to prepare and deliver effective oral accounting presentations.	Placemaking	oral presentation	80-90% correct needed to meet expectations/91-100% to exceed expectations					
SLO4: Students will be able to identify the impact of international accounting standards on the accounting profession.	Competitiveness	embedded exam questions	60% correct needed to meet expectations/80% to exceed expectations					
SLO5: Students will be able to identify ethical theories and concepts and their importance.	Relevance	written assignment	3.00-3.57 (4 point scale) correct needed to meet expectations/3.58-4 to exceed expectations					
SLO6: Students will be able to evaluate situations from various ethical frameworks.	Relevance	case analysis	85-89% correct needed to meet expectations; 90-100% to exceed expectations					
SLO7: Students will be able to identify tax planning issues involving like-kind exchanges.	Competitiveness	embedded quiz questions	65% correct to meet expectations/85% correct to exceed expectations					
SLO8: Students will have an understanding of strategic management accounting tools.	Competitiveness	written assignment	80-90% correct needed to meet expectations/91-100% to exceed expectations					
SLO9: Students will be able to recognize fraudulent financial reporting.	Competitiveness	written assignment	3.00-3.57 (4 point scale) correct needed to meet expectations/3.58-4 to exceed expectations					
SLO10: Students will be able to develop entity relationship diagrams and understand modeling of business processes.	Competitiveness	embedded test questions	70% correct to meet expectations/90% correct to exceed expectations					
SLO11: Students will be able to demonstrate knowledge of data analytics through analysis of a data set.	Competitiveness	quantitative analysis	60% correct to meet expectations/80% correct to exceed expectations					

# Combined Master of Science in Biology, M.S. (Non-thesis Track) and Master of Business Administration, M.B.A.

## 2024-2025 Graduate Revise Program Request

### Introduction

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](mailto:curriculog@westga.edu).

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

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

**If other, please identify.** Creating a Combined Program with the M.S. in Biology

**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](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department \*

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

Is this a College of Education Program? \*  Yes  No

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

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

### Program Information

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

Type of Program \*  Program  Shared Core

**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 \* Combined Master of Science in Biology, M.S. (Non-thesis Track) and Master of Business

**Program ID - DO NOT EDIT\*** 4097

**Program Code - DO NOT EDIT**

**Program Type\***

**Degree Type\***

**Program Description\*** The University of West Georgia offers a path for students to concurrently earn their MS in Biology (Non-thesis Track) and MBA degrees. This option develops the proficiencies students need to succeed in today's competitive job market. A combined MS in Biology and MBA provides interdisciplinary training for students interested in careers spanning science and business, such as biotechnology, biomedical sciences, and environmental consulting.

The Richards College of Business at the University of West Georgia is accredited by the Association to Advance Collegiate Schools of Business International (AACSB).

**Status\***  Active-Visible  Inactive-Hidden

**Program Location\***

## Curriculum Information

## Degree Requirements

Prior to enrolling in the MBA program, admitted students are expected to have basic business knowledge in the following content areas, finance, accounting, economics, and statistics. All incoming students will receive access to MBA Math to build or refresh their foundational business knowledge prior to beginning the MBA program.

## Graduate Coursework (30 credit hours)

To earn the Master of Business Administration (MBA) degree, a student must successfully complete 30 graduate credit hours outlined below. A student can earn a Master of Business Administration with a Concentration by choosing to complete additional credit hours (please see details below). Students with an undergraduate degree in Accounting must substitute another course for ACCT 6232 with approval from the Office of Graduate Student Services. A student must also demonstrate an understanding of the content covered in the graduate course work by completing a comprehensive exam that is incorporated into the capstone course, MGNT 6681 - Strategic, Ethical, and Global Management.

## Core Courses Required (18 credit hours)

**MKTG 6815 Marketing Strategy**  
**ACCT 6232 Managerial Accounting**  
**ECON 6450 Managerial Economics**  
**FINC 6532 Finance**  
**MGNT 6670 Organizational Theory and Behavior**  
**MGNT 6681 Strategic, Ethical, and Global Management**

## Elective Courses (12 credit hours)

Working with the Office of Graduate Student Services, MBA students develop a four-course area of elective study, including 12 hours of elective courses at or

four-course area of elective study, including 12 hours of elective courses at or above the 5000 level where the following criteria are met.

**A maximum of two 5000-level classes**

**A minimum of two elective courses are taken in the Richards College of Business.**

**Notes:**

**(1) All Richards College of Business 5000 and 6000 courses are eligible electives for the MBA. Students should work with the Office of Graduate Student Services to ensure they have completed any course-specific prerequisites for their electives.**

**(2) A maximum of two electives can be taken from other colleges at UWG. The following courses are approved as electives. Other courses outside of the Richards College must be approved by the MBA Director.**

**HESA 9211 Organizational Theory**

**HESA 9212 Advanced Seminar in Leadership**

**HESA 9218 Higher Education Finance and Advancement**

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

**NURS 6109 Informatics, Technology, and Healthcare Outcomes**

**NURS 6116 Leading Human Resource Systems**

**POLS 5213 Comparative Public Administration and Policy**

**POLS 5215 Management of Nonprofit Organizations**

**POLS 5217 Grant Writing for Nonprofit Organizations**

**POLS 5222 Leadership in the Public and Nonprofit Sectors**

**POLS 5985 Problems in Politics**

**POLS 6211 Disaster Management**

**POLS 5210 Public Management**

**POLS 6200 Public Budgeting and Financial Management**

**POLS 6201 Theory of Public Administration and Ethics**

**POLS 6203 Public Organizational Theory**

**POLS 6206 Public Human Resource Management**

## **Early Executive Track**

The Early Executive Track is designed for young professionals with little to no experience (typically less than 2 years) who want to obtain an MBA and enhance their professionalism and leadership skills and want to gain real world experience. Upon completion of this track, the MBA student will earn an Early Executive Track digital badge.

The goals of this track are the following:

- Provide students the opportunity to develop their professionalism skills
- Further develop students' leadership and communication skills needed to be successful in today's business world
- Provide opportunities to gain real world experience locally or internationally that will strengthen the student's business skills, leadership skills, and will ultimately increase their marketability in today's competitive workforce

## **Degree Requirements**

**MGNT 6675 Work Practicum**

## **International Master of Business Administration Track**

The International Master of Business Administration requires the same 30 credit hours and required courses as the Master of Business Administration degree does. It allows students to pick one of our international partner schools to attend for a semester and in working with the graduate program director create an International Plan of study that fits their needs and desires. Each plan of study requires approval from the graduate program director.

## **Concentration in Business Intelligence (33 credit hours)**

To earn the Master of Business Administration degree with a Concentration in Business Intelligence, a student must successfully complete 33 graduate credit hours.

## **Core Courses Required (18 credit hours)**

**MKTG 6815 Marketing Strategy**  
**ACCT 6232 Managerial Accounting**

**ECON 6450 Managerial Economics**  
**FINC 6532 Finance**  
**MGNT 6670 Organizational Theory and Behavior**  
**MGNT 6681 Strategic, Ethical, and Global Management**

### **Business Intelligence and Cyber Security: (12 credit hours)**

**CISM 5330 Enterprise Architecture**  
**CISM 5355 Cybersecurity Operations**  
**CISM 5390 Business Intelligence and Data Mining**  
**CISM 6331 Strategic Management of Information Technology**

### **One Elective Course (3 credit hours):**

Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be on the 6000 level.

\*If a student has taken CISM 4330, they cannot take CISM 5330.

\*If a student has taken CISM 4390, they cannot take CISM 5390 .

\*If a student has taken CISM 4355, they cannot take CISM 5355.

### **Concentration in Data Analytics (33 credit hours)**

To earn the Master of Business Administration degree with a Concentration in Data Analytics, a student must successfully complete 33 graduate credit hours.

### **Core Courses Required (18 credit hours):**

**MKTG 6815 Marketing Strategy**  
**ACCT 6232 Managerial Accounting**  
**ECON 6450 Managerial Economics**  
**FINC 6532 Finance**

**MGNT 6670 Organizational Theory and Behavior**

**MGNT 6681 Strategic, Ethical, and Global Management**

**Data Analytics (12 credit hours): Select 4 courses from the following:**

**CISM 5390 Business Intelligence and Data Mining**

**ECON 6430 Business Forecasting**

**ECON 5475 Applied Econometrics and Analytics**

**[Right] \***

**ECON 6485 Special Topics in Economics**

**[Right] \*\***

**MKTG 6815 Marketing Strategy**

**[After] \*Students who have completed the undergraduate econometrics course (ECON 4475) are not allowed to take ECON 5475 as part of the Data Analytics Concentration.**

**\*\*At most, two of the courses in the concentration may be the special topics course (ECON 6485)**

**One Elective Course (3 credit hours):**

Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be at the 6000 level.

Any RCOB 6000 or higher elective or other 6000 or higher elective approved by the program director or advisor.

**Concentration in Digital Marketing (33 credit hours)**

To earn the Master of Business Administration degree with a Concentration in Digital Marketing, a student must successfully complete 33 graduate credit hours.

**Core Courses Required (18 credit hours):**

**MKTG 6815 Marketing Strategy**

**ACCT 6232 Managerial Accounting**

**ECON 6450 Managerial Economics**

**FINC 6532 Finance**

**MGNT 6670 Organizational Theory and Behavior**

**MGNT 6681 Strategic, Ethical, and Global Management**

### **Digital Marketing (12 credit hours):**

**MKTG 5810 Social Media and Online Marketing**

**MKTG 5818 Business Web Design**

**MKTG 6850 Analytical Methods in Marketing**

**MKTG 6868 Marketing Models**

### **One Elective Course (3 credit hours):**

Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be on the 6000 level.

\*If a student has taken MKTG 4818, they cannot take MKTG 5818.

\*If a student has taken MKTG 4868, they cannot take MKTG 5868.

\*If a student has taken MKTG 4810, they cannot take MKTG 5810.

### **Concentration Cybersecurity and Networking (33 credit hours)**

To earn the Master of Business Administration degree with a Concentration in Cybersecurity and Networking, a student must successfully complete 33 graduate credit hours. The completion of this concentration provides the student the opportunity to earn 3 Cisco digital badges and 2 Cisco certification vouchers.

### **Core Courses Required (18 credit hours):**

**MKTG 6815 Marketing Strategy**

**ACCT 6232 Managerial Accounting**

**ECON 6450 Managerial Economics**

**FINC 6532 Finance**

**MGNT 6670 Organizational Theory and Behavior**

**MGNT 6681 Strategic, Ethical, and Global Management**

### **Business Intelligence and Cyber Security (12 credit hours):**

**CISM 5355 Cybersecurity Operations**

**CISM 5500 Advanced Networking**

**CISM 5600 Advanced Enterprise Security**

**CISM 6331 Strategic Management of Information Technology**

### **One Elective Course (3 hours):**

Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be on the 6000 level. Any RCOB 6000 or higher elective or other 6000 or higher elective approved by the program director or advisor.

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\*If a student has taken CISM 4390, they cannot take CISM 5330.

\*If a student has taken CISM 4355, they cannot take CISM 5355.

\*Introduction to IoT and Networking - Prereq taken as CISM 3350, bootcamp through UWG, or equivalent coursework

### **Concentration in Sales and Consumer Research (3 credit hours)**

To earn the Master of Business Administration degree with a Concentration in Sales and Consumer Research, a student must successfully complete 33 graduate credit hours.

### **Core Courses Required (18 credit hours):**

**MKTG 6615 Marketing Strategy**  
**ACCT 6232 Managerial Accounting**  
**ECON 6450 Managerial Economics**  
**FINC 6532 Finance**  
**MGNT 6670 Organizational Theory and Behavior**  
**MGNT 6681 Strategic, Ethical, and Global Management**

**Sales and Consumer Research (12 credit hours);**

**One Elective Course (3 credit hours):**

Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be on the 6000 level.

\*If a student has taken MKTG 4805, they cannot take MKTG 5805.

\*If a student has taken MKTG 4864, they cannot take MKTG 5864.

\*If a student has taken MKTG 4868, they cannot take MKTG 5868.

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact [curriculog@westga.edu](mailto:curriculog@westga.edu) for further instruction.**

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### Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

## Justification and Assessment

**Rationale\*** The Richards College of Business and the College of Arts, Culture, and Scientific Inquiry have collaborated to create an opportunity for students to complete both the MS in Biology (non-thesis) and the MBA in 45 hours. No program changes are required aside from establishing electives for the program. (This change has been submitted in an earlier curriculog proposal, so this proposal will not require the vote to add additional electives).

This combined program is making use of elective hours to reduce the total number of hours

required to complete both programs.

**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](mailto:kgwaltney@westga.edu)

- Please select all that apply.\***
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  - 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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Please download the [Academic Assessment Plan/Reporting template](#) and attach to this proposal.

### **4.) Curriculum Map Assessment**

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- 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.

# Combined Master of Science in Biology, M.S. (Non-thesis Track) and Master of Business Administration, M.B.A.

The University of West Georgia offers a path for students to concurrently earn their MS in Biology (Non-thesis Track) and MBA degrees. This option develops the proficiencies students need to succeed in today's competitive job market. A combined MS in Biology and MBA provides interdisciplinary training for students interested in careers spanning science and business, such as biotechnology, biomedical sciences, and environmental consulting.

The Richards College of Business at the University of West Georgia is accredited by the Association to Advance Collegiate Schools of Business International (AACSB).

## Learning Outcomes

### MS in Biology (Non-thesis Track) Learning Outcomes

- To demonstrate a strong and diversified knowledge of modern biology. Students will be assessed on their knowledge in 3 areas: 1. Fundamental biological mechanisms, 2. Interrelatedness of biological subjects, and 3. Application of knowledge outside the field of biology.
- To demonstrate the ability to communicate scientific ideas in written or oral forms. Three criteria will be assessed: 1. Scientific content, 2. Comprehension and development of ideas, and 3. Structure and organization of work.

### MBA Learning Outcomes

- Communicate at a professional level in oral presentations and in writing.
- Work effectively with others and lead in organizational situations.
- Identify how globalization affects organizations and their environment.
- Recognize the importance of ethical decision-making.
- Integrate analytical and problem-solving skills with concepts and theories from all functional areas of business.

### Admission Requirements

Applicants to the combined MS Biology-MBA must be admitted into both the MS and MBA programs. Applicants should review the “Admissions” tab on the following web pages for specific requirements and tasks that must be completed prior to admission:

- MS in Biology program  
<https://www.westga.edu/academics/art-culture-science/natural-sciences/biology/ms-biology-program.php>
- MBA program  
[https://www.westga.edu/academics/business/program\\_page.php?program\\_id=59](https://www.westga.edu/academics/business/program_page.php?program_id=59)

### Course Requirements

The combined MS in Biology (Non-thesis Track)/MBA requires successful completion of 45 graduate course hours. Each degree requires 30 credit hours separately (60 credit hours total). However, students in the combined program can reduce the total number of credit hours for both degrees to 45 (6 semesters, including summer). The MS in Biology (Non-thesis Track) accepts up to 9 credit hours from the MBA toward electives, and the MBA accepts up to 6 credit hours from the MS in Biology toward electives.

## Business Foundation Knowledge

All incoming students will receive access to MBA Math to build or refresh their foundational business knowledge prior to beginning the MBA program.

## Required MS in Biology Courses (Non-thesis Track)

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- [BIOL 6984 Graduate Biology Seminar](#) 1 credit hour per course—2 credit hours required
- [BIOL 6995 Comprehensive Exam](#)—1 credit hour required
- Graduate Courses in Biology—27 hours required
- At least 15 credit hours must be at 6000 level
- Note: The comprehensive examination will be administered by the advisory committee before the end of the last semester of the degree program.

## MS Biology Electives

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- Any 5000/6000 Biology course

## MBA Core Courses Required (18 credit hours)

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- [MKTG 6815 - Marketing Strategy](#) 3 Credit Hours
- [ACCT 6232 - Managerial Accounting](#) 3 Credit Hours

- ECON 6450 - Managerial Economics 3 Credit Hours
- FINC 6532 - Finance 3 Credit Hours
- MGNT 6670 - Organizational Theory and Behavior 3 Credit Hours
- MGNT 6681 - Strategic, Ethical, and Global Management 3 Credit Hours

## MBA Electives

---

*(Select two from the following options. Note that some courses may require prerequisites or be program-specific.)*

- Any 5000/6000 Accounting course
- Any 5000/6000 Economics course
- Any 5000/6000 Finance course
- Any 5000/6000 Management course
- Any 5000/6000 Marketing course

## Additional Requirements

---

**A minimum cumulative GPA of a 3.0 is required for all combined MS Biology-MBA students.** All program-specific policies apply to courses counting toward a program. If a student's cumulative GPA drops below a 3.0, the University's policies on academic probation, suspension, and dismissal apply (see Academic Standards in the General Academic Policies section of the catalog).

All requirements must be completed within six (6) years from the date of matriculation as a graduate student.

Any combined MS in Biology-MBA student earning a grade of “F” or “WF” during the course of his or her program of study will be subject to dismissal from the program.

# Master of Professional Accounting, MPAcc

## 2024-2025 Graduate Revise Program Request

### Introduction

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](mailto:curriculog@westga.edu).

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

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

**If other, please identify.**

**Desired Effective Semester\***

**Desired Effective Year\***

### 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](mailto:curriculog@westga.edu).

School/ Department \*

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

Is this a College of Education Program? \*  Yes  No

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

## List of Faculty Senate Action and Information Items

### Program Information

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

Type of Program \*  Program  Shared Core

**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 \* Master of Professional Accounting, MPAcc

**Program ID - DO NOT EDIT\*** 4100

**Program Code - DO NOT EDIT**

**Program Type\***

Master's

**Degree Type\***

Master of Professional Accounting

**Program Description\*** The MPAcc program provides students with a high quality education which prepares them for careers in corporate accounting, public accounting and for entrance into doctoral programs in business and accounting. MPAcc students not only gain technical accounting proficiency, they also prepare to enter the fast-paced business world. Ethics and technology as well as oral and written skills are incorporated into every aspect of the curriculum.

Completion of the MPAcc program satisfies the requirements needed to take the Certified Public Accountant (CPA) examination in the state of Georgia. Combined with an undergraduate degree, the MPAcc also satisfies the educational requirements of 150 total semester hours and 30 hours of upper-level courses needed to obtain certification. Courses completed during the program give students the confidence and technical knowledge needed to successfully complete the outside work experience requirements.

#### MPAcc Learning Outcomes

Communicate at a professional level in oral presentations and in writing.

Identify how globalization affects organizations and their environments.

Recognize the importance of ethical decision-making.

Understand the various forms of accounting and be able to apply these principles and practices in a professionally responsible manner to accounting and business processes and systems.

#### MPAcc Admission Requirements

Applicants to the MPAcc program must hold a bachelor's degree. Admission requires submission of all undergraduate transcripts. The MPAcc program at the Richards College of Business relies on a competitive admission process. Meeting the requirements does not necessarily guarantee admission into the program. In all cases, final admission decisions are made by the MPAcc Graduate Admissions Committee. Admission requirements may be met under any one of the following three conditions:

1. An undergraduate accounting degree from an AACSB-accredited institution with an overall GPA of 3.1 or higher (on a scale of 4.0); and an accounting GPA of 3.0 or higher (on a scale of 4.0) based on a minimum of 9 hours of upper-division (3000-4000 level) accounting courses; OR
2. An undergraduate degree from an AACSB-accredited institution with an overall GPA of 3.2 or higher (on a scale of 4.0); and an accounting GPA of 3.2 or higher (on a scale of 4.0) based on a minimum of 9 hours of upper-division (3000-4000 level) accounting courses; OR
3. An undergraduate degree from a non-AACSB-accredited institution with an overall GPA of 3.2 or higher (on a scale of 4.0); and an accounting GPA of 3.5 or higher based on a minimum of 9 hours of upper-division (3000-4000 level) accounting courses; evaluated on a case-by-case basis by the MPAcc Graduate Admissions Committee.

Note: International students must submit a minimum of 550 paper-based, 213 computer-based, or 79-80 internet-based TOEFL score.

**Status\***  Active-Visible  Inactive-Hidden

**Program Location\***

Carrollton

## Curriculum Information

## Course Requirements

To obtain a Master of Professional Accounting, a student with a degree in accounting from UWG or an equivalent program must complete ten (10) courses (30 semester hours) beyond the foundation and basic accounting courses.

The program is open to students with undergraduate degrees in accounting as well as students with degrees in fields other than accounting. Foundation and basic accounting courses are required of candidates who have not successfully completed these courses. The Department of Accounting & Finance Graduate Committee will evaluate transcripts of previous academic work to determine the number, if any, of these courses that will be required.

## Foundation Courses

ACCT 2101 - Financial Accounting

ACCT 2102 - Managerial Accounting

All incoming students - with or without an undergraduate accounting degree - will receive access to MBA Math to build or refresh their foundational knowledge in business disciplines outside of accounting. In addition, all students are required to complete the Basic Accounting Courses. A student admitted to the MPAcc program may take any required or selective ACCT-designated graduate course so long as the applicable course prerequisites have been satisfied prior to taking it.

## Basic Accounting Courses

ACCT 3212 - Financial Reporting I

ACCT 3213 - Financial Reporting II

ACCT 3232 - Managerial Accounting

ACCT 3251 - Income Tax Accounting for Individuals

ACCT 4241 - Accounting Information Systems

ACCT 4261 - Auditing

## **MPAcc Courses**

**ACCT 6200 Accounting Innovation through Data Analytics**

**ACCT 6233 Seminar in Cost Accounting**

**ACCT 6242 Strategic Information Systems**

**ACCT 6253 Seminar in Tax Accounting**

**ACCT 6263 Seminar in Auditing**

**ECON 5208 Business Analytics Programming**

**ECON 6430 Business Forecasting**

**FINC 6532 Finance**

## **And two of the following:**

Students must take 2 separate 3-hour courses as electives.

**ABED 6100 Strategic Business Communication**

**ACCT 6216 Seminar in Financial Reporting**

**ACCT 6264 Nonprofit Accounting and Auditing**

**ACCT 6265 Accounting for Sustainability**

**ACCT 6285 Special Problems in Accounting**

**ACCT 6286 Internship**

**CISM 6331 Strategic Management of Information Technology**

**ECON 6461 International Finance**

**ECON 6485 Special Topics in Economics**

**FINC 6542 Investment Analysis and Portfolio Management**

**MKTG 5805 Sales Management**

**MKTG 6820 International Business Strategy**

**MKTG 6881 Independent Study in Marketing**

**MGNT 6675 Work Practicum**

**[Right] \***

**MGNT 6685 Special Problems in Business**

**[Right] \***

**[After] \*Only one of these can be used as an elective.**

## **Additional Requirements**

A minimum cumulative GPA of a 3.0 is required for all MPAcc students. Only courses in which a student previously earned a grade lower than a "B" may be repeated. Students may repeat no more than two graduate courses. Only one repeat per course is allowed. The new grade will not replace the previously earned grade.

per course is allowed. The new grade will not replace the previously earned grade, instead, the grade received in the second attempt will be averaged into the student's overall GPA calculation. If a student's cumulative GPA drops below a 3.0, the University's policies on academic probation, suspension, and dismissal apply (see Academic Standards in the General Academic Policies section of the catalog).

All requirements must be completed within six (6) years from the date of matriculation as a graduate student.

Any MPAcc student earning two or more grades, "F" or "WF" -in any combination- during the course of his or her program of study will be subject to dismissal from the program.

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact [curriculog@westga.edu](mailto:curriculog@westga.edu) for further instruction.**

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

Follow these steps to propose courses to the program curriculum.

### Step 1 - Deleting Courses

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

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

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

### Step 2 - Adding New Courses

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

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

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

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

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

### Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2

## Justification and Assessment

**Rationale\*** As Universities hear from the accounting profession about the need for tech savvy accountants, accounting programs are moving to integrate more technology and data analysis skills into the curriculum, and possibly reclassify their accounting programs as STEM fields.

**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](mailto:kgwaltney@westga.edu)

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

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

### SACSCOC Comments

## REQUIRED ATTACHMENTS

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

### **1.) Program Map and/or Program Sheet**

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

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

### **3.) Academic Assessment Plan/Reporting**

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

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

### **4.) Curriculum Map Assessment**

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

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

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

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

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

**MPAcc Program Sheet**  
**University of West Georgia**  
**Student Information**

<b>Name:</b>	
<b>Student ID:</b>	

**COURSE INFORMATION**

<b>Foundation Courses*</b>	<i>Term</i>	<i>Grade</i>	<b>MPAcc Courses (Required)</b>	<i>Term</i>	<i>Grade</i>
ACCT 2101 Principles of Accounting I			ACCT 6200 Accounting Innovation		
ACCT 2102 Principles of Accounting II			ACCT 6233 Cost Accounting		
			ACCT 6242 Strategic Information Systems		
			ACCT 6253 Tax Accounting		
			ACCT 6263 Auditing		
			ECON 5208 Business Analytics Programming		
			ECON 6430 Business Forecasting		
			FINC 6532 Finance		
<b>Basic Accounting Courses</b>	<i>Term</i>	<i>Grade</i>	<b>SELECT TWO OF THE FOLLOWING**:</b>	<i>Term</i>	<i>Grade</i>
ACCT 3212 Intermediate Accounting I			ABED 6100 Strategic Business Communication		
ACCT 3213 Intermediate Accounting II			ACCT 6216 Financial Reporting		
ACCT 3232 Managerial Accounting			ACCT 6264 Non-profit Accounting		
ACCT 3251 Individual Income Tax			ACCT 6265 Accounting for Sustainability		
ACCT 4241 AIS			ACCT 6285 Special Problems in Accounting		
ACCT 4261 Auditing			ACCT 6286 Internship		
			CISM 6331 Strategic Management of IT		
			ECON 6461 International Finance		
			ECON 6485 Special Topics in Economics		
<b>Note:</b> *All incoming students will receive access to MBA Math to build or refresh their foundational business knowledge prior to beginning the MPAcc program. **Students must take 2 separate 3-hour courses as electives. ***Only one of these can be used as an elective.			FINC 6542 Investment Analysis and Portfolio Management		
			MKTG 5805 Sales Management		
			MKTG 6820 International Business Strategy		
			MKTG 6881 Independent Study		
			MGNT 6675 Work Practicum***		
			MGNT 6685 Special Problems in Management***		
MPAcc Director:			Date:		

**Effective Fall 2024**  
 (last revised 01/03/2024)

INSTRUCTIONS		CURRICULUM MAPPING											
DEPARTMENT	Accounting and Finance		PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5	PL-SLO 6	PL-SLO 7	PL-SLO 8	PL-SLO 9	PL-SLO 10	PL-SLO 11
PROGRAM	Master of Professional Accounting/MBA	COURSES	Students will be able to conduct research relevant to accounting issues and problems.	Students will be able to create effective written documents.	Students will be able to prepare and deliver effective oral accounting presentations.	Students will be able to identify the impact of international accounting standards on the accounting profession.	Students will be able to identify ethical theories and concepts and their importance.	Students will be able to evaluate situations from various ethical frameworks.	Students will be able to identify tax planning issues involving like-kind exchanges.	Students will have an understanding of strategic management accounting tools.	Students will be able to recognize fraudulent financial reporting.	Students will be able to develop entity relationship diagrams and understand modeling of business processes.	Students will be able to demonstrate knowledge of data analytics through analysis of a data set.
			1. Under the "Courses" Column, list out the individual courses for your specific degree program. (i.e. ACCT 1000, ACCT 1001, BUSI 2001, CHEM 1001, etc.)	ACCT 1000 Accounting Introduction Through Data Analysis	B	B		M,A					
2. Under each "PL-SLO" Column, list out your specific program level student learning outcomes. (i.e. Student demonstrates competence in critical thinking.)	ACCT 1000 Accounting Introduction Through Data Analysis	ACCT 1001 Accounting Strategic Information Systems	ACCT 1002 Seminar In Tax Accounting	ACCT 4000 Seminar In Accounting	ECON 2001 Business Economics	ECON 4400 Business Computing FIN 3000 Finance	FIN 3000 Finance	FIN 4000 Finance	FIN 4000 Finance	FIN 4000 Finance	FIN 4000 Finance	FIN 4000 Finance	FIN 4000 Finance
3. To the remainder of the spreadsheet, flag where your student learning outcomes (SLOs) are taught throughout your affiliated courses.	ACCT 1000 Accounting Introduction Through Data Analysis	ACCT 1001 Accounting Strategic Information Systems	ACCT 1002 Seminar In Tax Accounting	ACCT 4000 Seminar In Accounting	ECON 2001 Business Economics	ECON 4400 Business Computing FIN 3000 Finance	FIN 3000 Finance	FIN 4000 Finance	FIN 4000 Finance	FIN 4000 Finance	FIN 4000 Finance	FIN 4000 Finance	FIN 4000 Finance
4. Go through and mark with an "X" which courses you will be collecting Assessment Data on.	ACCT 1000 Accounting Introduction Through Data Analysis	ACCT 1001 Accounting Strategic Information Systems	ACCT 1002 Seminar In Tax Accounting	ACCT 4000 Seminar In Accounting	ECON 2001 Business Economics	ECON 4400 Business Computing FIN 3000 Finance	FIN 3000 Finance	FIN 4000 Finance	FIN 4000 Finance	FIN 4000 Finance	FIN 4000 Finance	FIN 4000 Finance	FIN 4000 Finance

**Masters (MPAcc)**

**Masters of Professional Accounting (MPAcc)**

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY2 5	AY2 6	AY2 7	Interpretation & Use of Results	Improvement Plan
SLO1: Students will be able to conduct research relevant to accounting issues and problems.	Relevance	written assignment	65% correct to meet expectations/85% correct to exceed expectations					
SLO2: Students will be able to create effective written documents.	Competitiveness	written assignment	65% correct to meet expectations/85% correct to exceed expectations					
SLO3: Students will be able to prepare and deliver effective oral accounting presentations.	Placemaking	oral presentation	80-90% correct needed to meet expectations/91-100% to exceed expectations					
SLO4: Students will be able to identify the impact of international accounting standards on the accounting profession.	Competitiveness	embedded exam questions	60% correct needed to meet expectations/80% to exceed expectations					
SLO5: Students will be able to identify ethical theories and concepts and their importance.	Relevance	written assignment	3.00-3.57 (4 point scale) correct needed to meet expectations/3.58-4 to exceed expectations					
SLO6: Students will be able to evaluate situations from various ethical frameworks.	Relevance	case analysis	85-89% correct needed to meet expectations; 90-100% to exceed expectations					
SLO7: Students will be able to identify tax planning issues involving like-kind exchanges.	Competitiveness	embedded quiz questions	65% correct to meet expectations/85% correct to exceed expectations					
SLO8: Students will have an understanding of strategic management accounting tools.	Competitiveness	written assignment	80-90% correct needed to meet expectations/91-100% to exceed expectations					
SLO9: Students will be able to recognize fraudulent financial reporting.	Competitiveness	written assignment	3.00-3.57 (4 point scale) correct needed to meet expectations/3.58-4 to exceed expectations					
SLO10: Students will be able to develop entity relationship diagrams and understand modeling of business processes.	Competitiveness	embedded test questions	70% correct to meet expectations/90% correct to exceed expectations					
SLO11: Students will be able to demonstrate knowledge of data analytics through analysis of a data set.	Competitiveness	quantitative analysis	60% correct to meet expectations/80% correct to exceed expectations					

# Master of Business Administration, M.B.A.

## 2024-2025 Graduate Revise Program Request

### Introduction

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

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

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

**If other, please identify.**

**Desired Effective Semester\***

**Desired Effective Year\***

### 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](mailto:curriculog@westga.edu).

School/ Department \*

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

Is this a College of Education Program? \*  Yes  No

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

## List of Faculty Senate Action and Information Items

### Program Information

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

Type of Program \*  Program  Shared Core

**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 \* Master of Business Administration, M.B.A.

**Program ID - DO NOT EDIT\*** 4097

**Program Code - DO NOT EDIT**

**Program Type\***

**Degree Type\***

**Program Description\*** Through a rigorous and intellectually challenging experience, the Master of Business Administration (MBA) program engages students in the process of solving business problems. The MBA program prepares students to perform effectively in management positions or to pursue further studies. The objectives of the MBA program are to enhance the student's ability to:

Communicate at a professional level in oral presentations and in writing using appropriate technologies.

Work effectively with others and lead in organizational situations.

Identify how globalization affects organizations and their environment.

Recognize the importance of ethical decision making.

Integrate analytical and problem solving skills with concepts and theories from all functional areas of business using appropriate analytical and decision making technologies.

The MBA program is accredited by the Association to Advance Collegiate Schools of Business International (AACSB), the premier accrediting agency for management education.

The MBA serves working professionals through evening courses on the main campus in Carrollton, and our satellite locations in Newnan and Douglasville. Full time MBA students enrolled for the Fall semester on the Carrollton campus can complete the MBA program in one year. The online Georgia WebMBA® program is also available as a separate program (listed below).

**Status\***  Active-Visible  Inactive-Hidden

**Program Location\***

## Curriculum Information

## Degree Requirements

Prior to enrolling in the MBA program, admitted students are expected to have basic business knowledge in the following content areas, finance, accounting, economics, and statistics. All incoming students will receive access to MBA Math to build or refresh their foundational business knowledge prior to beginning the MBA program.

## Graduate Coursework (30 credit hours)

To earn the Master of Business Administration (MBA) degree, a student must successfully complete 30 graduate credit hours outlined below. A student can earn a Master of Business Administration with a Concentration by choosing to complete additional credit hours (please see details below). Students with an undergraduate degree in Accounting must substitute another course for ACCT 6232 with approval from the Office of Graduate Student Services. A student must also demonstrate an understanding of the content covered in the graduate course work by completing a comprehensive exam that is incorporated into the capstone course, MGNT 6681 - Strategic, Ethical, and Global Management.

## Core Courses Required (18 credit hours)

**MKTG 6815 Marketing Strategy**  
**ACCT 6232 Managerial Accounting**  
**ECON 6450 Managerial Economics**  
**FINC 6532 Finance**  
**MGNT 6670 Organizational Theory and Behavior**  
**MGNT 6681 Strategic, Ethical, and Global Management**

## Elective Courses (12 credit hours)

Working with the Office of Graduate Student Services, MBA students develop a four-course area of elective study, including 12 hours of elective courses at or

four-course area of elective study, including 12 hours of elective courses at or above the 5000 level where the following criteria are met.

A maximum of two 5000-level classes

A minimum of two elective courses are taken in the Richards College of Business.

Notes:

(1) All Richards College of Business 5000 and 6000 courses are eligible electives for the MBA. Students should work with the Office of Graduate Student Services to ensure they have completed any course-specific prerequisites for their electives.

(2) A maximum of two electives can be taken from other colleges at UWG. All Biology 5000 and 6000 courses as well as the courses below are approved as electives. Other courses outside of the Richards College must be approved by the MBA Director.

**HESA 9211 Organizational Theory**

**HESA 9212 Advanced Seminar in Leadership**

**HESA 9218 Higher Education Finance and Advancement**

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

**NURS 6109 Informatics, Technology, and Healthcare Outcomes**

**NURS 6116 Leading Human Resource Systems**

**POLS 5213 Comparative Public Administration and Policy**

**POLS 5215 Management of Nonprofit Organizations**

**POLS 5217 Grant Writing for Nonprofit Organizations**

**POLS 5222 Leadership in the Public and Nonprofit Sectors**

**POLS 5985 Problems in Politics**

**POLS 6211 Disaster Management**

**POLS 5210 Public Management**

**POLS 6200 Public Budgeting and Financial Management**

**POLS 6201 Theory of Public Administration and Ethics**

**POLS 6203 Public Organizational Theory**

**POLS 6206 Public Human Resource Management**

The International Master of Business Administration requires the same 30 credit hours and required courses as the Master of Business Administration degree does. It allows students to pick one of our international partner schools to attend for a semester and in working with the graduate program director create an International Plan of study that fits their needs and desires. Each plan of study requires approval from the graduate program director.

### **Concentration in Business Intelligence (33 credit hours)**

To earn the Master of Business Administration degree with a Concentration in Business Intelligence, a student must successfully complete 33 graduate credit hours.

### **Core Courses Required (18 credit hours)**

**MKTG 6815 Marketing Strategy**  
**ACCT 6232 Managerial Accounting**  
**ECON 6450 Managerial Economics**  
**FINC 6532 Finance**  
**MGNT 6670 Organizational Theory and Behavior**  
**MGNT 6681 Strategic, Ethical, and Global Management**

### **Business Intelligence and Cyber Security: (12 credit hours)**

**CISM 5330 Enterprise Architecture**  
**CISM 5355 Cybersecurity Operations**  
**CISM 5390 Business Intelligence and Data Mining**  
**CISM 6331 Strategic Management of Information Technology**

### **One Elective Course (3 credit hours):**

Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be on the 6000 level.

\*If a student has taken CISM 4030, they cannot take CISM 5330.

\*If a student has taken CISM 4390, they cannot take CISM 5390 .

\*If a student has taken CISM 4355, they cannot take CISM 5355.

### **Concentration in Data Analytics (33 credit hours)**

To earn the Master of Business Administration degree with a Concentration in Data Analytics, a student must successfully complete 33 graduate credit hours.

### **Core Courses Required (18 credit hours):**

**MKTG 6815 Marketing Strategy**

**ACCT 6232 Managerial Accounting**

**ECON 6450 Managerial Economics**

**FINC 6532 Finance**

**MGNT 6670 Organizational Theory and Behavior**

**MGNT 6681 Strategic, Ethical, and Global Management**

### **Data Analytics (12 credit hours): Select 4 courses from the following:**

**CISM 5390 Business Intelligence and Data Mining**

**ECON 6430 Business Forecasting**

**ECON 5475 Applied Econometrics and Analytics**

[Right] \*

**ECON 6485 Special Topics in Economics**

[Right] \*\*

**MKTG 6815 Marketing Strategy**

[After] \*Students who have completed the undergraduate econometrics course (ECON 4475) are not allowed to take ECON 5475 as part of the Data Analytics Concentration.

\*\*At most, two of the courses in the concentration may be the special topics course (ECON 6485)

### **One Elective Course (3 credit hours):**

Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be at the 6000 level. Any RCOB 6000 or higher elective or other 6000 or higher elective approved by the program director or advisor.

### **Concentration in Digital Marketing (33 credit hours)**

To earn the Master of Business Administration degree with a Concentration in Digital Marketing, a student must successfully complete 33 graduate credit hours.

### **Core Courses Required (18 credit hours):**

**MKTG 6815 Marketing Strategy**  
**ACCT 6232 Managerial Accounting**  
**ECON 6450 Managerial Economics**  
**FINC 6532 Finance**  
**MGNT 6670 Organizational Theory and Behavior**  
**MGNT 6681 Strategic, Ethical, and Global Management**

### **Digital Marketing (12 credit hours):**

**MKTG 5810 Social Media and Online Marketing**  
**MKTG 5818 Business Web Design**  
**MKTG 6850 Analytical Methods in Marketing**  
**MKTG 6868 Marketing Models**

### **One Elective Course (3 credit hours):**

Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be on the 6000 level.

\*If a student has taken MKTG 4818, they cannot take MKTG 5818.

\*If a student has taken MKTG 4868, they cannot take MKTG 5868.

\*If a student has taken MKTG 4810, they cannot take MKTG 5810.

## **Concentration Cybersecurity and Networking (33 credit hours)**

To earn the Master of Business Administration degree with a Concentration in Cybersecurity and Networking, a student must successfully complete 33 graduate credit hours. The completion of this concentration provides the student the opportunity to earn 3 Cisco digital badges and 2 Cisco certification vouchers.

## **Core Courses Required (18 credit hours):**

**MKTG 6815 Marketing Strategy**  
**ACCT 6232 Managerial Accounting**  
**ECON 6450 Managerial Economics**  
**FINC 6532 Finance**  
**MGNT 6670 Organizational Theory and Behavior**  
**MGNT 6681 Strategic, Ethical, and Global Management**

## **Business Intelligence and Cyber Security (12 credit hours):**

**CISM 5355 Cybersecurity Operations**  
**CISM 5500 Advanced Networking**  
**CISM 5600 Advanced Enterprise Security**  
**CISM 6331 Strategic Management of Information Technology**

## **One Elective Course (3 hours):**

Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be on the 6000 level. Any RCOB 6000 or higher elective or other 6000 or higher elective approved by the program director or advisor.

\*If a student has taken CISM 4330, they cannot take CISM 5330.

**\*If a student has taken CISM 4390, they cannot take CISM 5330.**

**\*If a student has taken CISM 4355, they cannot take CISM 5355.**

**\*Introduction to lot and Networking - Prereq taken as CISM 3350, bootcamp through UWG, or equivalent coursework**

## **Concentration in Sales and Consumer Research (3 credit hours)**

To earn the Master of Business Administration degree with a Concentration in Sales and Consumer Research, a student must successfully complete 33 graduate credit hours.

## **Core Courses Required (18 credit hours):**

**MKTG 6815 Marketing Strategy**

**ACCT 6232 Managerial Accounting**

**ECON 6450 Managerial Economics**

**FINC 6532 Finance**

**MGNT 6670 Organizational Theory and Behavior**

**MGNT 6681 Strategic, Ethical, and Global Management**

## **Sales and Consumer Research (12 credit hours);**

## **One Elective Course (3 credit hours):**

Working with the Office of Graduate Student Services, MBA Concentration students will complete one elective course. This elective course must be on the 6000 level.

**\*If a student has taken MKTG 4805, they cannot take MKTG 5805.**

**\*If a student has taken MKTG 4864, they cannot take MKTG 5864.**

\*If a student has taken MKTG 4868, they cannot take MKTG 5868.

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact [curriculog@westga.edu](mailto:curriculog@westga.edu) for further instruction.**

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

Follow these steps to propose courses to the program curriculum.

### Step 1 - Deleting Courses

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

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

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

### Step 2 - Adding New Courses

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

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

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

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

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

### Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

## Justification and Assessment

**Rationale\*** There are two changes in this proposal.

First, we are removing the Early Executive Track due to lack of engagement with students.

Second, in preparation for a Combined MS in Biology/MBA, we have added all 5000 and 6000 level Biology courses as elective options for the 2 outside electives.

**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](mailto:kgwaltney@westga.edu)

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

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

### **SACSCOC Comments**

## REQUIRED ATTACHMENTS

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

### **1.) Program Map and/or Program Sheet**

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

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

### **3.) Academic Assessment Plan/Reporting**

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

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

### **4.) Curriculum Map Assessment**

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

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

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

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

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

# Criminology, M.A.

## 2024-2025 Graduate 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](mailto:curriculog@westga.edu).

Desired Effective Semester \*

Fall

Desired Effective Year \*

2024

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](mailto:curriculog@westga.edu).

School/ Department \*

Department of Civic Engagement and Public Service

Is this a School of Nursing or School of

- Yes  No

311 Is this a College of Education Program? \*

- Yes  No

## Program Information

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

**DO NOT** edit the imported information below.

**Type of Program\***  Program  
 Shared Core

**Program Name\*** Criminology, M.A.

**Program Type\***

**Degree Type\***

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

**Program Location\***

**Status\***  Active-Visible  Inactive-Hidden

## Program Requirements

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

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

### Core (Required for both tracts) (15 hours)

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

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

### Criminal Justice Administration Track

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

### Electives (18 hours)

Graduate students must complete 18 hours of electives.

### Capstone (3hours)

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

## CRIM 6284 Graduate Capstone

### Crime and Social Justice Track

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

### Electives (15 hours)

Graduate students must complete 15 hours of electives.

### Thesis (6 hours)

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

CRIM 6999 Thesis

## Justification and Assessment

**Rationale\*** The Criminology graduate faculty voted in Fall 2023 to deactivate the Criminology MA program and provide a criminology/criminal justice/public safety emphasis pathways in the Master of Public Administration program. All Criminology graduate courses will remain in the catalog to allow students to continue taking elective courses while enrolled in other graduate programs at UWG. The Master of Public Administration with an emphasis in Criminal Justice requires 21 credit hours (7 courses) of MPA core courses, 12 credit hours (4 courses) courses of CRIM electives, and the Comprehensive Research Project (3 credit hours). The CRIM courses are also available to other UWG graduate students. Two Criminology standalone graduate certificates (Social Movement & Change; Public Policies, Programs, & Evaluation) are currently being approved through Curriculog.

### SACSCOC Substantive Change

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

Send questions to [kgwaltney@westga.edu](mailto:kgwaltney@westga.edu).

## **REQUIRED ATTACHMENTS**

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

### **1.) Teach Out Plan**

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

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

## **Administrative Use Only - DO NOT EDIT**

**Program ID\*** 4092

**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.

## **Teach-Out Plan for the deactivation of the Master of Arts in Criminology**

The Master of Arts in Criminology will be deactivated starting in Fall 2024. Students will no longer be admitted into the program beginning Fall 2024.

Students in the program will be notified of the decision to close the program through advising sessions, email notifications, and a posting on the department website. Current students will have the choice of completing the Master of Arts in Criminology or transition to the Master of Public Administration program with an emphasis on Criminal Justice (forthcoming).

As of Fall 2023 Census Date, there are 29 students in this program. See the table breakdown:

Number of Credit Hours Earned	Number of Students
0-6 hours completed	5
7-12 hours completed	8
13-24 hours completed	3
25+ hours completed	13

In Fall 2023, 11 students were enrolled in 9 or more credit hours per semester; 9 students were enrolled in 6 credit hours per semester; and 6 students were enrolled in 3 credit hours per semester.

The students with 0-6 completed hours will be advised to switch to Master of Public Administration program. A high priority will be placed on enabling the remaining students to complete the degree program during the 3-4 year teach out period. The graduate coordinator will provide each current student with a prescribed plan for course work during this period. Five students graduated in December 2023, and six students are registered to graduate in May 2024.

There are no additional charges/expenses to students to complete this teach out plan. Faculty and staff will not be affected.

Current Required Courses	Substitution Courses
CRIM 6000 Principles in Criminology	CRIM 5200 Punishment and Society
CRIM 6003 Applied Statistics	CRIM 5003 Managing Data
CRIM 6010 Theory on Crime & Justice	POLS 6203 Public Organizational Theory
CRIM 6013 Social Research	POLS 6202 Research Methods for Public Administration
CRIM 6233 Ethics in Criminal Justice	POLS 6201 Theory of Public Administration and Ethics
CRIM 6284 Graduate Capstone	POLS 6287 Comprehensive Research Project

All Criminology graduate courses will remain in the catalog to allow students to continue taking elective courses while enrolled in other graduate programs at UWG. The Master of Public Administration with an emphasis in Criminal Justice requires 21 credit hours (7 courses) of MPA core courses, 12 credit hours (4 courses) courses of CRIM electives, and the Comprehensive Research Project (3 credit hours). The CRIM courses are also available to other UWG graduate students. Criminology graduate courses must also remain for the new graduate certificates that include: Public Policies, Programs, and Evaluation; Social Movement & Change.

# HEDA - 6170 - Student Affairs in Higher Education

## 2024-2025 Graduate New Course 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](mailto:curriculog@westga.edu).

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](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an

Yes  No

Is this a College of Education course?\*  Yes  No

academic department?

\*

Does this course belong solely to the Graduate School?  Yes  No

## Course Information

Course Prefix\*

HEDA

Course Number\* 6170

Course Title\* Student Affairs in Higher Education

Course Type\*

Higher Education and Student Affairs

Catalog Course Description\*

This course offers a holistic exploration of the dynamic field of student affairs, emphasizing its pivotal role within the intricate landscape of American higher education. Through a nuanced examination of philosophical, historical, and theoretical foundations, students will gain profound insights into the multifaceted dimensions of the profession. This course seeks to cultivate a comprehensive understanding that prepares students for meaningful engagement in the field by delving into the cultural and organizational contexts of student affairs work.

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

Is this a variable credit hour course?  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

If yes, indicate maximum number of credit hours counted toward graduation.\* n/a

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

Prerequisites

Concurrent Prerequisites

Corequisites

## Cross-listing

## Restrictions

Status\*  Active-Visible  Inactive-Hidden

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

Grading\*

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

## Justification and Assessment

**What is the rationale for adding this course?\*** The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and graduate degrees are aligned with career opportunities across multiple higher education branches and units.

**Student Learning Outcomes\*** This advanced-level course aligns with ACPA/NASPA Professional Competencies, aiming to foster a deep understanding of the social dimensions within higher education. As a result of students successfully completing this course, they will be able to:

- 1) Recognize and articulate the philosophical and theoretical underpinnings of student affairs which contextualize contemporary practices
- 2) Outline and critically analyze factors impacting effective student affairs practice
- 3) List and critically evaluate contemporary issues impacting student affairs
- 4) Demonstrate the ability to navigate various functional areas within student affairs
- 5) Recognize and articulate the importance of fostering an inclusive perspective within the profession
- 6) Identify the connection of foundational knowledge gained for subsequent study, practitioner skills development, and research strategy

## **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:

**Syllabus\***  I have attached the REQUIRED syllabus.

## Resources and Funding

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 25

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

**If yes, what will the fee be?\*** n/a

### Fee Justification

**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.

# HEDA 6170-Student Affairs in Higher Education

## Course Information

### Course Description

This course offers a holistic exploration of the dynamic field of student affairs, emphasizing its pivotal role within the intricate landscape of American higher education. Through a nuanced examination of philosophical, historical, and theoretical foundations, students will gain profound insights into the multifaceted dimensions of the profession. This course seeks to cultivate a comprehensive understanding that prepares students for meaningful engagement in the field by delving into the cultural and organizational contexts of student affairs work.

**Credit Hours:** 3

**Prerequisites:** None

**Delivery Method:** Hybrid or Entirely Online

### Student Learning Outcomes

This advanced-level course aligns with ACPA/NASPA Professional Competencies, aiming to foster a deep understanding of the social dimensions within higher education. As a result of students successfully completing this course, they will be able to:

- 1) Recognize and articulate the philosophical and theoretical underpinnings of student affairs which contextualize contemporary practices
- 2) Outline and critically analyze factors impacting effective student affairs practice
- 3) List and critically evaluate contemporary issues impacting student affairs
- 4) Demonstrate the ability to navigate various functional areas within student affairs
- 5) Recognize and articulate the importance of fostering an inclusive perspective within the profession
- 6) Identify the connection of foundational knowledge gained for subsequent study, practitioner skills development, and research strategy

# HEDA - 6172 - Social Theory in Higher Education

## 2024-2025 Graduate New Course 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](mailto:curriculog@westga.edu).

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](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an  Yes  No

Is this a College of Education course?\*  Yes  No

academic department? \*

Does this course belong solely to the Graduate School? \*  Yes  No

## Course Information

Course Prefix \*

HEDA

Course Number \* 6172

Course Title \* Social Theory in Higher Education

Course Type \*

Higher Education and Student Affairs

**Catalog Course Description \*** Social Theory in Higher Education delves into the intricate intersections of social, cultural, economic, and political factors, unveiling their profound influence on the dynamics of higher education institutions. Through an exploration of various social theories, this course equips students with analytical tools to critically examine and contribute to the evolving landscape of higher education.

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

Is this a variable credit hour course? \*  Yes  No

Lec Hrs \* 3

Lab Hrs \* 0

Credit Hrs \* 3

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

If yes, indicate maximum number of credit hours counted toward graduation. \* n/a

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

## Restrictions

Status\*  Active-Visible  Inactive-Hidden

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

Grading\*

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

## Justification and Assessment

**What is the rationale for adding this course?\*** The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and graduate degrees are aligned with career opportunities across multiple higher education branches and units.

**Student Learning Outcomes\***

- 1) Recognize and articulate how key social theories influence institutional development and policy.
- 2) Critically examine topics such as social stratification, access, equity, and social mobility through various social theories to demonstrate application of theory to higher education studies.
- 3) Identify and connect critical theory components to understand various social justice issues, power, and privilege within the higher education landscape.
- 4) Explain how economic, political, and cultural globalization processes shape the structure and function of institutions globally.
- 5) Identify social, political, and economic forces that shape policy and be able to explain the implications for institutions and students.
- 6) Recognize the role of culture in shaping academic disciplines, campus culture, and the experiences of diverse student populations by identifying components of cultural theory at play.
- 7) Explain how gender roles, stereotypes, and power dynamics influence the experiences of students, faculty, and administrators to illustrate an understanding of gender intersectionality.

## REQUIRED ATTACHMENTS

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

### 1.) Syllabus

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

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

**Syllabus\***  I have attached the REQUIRED syllabus.

## Resources and Funding

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 25

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

**If yes, what will the fee be?\*** n/a

### Fee Justification

**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.

## **HEDA 6172- Social Theory in Higher Education**

### **Course Information**

#### **Course Description**

Social Theory in Higher Education delves into the intricate intersections of social, cultural, economic, and political factors, unveiling their profound influence on the dynamics of higher education institutions. Through an exploration of various social theories, this course equips students with analytical tools to critically examine and contribute to the evolving landscape of higher education.

**Credit Hours:** 3

**Prerequisites:** None

**Delivery Method:** Hybrid or Entirely Online

#### **Student Learning Outcomes**

- 1) Recognize and articulate how key social theories influence institutional development and policy.
- 2) Critically examine topics such as social stratification, access, equity, and social mobility through various social theories to demonstrate application of theory to higher education studies.
- 3) Identify and connect critical theory components to understand various social justice issues, power, and privilege within the higher education landscape.
- 4) Explain how economic, political, and cultural globalization processes shape the structure and function of institutions globally.
- 5) Identify social, political, and economic forces that shape policy and be able to explain the implications for institutions and students.
- 6) Recognize the role of culture in shaping academic disciplines, campus culture, and the experiences of diverse student populations by identifying components of cultural theory at play.
- 7) Explain how gender roles, stereotypes, and power dynamics influence the experiences of students, faculty, and administrators to illustrate an understanding of gender intersectionality.

# HEDA - 6174 - Higher Education Administration

## 2024-2025 Graduate New Course 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](mailto:curriculog@westga.edu).

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](mailto:curriculog@westga.edu).

School/ Department\*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an

Yes  No

Is this a College of Education course?\*  Yes  No

academic department? \*

Does this course belong solely to the Graduate School? \*  Yes  No

## Course Information

Course Prefix \*

HEDA

Course Number \* 6174

Course Title \* Higher Education Administration

Course Type \*

Higher Education and Student Affairs

**Catalog Course Description \*** Embark on a transformative journey in higher education administration with this innovative course. Designed for aspiring leaders, HEDA 6174 blends strategic thinking, technological integration, and global perspectives to equip you with the skills needed in today's dynamic academic landscape.

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

Concurrent Prerequisites

Corequisites

Cross-listing

## Restrictions

Status\*  Active-Visible  Inactive-Hidden

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

Grading\*

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

## Justification and Assessment

**What is the rationale for adding this course?\*** The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and graduate degrees are aligned with career opportunities across multiple higher education branches and units.

**Student Learning Outcomes\*** This advanced-level course aligns with ACPA/NASPA Professional Competencies, aiming to foster a deep understanding of higher education administration. The course objectives include:

- 1) Demonstrate a comprehensive understanding of contemporary leadership theories and practical application in higher education contexts.
- 2) Demonstrate proficiency in utilizing data analytics tools, interpreting data effectively, and applying findings to inform strategic decision-making.
- 3) Apply design thinking principles to develop innovative solutions for creating inclusive, sustainable, and technology-enhanced campus environments.
- 4) Identify trends and challenges in the higher education administration landscape.
- 5) Demonstrate an entrepreneurial mindset by pitching a viable entrepreneurial initiative for institutional advancement and evaluating its impact on institutional success and advancement.
- 6) Identify contemporary leadership theories and apply them in higher education contexts. Develop adaptive decision-making skills through simulations and case studies.

## 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:

**Syllabus\***  I have attached the REQUIRED syllabus.

## Resources and Funding

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 25

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

**If yes, what will the fee be?\*** n/a

### Fee Justification

**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.

## HEDA 6174- Higher Education Administration

### Course Information

#### Course Description

Embark on a transformative journey in higher education administration with this innovative course. Designed for aspiring leaders, HEDA 6174 blends strategic thinking, technological integration, and global perspectives to equip you with the skills needed in today's dynamic academic landscape.

**Credit Hours:** 3

**Prerequisites:** None

**Delivery Method:** Hybrid or Entirely Online

#### Student Learning Outcomes

This advanced-level course aligns with ACPA/NASPA Professional Competencies, aiming to foster a deep understanding of higher education administration. The course objectives include:

- 1) Demonstrate a comprehensive understanding of contemporary leadership theories and practical application in higher education contexts.
- 2) Demonstrate proficiency in utilizing data analytics tools, interpreting data effectively, and applying findings to inform strategic decision-making.
- 3) Apply design thinking principles to develop innovative solutions for creating inclusive, sustainable, and technology-enhanced campus environments.
- 4) Identify trends and challenges in the higher education administration landscape.
- 5) Demonstrate an entrepreneurial mindset by pitching a viable entrepreneurial initiative for institutional advancement and evaluating its impact on institutional success and advancement.
- 6) Identify contemporary leadership theories and apply them in higher education contexts. Develop adaptive decision-making skills through simulations and case studies.

# HEDA - 6175 - Economics and Finance in Higher Education

## 2024-2025 Graduate New Course Request

### General Information

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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](mailto:curriculog@westga.edu).

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](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an

Yes  No

Is this a College of Education course?\*  Yes  No

academic department? \*

Does this course belong solely to the Graduate School? \*  Yes  No

## Course Information

Course Prefix\*

Course Number\* 6175

Course Title\* Economics and Finance in Higher Education

Course Type\*

**Catalog Course Description\*** Explore the economic principles and financial practices shaping American colleges and universities in HEDA 6175. This course offers a thorough examination of the financial landscape within higher education. Students gain insights into the economic forces driving the higher education sector by blending theory with practical applications. This course equips students with a comprehensive understanding of higher education's economic and financial intricacies. This objective guides learners in exploring theoretical foundations and practical applications, fostering skills and insights crucial for effective decision-making and leadership in the dynamic landscape of higher education.

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. \*

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

Prerequisites HEDA 6174 and HEDA 6178

Concurrent Prerequisites

**Corequisites**

**Cross-listing**

**Restrictions**

**Status\***  Active-Visible  Inactive-Hidden

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

**Grading\***

**Type of Delivery (Select all that apply)\***

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

**Justification and Assessment**

**What is the rationale for adding this course?\*** The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and graduate degrees are aligned with career opportunities across multiple higher education branches and units.

**Student Learning Outcomes\*** The course is designed to achieve the following specific learning outcomes aligned with ACPA/NASPA Professional Competencies:

- 1) Outline ways economic principles influence higher education.
- 2) Apply fundamental financial practices relevant to higher education institutions.
- 3) Critically analyze, interpret, and apply pertinent information from higher education literature.
- 4) Solve practice-based issues using appropriate tools, methods, and approaches.
- 5) Recognize and develop leadership skills applicable to diverse settings within higher education.
- 6) Adapt to legal and political contexts to make informed and legally appropriate decisions.
- 7) Design, implement, and evaluate practices aligned with higher education's dynamic financial and economic realities.
- 8) Understand and outline ways to manage organizational improvement within higher education institutions.
- 9) Recognize and adhere to institutional, state, and national governance models relevant to higher education.
- 10) Develop the capability to work effectively with and within diverse groups in the higher education environment.
- 11) Acquire the skills to evaluate and interpret differing philosophical perspectives within higher education.
- 12) Display a forum where individuals can discuss and appreciate diverse viewpoints within higher education.

## **REQUIRED ATTACHMENTS**

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

### **1.) Syllabus**

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

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

**Syllabus\***  I have attached the REQUIRED syllabus.

## **Resources and Funding**

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 25

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

**If yes, what will the fee be?\*** n/a

### **Fee Justification**

**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.

## **HEDA 6175- Economics and Finance in Higher Education**

### **Course Information**

#### **Course Description**

Explore the economic principles and financial practices shaping American colleges and universities in HEDA 6175. This course offers a thorough examination of the financial landscape within higher education. Students gain insights into the economic forces driving the higher education sector by blending theory with practical applications. This course equips students with a comprehensive understanding of higher education's economic and financial intricacies. This objective guides learners in exploring theoretical foundations and practical applications, fostering skills and insights crucial for effective decision-making and leadership in the dynamic landscape of higher education.

**Credit Hours:** 3

**Prerequisites:** HEDA 6174 & HEDA 6178

**Delivery Method:** Hybrid or Entirely Online

#### **Student Learning Outcomes**

The course is designed to achieve the following specific learning outcomes aligned with ACPA/NASPA Professional Competencies:

- 1) Outline ways economic principles influence higher education.
- 2) Apply fundamental financial practices relevant to higher education institutions.
- 3) Critically analyze, interpret, and apply pertinent information from higher education literature.
- 4) Solve practice-based issues using appropriate tools, methods, and approaches.
- 5) Recognize and develop leadership skills applicable to diverse settings within higher education.
- 6) Adapt to legal and political contexts to make informed and legally appropriate decisions.
- 7) Design, implement, and evaluate practices aligned with higher education's dynamic financial and economic realities.
- 8) Understand and outline ways to manage organizational improvement within higher education institutions.
- 9) Recognize and adhere to institutional, state, and national governance models relevant to higher education.
- 10) Develop the capability to work effectively with and within diverse groups in the higher education environment.
- 11) Acquire the skills to evaluate and interpret differing philosophical perspectives within higher education.
- 12) Display a forum where individuals can discuss and appreciate diverse viewpoints within higher education.

# HEDA - 6176 - Law and Higher Education

## 2024-2025 Graduate New Course Request

### General Information

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

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](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an  Yes  No

Is this a College of Education course?\*  Yes  No

academic department? \*

Does this course belong solely to the Graduate School? \*  Yes  No

## Course Information

Course Prefix\*

Course Number\* 6176

Course Title\* Law and Higher Education

Course Type\*

**Catalog Course Description\*** This advanced-level course offers a comprehensive examination of pivotal laws, court rulings, and regulations that profoundly impact both public and private colleges and universities. Encompassing an exploration of student and faculty contractual and constitutional rights, federal financial aid and civil rights legislation, privacy statutes, and tort law, the course provides a nuanced understanding of the legal landscape within higher education.

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

Is this a variable credit hour course? \*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

If yes, indicate maximum number of credit hours counted toward graduation.\* n/a

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

Prerequisites HEDA 6174 and HEDA 6178

Concurrent Prerequisites

Corequisites

## Cross-listing

## Restrictions

Status\*  Active-Visible  Inactive-Hidden

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

Grading\*

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

## Justification and Assessment

**What is the rationale for adding this course?\*** The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and graduate degrees are aligned with career opportunities across multiple higher education branches and units.

**Student Learning Outcomes\*** The course is designed to achieve the following specific learning outcomes aligned with ACPA/NASPA Professional Competencies:

- 1) Articulate the fundamental legal principles that underpin the functioning and leadership of colleges and universities, emphasizing their practical application in professional contexts.
- 2) Utilize analytical tools to assess situations and identify potential legal issues, fostering a proactive and informed approach to legal challenges within higher education.
- 3) Integrate legal principles into the policy development process, emphasizing the importance of aligning institutional policies with legal requirements.
- 4) Explain the core tenets of personal and organizational risk and liability, fostering an understanding of how these factors impact one's professional responsibilities and decision-making.
- 5) Clarify the distinctions between public and private higher education legal frameworks, elucidating their implications for students, faculty, and staff across both institutional types.
- 6) Articulate evolving legal theories shaping the student-institution relationship, providing insights into their practical implications for professional practice within higher education.
- 7) Describe the influence of national constitutions and laws on the rights of students, faculty, and staff within public and private college campuses.

## **REQUIRED ATTACHMENTS**

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

### 1.) Syllabus

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

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

**Syllabus\***  I have attached the REQUIRED syllabus.

## Resources and Funding

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 25

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

**If yes, what will the fee be?\*** n/a

### Fee Justification

**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.

## HEDA 6176- Law and Higher Education

### Course Information

#### Course Description

This advanced-level course offers a comprehensive examination of pivotal laws, court rulings, and regulations that profoundly impact both public and private colleges and universities. Encompassing an exploration of student and faculty contractual and constitutional rights, federal financial aid and civil rights legislation, privacy statutes, and tort law, the course provides a nuanced understanding of the legal landscape within higher education.

**Credit Hours:** 3

**Prerequisites:** HEDA 6174 & HEDA 6178

**Delivery Method:** Hybrid or Entirely Online

#### Student Learning Outcomes

The course is designed to achieve the following specific learning outcomes aligned with ACPA/NASPA Professional Competencies:

- 1) Articulate the fundamental legal principles that underpin the functioning and leadership of colleges and universities, emphasizing their practical application in professional contexts.
- 2) Utilize analytical tools to assess situations and identify potential legal issues, fostering a proactive and informed approach to legal challenges within higher education.
- 3) Integrate legal principles into the policy development process, emphasizing the importance of aligning institutional policies with legal requirements.
- 4) Explain the core tenets of personal and organizational risk and liability, fostering an understanding of how these factors impact one's professional responsibilities and decision-making.
- 5) Clarify the distinctions between public and private higher education legal frameworks, elucidating their implications for students, faculty, and staff across both institutional types.
- 6) Articulate evolving legal theories shaping the student–institution relationship, providing insights into their practical implications for professional practice within higher education.
- 7) Describe the influence of national constitutions and laws on the rights of students, faculty, and staff within public and private college campuses.

# HEDA - 6177 - Applied Research and Assessment in Higher Education

## 2024-2025 Graduate New Course Request

### General Information

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

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](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an  Yes  No

Is this a College of Education course?\*  Yes  No

academic department?  
\*

Does this course belong solely to the Graduate School?  
\*  Yes  No

## Course Information

Course Prefix\*

HEDA

Course Number\* 6177

Course Title\* Applied Research and Assessment in Higher Education

Course Type\*

Higher Education and Student Affairs

Catalog Course Description\*

Tailored for aspiring higher education professionals, HEDA 6177 equips students with the knowledge and skills to conduct meaningful research and evaluation in diverse higher education settings. This course offers a comprehensive platform for master's students to delve into the intricacies of research and analysis in higher education. Through a blend of theoretical understanding and practical application, students will emerge equipped to contribute meaningfully to evidence-based decision-making and continuous improvement within diverse higher education settings.

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

Is this a variable credit hour course?  
\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

If yes, indicate maximum number of credit hours counted toward graduation.\*  
n/a

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

Prerequisites HEDA 6174 and HEDA 6178

Concurrent Prerequisites

Corequisites

## Cross-listing

## Restrictions

Status\*  Active-Visible  Inactive-Hidden

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

Grading\*

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

## Justification and Assessment

**What is the rationale for adding this course?\*** The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and graduate degrees are aligned with career opportunities across multiple higher education branches and units.

**Student Learning Outcomes\*** This advanced-level course aligns with ACPA/NASPA Professional Competencies, aiming to foster a deep understanding of higher education administration. The course objectives include:

- 1) Explain the theoretical foundations underpinning research and assessment in higher education.
- 2) Apply diverse research methods by choosing appropriate methodologies for specific higher education contexts.
- 3) Execute appropriate assessment activities by aligning them with institutional goals and contributing to student success.
- 4) Demonstrate the ability to translate academic concepts into real-world settings by seamlessly integrating theoretical knowledge into practical applications,
- 5) Illustrate the prioritization of evidence-based decision-making and describe its significance in shaping effective policies and practices.
- 6) Drive continuous improvement initiatives by applying research and assessment findings to enhance institutional effectiveness and overall student outcomes.

## **REQUIRED ATTACHMENTS**

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

### **1.) Syllabus**

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

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

**Syllabus\***  I have attached the REQUIRED syllabus.

## **Resources and Funding**

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 25

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

**If yes, what will the fee be?\*** n/a

### **Fee Justification**

**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.

# HEDA 6177- Applied Research and Assessment in Higher Education

## Course Information

### Course Description

Tailored for aspiring higher education professionals, HEDA 6177 equips students with the knowledge and skills to conduct meaningful research and evaluation in diverse higher education settings. This course offers a comprehensive platform for master's students to delve into the intricacies of research and analysis in higher education. Through a blend of theoretical understanding and practical application, students will emerge equipped to contribute meaningfully to evidence-based decision-making and continuous improvement within diverse higher education settings.

**Credit Hours:** 3

**Prerequisites:** HEDA 6174 & HEDA 6178

**Delivery Method:** Hybrid or Entirely Online

### Student Learning Outcomes

This advanced-level course aligns with ACPA/NASPA Professional Competencies, aiming to foster a deep understanding of higher education administration. The course objectives include:

- 1) Explain the theoretical foundations underpinning research and assessment in higher education.
- 2) Apply diverse research methods by choosing appropriate methodologies for specific higher education contexts.
- 3) Execute appropriate assessment activities by aligning them with institutional goals and contributing to student success.
- 4) Demonstrate the ability to translate academic concepts into real-world settings by seamlessly integrating theoretical knowledge into practical applications,
- 5) Illustrate the prioritization of evidence-based decision-making and describe its significance in shaping effective policies and practices.
- 6) Drive continuous improvement initiatives by applying research and assessment findings to enhance institutional effectiveness and overall student outcomes.

# HEDA - 6178 - Students in American Higher Education

## 2024-2025 Graduate New Course 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](mailto:curriculog@westga.edu).

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](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an  Yes  No

Is this a College of Education course?\*  Yes  No

academic department?

\*

Does this course belong solely to the Graduate School?  Yes  No

## Course Information

Course Prefix\*

HEDA

Course Number\* 6178

Course Title\* Students in American Higher Education

Course Type\*

Higher Education and Student Affairs

Catalog Course Description\*

This graduate-level course comprehensively explores the experiences, challenges, and diversity within student populations in American higher education. Aligned with ACPA/NASPA Professional Competencies, it equips students with essential knowledge and skills for understanding and actively supporting student success in the dynamic landscape of American higher education. Students will gain a comprehensive understanding of the diverse experiences and needs of student populations, empowering them to actively support student success in American higher education.

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

Is this a variable credit hour course?  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

If yes, indicate maximum number of credit hours counted toward graduation.\* n/a

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

Prerequisites

Concurrent Prerequisites

Corequisites

## Cross-listing

## Restrictions

Status\*  Active-Visible  Inactive-Hidden

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

Grading\*

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

## Justification and Assessment

**What is the rationale for adding this course?\*** The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and graduate degrees are aligned with career opportunities across multiple higher education branches and units.

**Student Learning Outcomes\*** This graduate-level course is structured to align with ACPA/NASPA Professional Competencies, ensuring students develop a robust foundation beyond theoretical knowledge. By engaging with this course, students will achieve specific learning outcomes:

- 1) Outline various ways diversity impacts student experience and success in higher education.
- 2) Recognize and articulate the unique challenges faced by underrepresented students.
- 3) Formulate strategies for creating inclusive and equitable learning environments, emphasizing practical approaches to address diverse student needs.
- 4) Identify and apply appropriate student development theories to understand and support diverse student populations.
- 5) Outline implications of student development theories emphasizing practical application.
- 6) Recognize and identify characteristics of effective programs for first year student retention and success.
- 7) Identify and analyze the various functions of student affairs departments and develop strategies for addressing diverse student needs, linking student services to overall institutional success.
- 8) Identify key factors contributing to student retention and success, developing strategies for institutional success.
- 9) Develop assessment plans to evaluate student learning outcomes and use data for continuous improvement in higher education.

## **REQUIRED ATTACHMENTS**

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

### **1.) Syllabus**

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

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

**Syllabus\***  I have attached the REQUIRED syllabus.

## **Resources and Funding**

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 25

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

**If yes, what will the fee be?\*** n/a

### **Fee Justification**

**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.

## HEDA 6178- Students in American Higher Education

### Course Information

#### Course Description

This graduate-level course comprehensively explores the experiences, challenges, and diversity within student populations in American higher education. Aligned with ACPA/NASPA Professional Competencies, it equips students with essential knowledge and skills for understanding and actively supporting student success in the dynamic landscape of American higher education. Students will gain a comprehensive understanding of the diverse experiences and needs of student populations, empowering them to actively support student success in American higher education.

**Credit Hours:** 3

**Prerequisites:** None

**Delivery Method:** Hybrid or Entirely Online

#### Student Learning Outcomes

This graduate-level course is structured to align with ACPA/NASPA Professional Competencies, ensuring students develop a robust foundation beyond theoretical knowledge. By engaging with this course, students will achieve specific learning outcomes:

- 1) Outline various ways diversity impacts student experience and success in higher education.
- 2) Recognize and articulate the unique challenges faced by underrepresented students.
- 3) Formulate strategies for creating inclusive and equitable learning environments, emphasizing practical approaches to address diverse student needs.
- 4) Identify and apply appropriate student development theories to understand and support diverse student populations.
- 5) Outline implications of student development theories emphasizing practical application.
- 6) Recognize and Identify characteristics of effective programs for first year student retention and success.
- 7) Identify and analyze the various functions of student affairs departments and develop strategies for addressing diverse student needs, linking student services to overall institutional success.
- 8) Identify key factors contributing to student retention and success, developing strategies for institutional success.
- 9) Develop assessment plans to evaluate student learning outcomes and use data for continuous improvement in higher education.

# HEDA - 6179 - Capstone: Investigative Study in Higher Education

## 2024-2025 Graduate New Course Request

### General Information

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

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](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an

Yes  No

Is this a College of Education course?\*  Yes  No

academic department? \*

Does this course belong solely to the Graduate School? \*  Yes  No

## Course Information

Course Prefix\*

Course Number\* 6179

Course Title\* Capstone: Investigative Study in Higher Education

Course Type\*

**Catalog Course Description\*** During the capstone course, students will be working on a project to illustrate mastery on a topic they have identified to investigate further within the field of higher education. Students will apply the knowledge and skills they have gained through coursework and their internship to present their work at the end of the program.

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** HEDA 6175 and HEDA 6176

**Concurrent Prerequisites**

**Corequisites**

**Cross-listing**

## Restrictions

Status\*  Active-Visible  Inactive-Hidden

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

Grading\*

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

## Justification and Assessment

**What is the rationale for adding this course?\*** The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and graduate degrees are aligned with career opportunities across multiple higher education branches and units.

**Student Learning Outcomes\*** The course is designed to achieve the following specific learning outcomes aligned with ACPA/NASPA Professional Competencies:  
1) Integrate and synthesize knowledge gained throughout coursework into a final project.  
2) Reflect on learning and professional development.  
3) Apply higher education principles and theory to inform their final project.  
4) Synthesize various solutions to an identified higher education issue/topic.  
5) Integrate internship experience to illustrate the importance of chosen topics.  
6) Present culminating project to illustrate mastery of presentation skills.

## REQUIRED ATTACHMENTS

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

### 1.) Syllabus

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

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

Syllabus\*  I have attached the REQUIRED syllabus.

## Resources and Funding

- Planning Info\*\***
- Library Resources are Adequate
  - Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 25

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

**If yes, what will the fee be?\*** n/a

#### Fee Justification

**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.

## **HEDA 6179 – Capstone: Investigative Study in Higher Education**

### **Course Information**

#### **Course Description**

During the capstone course, students will be working on a project to illustrate mastery on a topic they have identified to investigate further within the field of higher education. Students will apply the knowledge and skills they have gained through coursework and their internship to present their work at the end of the program.

**Credit Hours:** 3

**Prerequisites:** HEDA 6175 & HEDA 6176

**Delivery Method:** Hybrid or Entirely Online

#### **Student Learning Outcomes**

The course is designed to achieve the following specific learning outcomes aligned with ACPA/NASPA Professional Competencies:

- 1) Integrate and synthesize knowledge gained throughout coursework into a final project.
- 2) Reflect on learning and professional development.
- 3) Apply higher education principles and theory to inform their final project.
- 4) Synthesize various solutions to an identified higher education issue/topic.
- 5) Integrate internship experience to illustrate the importance of chosen topics.
- 6) Present culminating project to illustrate mastery of presentation skills.

# HEDA - 7145 - Diversity in Higher Education

## 2024-2025 Graduate New Course Request

### General Information

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

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

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](#).

If there are any questions or concerns regarding the routing of your proposal please contact [curriculog@westga.edu](mailto:curriculog@westga.edu).

School/ Department\*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an  Yes  No

Is this a College of Education course?\*  Yes  No

academic department?  
\*

Does this course belong solely to the Graduate School?  
\*  Yes  No

## Course Information

Course Prefix\*

HEDA

Course Number\* 7145

Course Title\* Diversity in Higher Education

Course Type\*

Higher Education and Student Affairs

Catalog Course Description\*

HEDA 7145 empowers students with actionable insights and skills in diversity leadership within the higher education environment. This course strategically blends theory and practice, guiding learners to develop a nuanced understanding of their leadership potential and cultivate advocacy proficiency in the dynamic landscape of higher education. HEDA 7145 focuses on personal leadership development and the cultivation of values, knowledge, and skills essential for effective advocacy and collaboration in higher education, and places special emphasis on honing skills in planning, organizing, coordinating, and delivering programs that drive systematic change. Students engage in using data to identify needs, dismantle barriers, and mobilize resources, ultimately aiming to instigate transformative change within higher education.

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

Is this a variable credit hour course?  
\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

If yes, indicate maximum number of credit hours counted toward graduation.\*  
n/a

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

Prerequisites HEDA 6174 and HEDA 6178

Concurrent Prerequisites

**Corequisites**

**Cross-listing**

**Restrictions**

**Status\***  Active-Visible  Inactive-Hidden

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

1

**Grading\*** Graduate Standard Letter

**Type of Delivery (Select all that apply)\***

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

**Justification and Assessment**

**What is the rationale for adding this course?\*** The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and graduate degrees are aligned with career opportunities across multiple higher education branches and units.

**Student Learning Outcomes\*** The course is designed to achieve the following specific learning outcomes aligned with ACPA/NASPA Professional Competencies:

- 1) Demonstrate applicable knowledge of leadership strategies designed to enhance communities and the learning environment in higher education (ACPA/NASPA Competencies – LEAD; SC E.3, O.1, O.2).
- 2) Demonstrate knowledge of the qualities of effective leaders from various perspectives, distinguishing effective from non-effective leaders (ACPA/NASPA Competencies – LEAD; CACREP II.G.7.d,e; SC O.1, O.4).
- 3) Identify and apply successful strategies and approaches for student/professional advocacy in public policy and matters of quality and accessibility. This includes the role of the professional counselor/student affairs practitioner in advocating on behalf of the profession (ACPA/NASPA Competencies – VPH, LEAD; CACREP II.G.1.h, III.G.2.c., III.G.2.d., III.G.2.e.; III.G.2.f., CMHCE.4, SC E.1).
- 4) Articulate principles of advocacy actions and leadership necessary to address institutional and social barriers that impede access, equity, and success in communities, students, and effective counseling and student affairs programs (ACPA/NASPA Competencies - LEAD; CACREP III.G.1.i, SCE.2).

## **REQUIRED ATTACHMENTS**

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

### **1.) Syllabus**

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

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

**Syllabus\***  I have attached the REQUIRED syllabus.

## **Resources and Funding**

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 25

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

**If yes, what will the fee be?\*** n/a

### **Fee Justification**

**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.

## HEDA 7145- Diversity in Higher Education

### Course Information

#### Course Description

HEDA 7145 empowers students with actionable insights and skills in diversity leadership within the higher education environment. This course strategically blends theory and practice, guiding learners to develop a nuanced understanding of their leadership potential and cultivate advocacy proficiency in the dynamic landscape of higher education. HEDA 7145 focuses on personal leadership development and the cultivation of values, knowledge, and skills essential for effective advocacy and collaboration in higher education, and places special emphasis on honing skills in planning, organizing, coordinating, and delivering programs that drive systematic change. Students engage in using data to identify needs, dismantle barriers, and mobilize resources, ultimately aiming to instigate transformative change within higher education.

**Credit Hours:** 3

**Prerequisites:** HEDA 6174 & HEDA 6178

**Delivery Method:** Hybrid or Entirely Online

#### Student Learning Outcomes

The course is designed to achieve the following specific learning outcomes aligned with ACPA/NASPA Professional Competencies:

- 1) Demonstrate applicable knowledge of leadership strategies designed to enhance communities and the learning environment in higher education (ACPA/NASPA Competencies – LEAD; SC E.3, O.1, O.2).
- 2) Demonstrate knowledge of the qualities of effective leaders from various perspectives, distinguishing effective from non-effective leaders (ACPA/NASPA Competencies – LEAD; CACREP II.G.7.d,e; SC O.1, O.4).
- 3) Identify and apply successful strategies and approaches for student/professional advocacy in public policy and matters of quality and accessibility. This includes the role of the professional counselor/student affairs practitioner in advocating on behalf of the profession (ACPA/NASPA Competencies – VPH, LEAD; CACREP II.G.1.h, III.G.2.c., III.G.2.d., III.G.2.e.; III.G.2.f., CMHCE.4, SC E.1).
- 4) Articulate principles of advocacy actions and leadership necessary to address institutional and social barriers that impede access, equity, and success in communities, students, and effective counseling and student affairs programs (ACPA/NASPA Competencies - LEAD; CACREP III.G.1.i, SCE.2).

# HEDA - 7180 - Organization and Governance in Higher Education

## 2024-2025 Graduate New Course 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](mailto:curriculog@westga.edu).

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](mailto:curriculog@westga.edu).

School/ Department\*

Is this a School of Nursing, School of Communication, Film and Media course, OR does it belong to the Graduate School rather than an  Yes  No

Is this a College of Education course?\*  Yes  No

academic department?  
\*

Does this course belong solely to the Graduate School?  
\*  Yes  No

## Course Information

Course Prefix\*

Course Number\* 7180

Course Title\* Organization and Governance in Higher Education

Course Type\*

**Catalog Course Description\*** This course provides a comprehensive understanding of the intricate fabric that defines and guides institutions of higher learning. This course aims to provide students with actionable insights and practical skills, fostering a nuanced understanding of organizational theories, governance structures, and leadership dynamics. By the course's end, participants will be equipped to navigate and contribute effectively within the complex landscape of American higher education.

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

Is this a variable credit hour course?  
\*  Yes  No

Lec Hrs\* 3

Lab Hrs\* 0

Credit Hrs\* 3

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

If yes, indicate maximum number of credit hours counted toward graduation.\*  
n/a

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

Prerequisites HEDA 6175 and HEDA 6176

Concurrent Prerequisites

Corequisites

## Cross-listing

## Restrictions

Status\*  Active-Visible  Inactive-Hidden

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

Grading\*

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

## Justification and Assessment

**What is the rationale for adding this course?\*** The program is changing the name and prefixes of the program to the M.Ed. in Higher Education Administration. The name change reflects the new goal of the program, which is to provide a comprehensive curriculum encompassing the full higher education ecosystem as opposed to isolating a singular branch (i.e., student affairs). By broadening the degree's focus, we will be able to bring awareness to a wide variety of potential student candidates whose predicate undergraduate and graduate degrees are aligned with career opportunities across multiple higher education branches and units.

**Student Learning Outcomes\*** The course is designed to achieve the following specific learning outcomes aligned with ACPA/NASPA Professional Competencies:

- 1) Identify and describe organizational theories and models at different levels within higher education.
- 2) Explain diverse state and institutional governance processes to illustrate proficiency in navigating higher education governance.
- 3) Articulate how governance structures operate within state higher education systems.
- 4) Identify the foundational organizational structures utilized by colleges for instruction and services.
- 5) Identify and comprehend the varied roles and responsibilities of leaders within educational institutions.
- 6) Recognize and analyze the multifaceted issues and challenges leaders confront in the higher education landscape.
- 7) Actively engage with the course content through stimulating projects and dynamic in-class discussions.
- 8) Apply acquired theoretical knowledge to practical scenarios, culminating in a final paper demonstrating real-world application.

## **REQUIRED ATTACHMENTS**

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

### 1.) Syllabus

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

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

**Syllabus\***  I have attached the REQUIRED syllabus.

## Resources and Funding

**Planning Info\***  Library Resources are Adequate  
 Library Resources Need Enhancement

**Present or Projected Annual Enrollment\*** 25

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

**If yes, what will the fee be?\*** n/a

### Fee Justification

**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.

# **HEDA 7180 – Organization and Governance in Higher Education**

## **Course Information**

### **Course Description**

This course provides a comprehensive understanding of the intricate fabric that defines and guides institutions of higher learning. This course aims to provide students with actionable insights and practical skills, fostering a nuanced understanding of organizational theories, governance structures, and leadership dynamics. By the course's end, participants will be equipped to navigate and contribute effectively within the complex landscape of American higher education.

**Credit Hours:** 3

**Prerequisites:** HEDA 6175 & HEDA 6176

**Delivery Method:** Hybrid or Entirely Online

### **Student Learning Outcomes**

The course is designed to achieve the following specific learning outcomes aligned with ACPA/NASPA Professional Competencies:

- 1) Identify and describe organizational theories and models at different levels within higher education.
- 2) Explain diverse state and institutional governance processes to illustrate proficiency in navigating higher education governance.
- 3) Articulate how governance structures operate within state higher education systems.
- 4) Identify the foundational organizational structures utilized by colleges for instruction and services.
- 5) Identify and comprehend the varied roles and responsibilities of leaders within educational institutions.
- 6) Recognize and analyze the multifaceted issues and challenges leaders confront in the higher education landscape.
- 7) Actively engage with the course content through stimulating projects and dynamic in-class discussions.
- 8) Apply acquired theoretical knowledge to practical scenarios, culminating in a final paper demonstrating real-world application.

# Professional Counseling and Supervision, Ed.D.

## 2024-2025 Graduate Revise Program Request

### Introduction

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

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If you have any questions, please email [curriculog@westga.edu](mailto:curriculog@westga.edu).

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

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

**If other, please identify.**

**Desired Effective Semester\***

**Desired Effective Year\***

### 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](mailto:curriculog@westga.edu).

School/ Department \*

Department of Counseling, Higher Education, and Speech Language Pathology

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

Yes  No

Is this a College of Education Program?\*

Yes  No

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

Yes  No

## List of Faculty Senate Action and Information Items

### Program Information

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

Type of Program\*

Program  Shared Core

**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\* Professional Counseling and Supervision, Ed.D.

**Program ID - DO NOT EDIT\*** 4071

**Program Code - DO NOT EDIT**

**Program Type\***

**Degree Type\***

**Program Description\*** The mission of the Professional Counseling and Supervision program is to prepare counseling professionals to positively impact their clients and communities of service through effective practices and programs, leadership, and advocacy. In addition, program graduates will demonstrate competency in program evaluation and a commitment to helping marginalized and underserved populations in the communities, schools, and agencies they serve. This leader-practitioner program consists of two tracks: (a) 60 credit hours for those who enter without an Ed.S. in counseling or (b) 39 credit hours for those who enter with an Ed.S. in counseling. After a rigorous screening process, cohorts are selected in March of each year, and students will be notified of their acceptance in April. The fully online degree program begins in the summer semester. The program is designed to be completed in two full years (6 semesters, including summers, for the 39-hour track) or three years (9 semesters, including summers, for the 60-hour track). Successful completion and defense of a dissertation are required.

**Status\***  Active-Visible  Inactive-Hidden

**Program Location\***

**Curriculum Information**

## **Admission Requirements Include:**

**Licensed or License-eligible in counseling or related field**

**Cumulative minimum graduate GPA of 3.5 on a 4.0 scale**

**Official GRE scores not older than 5 years with preferred scores of**

**Verbal 151**

**Quantitative 142**

**Writing 3.5**

**Masters in counseling or related field**

**(e.g. psychology, counseling psychology, clinical social work, mental health counseling, community counseling, professional counseling, marriage and family therapy, school psychology, school counseling, school social work)\***

**\*If the program was not CACREP accredited at the time of the applicant's graduation, the applicant must demonstrate that the program was substantially CACREP equivalent or the accrediting body that accredited the degree is equivalent to CACREP standards.**

**Minimum of three years of post-masters counseling experience in private or public schools, community agency, university, hospital, or private practice**

**Vitae**

**If all of the above are met, then the application requires the following:**

**A 300-500 word essay presenting the applicant's professional goals and the relationship between those goals and the program mission**

**Official transcripts from all schools attended for all degrees including schools attended only for transfer credit**

**Three recommendations from professionals who are familiar with the applicant's professional qualities and academic potential. The electronic Recommendation Request form will be available after you submit your application**

**Interview with the faculty**

**Please see website for further information:**

**<https://www.westga.edu/academics/education/cspc/eddpcs/>**

## **For Students Entering without Ed.S.**

**CEPD 9184 Doctoral Seminar Professional Issues**

**CEPD 8141 Supervision in Counseling**

**CEPD 8185 Professional Research Writing**

**EDSI 9961 Quantitative Research Methods**

**CEPD 9183 Directed Doctoral Research**

**EDSI 9962 Qualitative Research Methods**

**CEPD 9171 Program Evaluation**

**CEPD 9187 Doctoral Practicum in Supervision**

**CEPD 9153 Advanced Therapeutic Techniques in Counseling**

**CEPD 9186 Doctoral Internship**

**[Right] - taken twice (Program Evaluation focus and Administrative Supervision focus)**

**CEPD 9185 Doctoral Seminar-Advocacy for Marginalized and Underserved Populations**

**CEPD 9199 Dissertation**

## **Electives: 12 Hours**

**CEPD 8138 Advanced Multicultural Counseling**

**CEPD 8171 Current Issues in Counseling and Supervision**

**CEPD 8152 Consultation, Collaboration and Program Development in Counseling**

**[After] Additional courses may be approved by the program director**

## **Total Credits: 60 Hours**

## **For Students Entering with Ed.S.**

**CEPD 9184 Doctoral Seminar Professional Issues**

**CEPD 9153 Advanced Therapeutic Techniques in Counseling**

**EDSI 9961 Quantitative Research Methods**

**EDSI 9962 Qualitative Research Methods**

**CEPD 9183 Directed Doctoral Research**

**CEPD 9185 Doctoral Seminar-Advocacy for Marginalized and Underserved Populations**

CEPD 9187 Doctoral Practicum in Supervision

CEPD 9186 Doctoral Internship

[Right] (Administrative Supervision focus)

CEPD 9199 Dissertation

[After] Electives - 3 credit hours

**Total Credits: 39 Hours**

### **Learning Outcomes:**

Candidates will apply administrative supervision principles to the development of an administrative supervision plan.

Candidates will demonstrate advanced knowledge of professional counseling intervention through the creation of an advocacy plan to improve services for marginalized, underserved populations.

Candidates will demonstrate advanced knowledge of professional counseling through the creation of a professional association presentation.

Candidates will analyze relevant literature and develop a comprehensive dissertation literature review.

Candidates will apply knowledge of research through the development of a scientifically credible dissertation research method.

Candidates will analyze and evaluate dissertation research data to draw scientifically credible conclusions.

Candidates will create an integrated dissertation discussion that synthesizes dissertation findings within the framework of existing literature and offers data-driven recommendations for practice.

## PROGRAM CURRICULUM

**\*\*IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact [curriculog@westga.edu](mailto:curriculog@westga.edu) for further instruction.**

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

Follow these steps to propose courses to the program curriculum.

### Step 1 - Deleting Courses

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

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

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

### Step 2 - Adding New Courses

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

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

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

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

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

### Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

<b>Justification and Assessment</b>
-------------------------------------

**Rationale\*** The Professional Counseling faculty would like to make a minor revision to the curriculum for the Ed.D. in Professional Counseling. There are two tracks for the Ed.D. in Professional Counseling--a 39-hour track for those who already hold an Ed.S. in Professional Counseling and a 60-hour track for those who do not hold an Ed.S. in Professional Counseling. This revision would affect both tracks.

The proposal is to remove EDLE 8324 from the core curriculum. This course is not included in the program evaluation plan for the Ed.D. and removal of this course should not disadvantage students. In place of EDLE 8324 for the 39-hour track, we would like to offer an elective opportunity. The 39-hour track does not currently include any elective courses, and inclusion of one elective would allow students to pursue advanced training in an area of interest. For the 60-hour track, we would like to replace EDLE 8324 with CEPD 8141, which is already an approved elective for the 60-hour track. This change would simply mandate completion of CEPD 8141 within the 60-hour track. CEPD 8141 addresses clinical supervision in counseling, which is a critical skill for any advanced practitioner. Additionally, completion of CEPD 8141 can help students meet some of the requirements for obtaining their supervision credential (i.e., ACS or CPCS).

Again, this revision would not affect the program evaluation plan and would represent only a minor change to the curriculum.

**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](mailto:kgwaltney@westga.edu)

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

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

### SACSCOC Comments

## REQUIRED ATTACHMENTS

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

### **1.) Program Map and/or Program Sheet**

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

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

### **3.) Academic Assessment Plan/Reporting**

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

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

### **4.) Curriculum Map Assessment**

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

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

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

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

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

Proposed Revised Plan of Study

## Ed.S. upon Admission Plan of Study

Year	Time	Course/Title/ Semester Hours	Credit Hours
Year 1	Summer	Elective Opportunity [3]	3
		CEPD 9184 Doctoral Seminar: Professional Issues [3]	3
	Fall	CEPD 9153 Advanced Therapeutic Techniques in Counseling [3]	3
		EDSI 9961 Quantitative Research Methods [3]	3
	Spring	EDSI 9962 Qualitative Research Methods [3]	3
		CEPD 9183 Directed Doctoral Research [3]	3
Year 2	Summer	CEPD 9185 Doctoral Seminar: Advocacy for Marginalized and Underserved Populations [3]	3
		CEPD 9187 Doctoral Practicum in Supervision [3]	3
	Fall	CEPD 9186 Doctoral Internship [3] (Administrative Supervision Focus)	3
		CEPD 9199 Dissertation [3]	3
	Spring	CEPD 9199 Dissertation [3]	3
Year 3	Summer	CEPD 9199 Dissertation [3-6]	3-6
	Fall	CEPD 9199 Dissertation/flex	3
<b>Core Class Credits</b>			<b>36</b>
<b>Elective Courses</b>			<b>3</b>
<b>Total Credits</b>			<b>39</b>

Current Plan of Study

## Ed.S. upon Admission Plan of Study

Year	Time	Course/Title/ Semester Hours	Credit Hours
Year 1	Summer	EDLE 8324 Ethical Leadership in Education [3]	3
		CEPD 9184 Doctoral Seminar: Professional Issues [3]	3
	Fall	CEPD 9153 Advanced Therapeutic Techniques in Counseling [3]	3
		EDSI 9961 Quantitative Research Methods [3]	3
	Spring	EDSI 9962 Qualitative Research Methods [3]	3
		CEPD 9183 Directed Doctoral Research [3]	3
Year 2	Summer	CEPD 9185 Doctoral Seminar: Advocacy for Marginalized and Underserved Populations [3]	3
		CEPD 9187 Doctoral Practicum in Supervision [3]	3
	Fall	CEPD 9186 Doctoral Internship [3] (Administrative Supervision Focus)	3
		CEPD 9199 Dissertation [3]	3
	Spring	CEPD 9199 Dissertation [3]	3
Year 3	Summer	CEPD 9199 Dissertation [3-6]	3-6
	Fall	CEPD 9199 Dissertation/flex	3
<b>Total Credits</b>			<b>39</b>

Proposed Revised Plan of Study

## No Ed.S. upon Admission Plan of Study

Year	Time	Course/Title/ Semester Hours	CH
Year 1	Summer	CEPD 9184 Doctoral Seminar: Professional Issues [3] CEPD 8141 Supervision in Counseling [3]	6
	Fall	CEPD 8185 Professional Research Writing [3] EDSI 9961 Quantitative Research Methods [3]	6
	Spring	CEPD 9183 Directed Doctoral Research [3] EDSI 9962 Qualitative Research Methods [3]	6
Year 2	Summer	CEPD 9171 Program Evaluation [3] CEPD 9187 Doctoral Practicum in Supervision [3] Elective Opportunity	6
	Fall	CEPD 9153 Advanced Therapeutic Techniques in Counseling [3] CEPD 9186 Doctoral Internship [3] (Administrative Supervision Focus) Elective Opportunity	6
	Spring	CEPD 9199 Dissertation [3] CEPD 9186 Doctoral Internship [3] (Program Evaluation Focus) Elective Opportunity	6
Year 3	Summer	CEPD 9185 Doctoral Seminar: Advocacy for Marginalized and Underserved Populations [3] CEPD 9199 Dissertation [3] Elective Opportunity	6
	Fall	CEPD 9199 Dissertation [3] Elective Opportunity	3
	Spring	CEPD 9199 Dissertation [3] Elective Opportunity	3
<b>Core Class Credits</b>			48
<b>Credits with 4 Electives</b>			12
<b>Total Credits</b>			60

(Pre-approved electives include, but are not limited to, the following: CEPD 8138, CEPD 8152, and CEPD 8171. Additional courses may be approved by the program director.)

Current Plan of Study

## No Ed.S. upon Admission Plan of Study

Year	Time	Course/Title/ Semester Hours	CH
Year 1	Summer	CEPD 9184 Doctoral Seminar: Professional Issues [3] <del>EDLE 8324 Ethical Leadership in Education [3]</del>	6
	Fall	CEPD 8185 Professional Research Writing [3] EDSI 9961 Quantitative Research Methods [3]	6
	Spring	CEPD 9183 Directed Doctoral Research [3] EDSI 9962 Qualitative Research Methods [3]	6
Year 2	Summer	CEPD 9171 Program Evaluation [3] CEPD 9187 Doctoral Practicum in Supervision [3] Elective Opportunity	6
	Fall	CEPD 9153 Advanced Therapeutic Techniques in Counseling [3] CEPD 9186 Doctoral Internship [3] (Administrative Supervision Focus) Elective Opportunity	6
	Spring	CEPD 9199 Dissertation [3] CEPD 9186 Doctoral Internship [3] (Program Evaluation Focus) Elective Opportunity	6
Year 3	Summer	CEPD 9185 Doctoral Seminar: Advocacy for Marginalized and Underserved Populations [3] CEPD 9199 Dissertation [3] Elective Opportunity	6
	Fall	CEPD 9199 Dissertation [3] Elective Opportunity	3
	Spring	CEPD 9199 Dissertation [3] Elective Opportunity	3
<b>Core Class Credits</b>			48
<b>Credits with 4 Electives</b>			12
<b>Total Credits</b>			60

(Approved electives include, but are not limited to, the following: CEPD 8138, CEPD 8152, CEPD 8171, and CEPD 8141. Additional courses may be approved by the program director.)

**INSTRUCTIONS**

1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)

2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)

3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)

4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.

In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.

6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.

**CURRICULUM MAPPING TEMPLATE**

DEPARTMENT:	Communication Sciences and Professional Counseling	PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5	PL-SLO 6	PL-SLO 7	
PROGRAM:	Ed.D. in Professional Counseling and Supervision	COURSES	Candidates will apply administrative supervision principles to the development of an administrative supervision plan.	Candidates will demonstrate advanced knowledge of professional counseling intervention through the creation of an advocacy plan to improve services for marginalized, underserved populations.	Candidates will demonstrate advanced knowledge of professional counseling through the creation of a professional association presentation.	Candidates will analyze relevant literature and develop a comprehensive dissertation literature review.	Candidates will apply knowledge of research through the development of a scientifically credible dissertation research method.	Candidates will analyze and evaluate dissertation research data to draw scientifically credible conclusions.	Candidates will create an integrated dissertation discussion that synthesizes dissertation findings within the framework of existing literature and offers data-driven recommendations for practice.
<p><b>INTRODUCED:</b> Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.</p> <p><b>REINFORCED:</b> Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.</p> <p><b>MASTERED:</b> Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.</p>	1	CEPD 8141, Supervision in Counseling							
	2	CEPD 9184 Seminar I: Professional Issues		Reinforced	Reinforced			Reinforced	
	3	CEPD 9153 Advanced Therapeutic Techniques			Mastered				
	4	EDSI 9961 Quantitative Research					Reinforced	Reinforced	
	5	EDSI 9962 Qualitative Research					Reinforced	Reinforced	
	6	CEPD 9183 Directed Doctoral Research				Reinforced	Reinforced		
	7	CEPD 9185 Seminar II: Advocacy		Mastered					
	8	CEPD 9187 Supervision	Reinforced						
	9	CEPD 9186 Internship	Mastered						
	10	CEPD 9199 Dissertation (repeated for credit)				Mastered	Mastered	Mastered	Mastered
	11								
	12								
	13								
	14								
	15								
	16								
	17								
	18								
	19								
	20								
	21								
	22								

<p><i>This document outlines the courses in which each PL SLO is measured, and by which instrument the PL SLO is measured.</i></p>	CEPD 8141, Supervision in Counseling	CEPD 9184 Seminar I: Professional Issues
	no key assessment	CEPD 9184 Professional Issues Rubric
Candidates will apply administrative supervision principles to the development of an administrative supervision plan.		
Candidates will demonstrate advanced knowledge of professional counseling intervention through the creation of an advocacy plan to improve services for marginalized, underserved populations.		
Candidates will demonstrate advanced knowledge of professional counseling through the creation of a professional association presentation.		X
Candidates will analyze relevant literature and develop a comprehensive dissertation literature review.		
Candidates will apply knowledge of research through the development of a scientifically credible dissertation research method.		
Candidates will analyze and evaluate dissertation research data to draw scientifically credible conclusions.		
Candidates will create an integrated dissertation discussion that synthesizes dissertation findings within the framework of existing literature and offers data-driven recommendations for practice.		

<b>CEPD 9153 Advanced Therapeutic Techniques in Counseling</b>	<b>EDSI 9961 Quantitative Research</b>	<b>EDSI 9962 Qualitative Research</b>	<b>CEPD 9183 Directed Doctoral Research</b>	<b>CEPD 9185 Seminar II: Advocacy</b>
<b>CEPD 9153 Crisis Guidance Presentation</b>	<b>EDSI 9961 Quantitative Data Analysis</b>	<b>EDSI 9962 Qualitative Data Analysis Project</b>	<b>CEPD 9183 Ed.D. Literature Review</b>	<b>CEPD 9185 Advocacy Intervention</b>
				X
X				
			X	
	X	X		

CEPD 9187 Supervision	CEPD 9186 Internship	CEPD 9199 Dissertation (repeated for credit)	Program Exit (Near Completer) Survey
CEPD 9187 Administrative Supervision Model	CEPD 9186 Administrative Supervision Final Report	Qualtrics Dissertation Proposal Evaluation (formative); Qualtrics Dissertation Defense Evaluation (summative)	
X	X		X
			X
			X
		X	X
		X	X
		X	X
		X	X

Program Completer Survey
X
X
X
X
X
X
X
X

## **Addendum V**

## Proposed Amendment of the UWG Faculty Handbook to Permit Senior Lecturers to Serve on the Promotion Committee for Lecturers Applying for Promotion to Senior Lecturer

**Rationale:** Currently, section 103.0201 of the Faculty Handbook provides that only tenured faculty may serve on a promotion committee. The Department of General Education in University College proposes to amend that section of the Faculty Handbook to permit Senior Lecturers to serve on promotion committees evaluating the application for promotion of Lecturers.

### **Original:**

#### **103.0201 Faculty Promotion and Tenure Evaluation**

##### **A. Departmental Evaluation (for units with academic departments)**

###### **1. Faculty Committee**

A faculty promotion and tenure evaluation committee, consisting exclusively of tenured faculty members (no fewer than three) selected by the faculty of the program or department by whatever means the program or department shall determine, shall formally review dossiers submitted to the department chair. If there are fewer than three tenured faculty members in a program or department, the appropriate dean, in consultation with the department chair and the faculty members in the program or department, shall appoint a sufficient number of tenured faculty members from similar disciplines outside that program or department to constitute this committee. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which they are being considered by the committee. The program or departmental committee (or other review body of academic units that do not have departments) shall be guided by all of the specific university, college/school, and, for academic units that contain departments, departmental criteria for promotion or tenure in their formal review of dossiers submitted to the department chair and shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding each case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation.

If a candidate is not recommended for promotion and/or tenure, the chair of the department (or Dean in the case of a unit that does not have departments) shall give the candidate a copy of the committee's evaluation

in accordance with the procedures and timelines specified in Section 103.0202.

**Proposed Change:**

103.0201 Faculty Promotion and Tenure Evaluation

A. Departmental Evaluation (for units with academic departments)

1. Faculty Committee

In the case of tenure-track or tenured faculty, a faculty promotion and tenure evaluation committee, consisting exclusively of tenured faculty members (no fewer than three) selected by the faculty of the program or department by whatever means the program or department shall determine, shall formally review dossiers submitted to the department chair. In the case of faculty at the rank of Lecturer seeking promotion to Senior Lecturer, a faculty promotion evaluation committee consisting of tenured faculty and/or Senior Lecturers (no fewer than three) selected by the faculty of the program or department by whatever means the program or department shall determine, shall formally review dossiers submitted to the department chair. If there are fewer than three tenured faculty members or Senior Lecturers (in the case of an application by a Lecturer for promotion to Senior Lecturer) in a program or department, the appropriate dean, in consultation with the department chair and the faculty members in the program or department, shall appoint a sufficient number of tenured faculty members or Senior Lecturers (in the case of an application by a Lecturer for promotion to Senior Lecturer) from similar disciplines outside that program or department to constitute this committee. Department chairs, Assistant/Associate Deans and Deans are excluded from selection as committee members. No faculty member shall serve on the committee during a year in which they are being considered by the committee. The program or departmental committee (or other review body of academic units that do not have departments) shall be guided by all of the specific university, college/school, and, for academic units that contain departments, departmental criteria for promotion or tenure in their formal review of dossiers submitted to the department chair and shall make a recommendation in writing (including a discussion of the candidate's strengths and identification of areas where the candidate failed to meet the criteria) regarding each case for promotion and/or tenure. A simple majority vote of the committee is required for a positive recommendation.

If a candidate is not recommended for promotion and/or tenure, the chair of the department (or Dean in the case of a unit that does not have departments) shall give the candidate a copy of the committee's evaluation in accordance with the procedures and timelines specified in Section 103.0202.

## **Addendum VI**

The process for updating the Faculty Senate Handbook is as follows:

1. Changes to the Faculty Handbook can only be made during the Fall and Spring semesters when Faculty Senate meets regularly.
2. The University Community (i.e., Faculty Senate members, faculty and staff or students) proposes a content change to the Faculty Senate Handbook via \_\_\_\_\_[email address].
3. The Faculty Senate Executive Committee reviews the proposals and decides which sub-committee should receive the proposed handbook change for evaluation.
4. The sub-committee votes on the proposed change; if the proposal is denied or altered, the sub-committee meeting minutes will indicate the reasoning.
5. If recommended, the proposal moves forward to the Faculty Senate for a vote - the faculty can approve, deny, or send the proposal back to its originating committee for revision.
6. If the proposed change to the faculty handbook affects only Academic Affairs, the proposed change goes into effect upon signature by the University President and is published in the Faculty Senate Handbook located in PolicyStat. The Faculty Senate Secretary shall email [policy@westga.edu](mailto:policy@westga.edu) of all approved changes to the Faculty Handbook.
7. If the proposed change impacts more areas on campus, it will follow the Institutional Policy and Procedure Development (found here: <https://uwg.policystat.com/policy/10155642/latest>). The Faculty Senate Secretary shall email [policy@westga.edu](mailto:policy@westga.edu) of all approved changes to the Faculty Handbook.
8. The decommissioning of faculty handbook items follows the same process.
9. Routine changes or other minor changes that do not substantively impact the faculty handbook can be made at any time without a vote by notifying [policy@westga.edu](mailto:policy@westga.edu).

Questions:

- Do you want a way to impose interim changes?
- Take some time to review the Institutional Policy/Procedure Development information linked above.

## **Addendum VII**

Below is a list (linked) of academic policies/procedures currently posted in PolicyStat that are duplicated and/or in conflict with the Faculty Handbook and/or Catalogs. The Policy Team requests these be decommissioned as part of the FY Policy/Procedural Review and cleanup process.

Please let me know if you have any questions or want to discuss them.

- [2001 Appointment and Renewal](#)
- [2005 Leave and Compensation for Faculty](#)
  - associated procedure: [Summer School Salaries](#)
- [2006 Discipline and Grievance Procedures for Faculty](#)
- [2007 Teaching Responsibilities](#) and associated procedures
  - [Academic Dishonesty](#)
  - [Class Roster](#)
  - [Classroom Procedures](#)
  - [Faculty Absences](#)
  - [Faculty Workload](#)
  - [Final Examinations](#)
  - [Grade Appeals](#)
  - [Office Hours](#)
  - [Record of Student Absences/Attendance](#)
  - [Reporting Grades](#)
  - [Textbook Ordering and Selection](#)
  - [Withdrawals](#)
- [2009 Service Responsibilities](#) and associated procedures
  - [Advisement](#)
  - [Convocation and Commencement Services](#)
  - [Research](#)
- [2011 Instructional Time](#)

## **Addendum VIII**

## CURRENT VERSION

### E. The Executive Secretary

The Secretary of the General Faculty shall serve as the *ex officio* Executive Secretary of the Senate. His or her duties shall be to prepare and maintain the official records of the Senate, to receive committee reports, to supervise the operational affairs of the Senate, maintain the Senate website, and serve as a member of the Executive Committee of the Senate.

1. Support: **To support the effective carrying out of his or her duties, in due recognition of the time commitment of such service, the Executive Secretary shall receive reassigned time of one-course per year or the equivalent.** In consultation with the individual's supervisors up through the level of the Provost, there may be an alternative of an equivalent stipend. In the case of reassigned time, the Secretary's home department shall be compensated by an amount sufficient to hire a part-time instructor to fill the gap left by the course release

## PROPOSED MODIFIED VERSION

### E. The Executive Secretary

The Secretary of the General Faculty shall serve as the *ex officio* Executive Secretary of the Senate. His or her duties shall be to prepare and maintain the official records of the Senate, to receive committee reports, to supervise the operational affairs of the Senate, maintain the Senate website, and serve as a member of the Executive Committee of the Senate.

1. Support: **To support the effective carrying out of his or her duties, in due recognition of the time commitment of such service, the Executive Secretary shall receive reassigned time of one-course per semester or the equivalent.** In consultation with the individual's supervisors up through the level of the Provost, there may be an alternative of an equivalent stipend. In the case of reassigned time, the Secretary's home department shall be compensated by an amount sufficient to hire a part-time instructor to fill the gap left by the course release