

GRADUATE PROGRAMS COMMITTEE MEETING AGENDA

Date/Time: **March 7, 2024 at 3:00 PM Eastern Time via Zoom**

Join Zoom Meeting: https://www.google.com/url?q=https://westga-edu.zoom.us/j/89867483287?pwd%3DZ1d0ZXlFb1ZCMFB0Zm9LZHdHSVpPQT09&sa=D&source=calendar&ust=1709682636438509&usg=AOvVaw2ITPal6V9Y6UtxOz_BRWSk+1_360-209-5623

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- I. Call to Order
- II. Roll Call of GPC Committee Members
- III. Approval of [Minutes for February 8, 2024](#)
- IV. Program and Course Proposals
 - 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).

[SEE APPENDIX A, A1](#) (Appendices pages – 8-16)

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. [SEE APPENDIX B](#) (Appendices pages – 17-18)

B. Richards College of Business

6. [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. [SEE APPENDIX C, C1, C2](#) (Appendices pages – 19-21)

7. **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.

Additional Information: 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.

This combined program is making use of elective hours to reduce the total number of hours required to complete both programs.

8. **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. [SEE APPENDIX D, D1, D2 \(Appendices pages – 22-24\)](#)

9. **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**

10. **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. [SEE APPENDIX E](#)
(Appendices page 25)

D. College of Education

11. 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.. [SEE APPENDIX F](#)
(Appendices page 26)

12. 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. [SEE APPENDIX G](#)
(Appendices page 27)

13. 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. [SEE APPENDIX H](#)
(Appendices page 28)

14. [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. [SEE APPENDIX I](#) (Appendices page 29)

15. [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. [SEE APPENDIX J](#) (Appendices page 30)

16. [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. [SEE APPENDIX K](#) (Appendices page 31)

17. [HEDA – 6178 Students n 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. [SEE APPENDIX L](#) (Appendices page 32)

18. [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. [SEE APPENDIX M](#) (Appendices page 33)

19. [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. [SEE APPENDIX N](#) (Appendices page 34)

20. [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. [SEE APPENDIX O](#) (Appendices page 35)

21. [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. [SEE APPENDIX P, P1, P2, P3](#) (Appendices pages – 36-40)

V. Old Business

1. UPDATE: Secondary Ed.S. Program Review (Subcommittee Deadline – April 1)

VI. New Business

1. Request for a report of all GAs, GTAs, etc. requests and approvals/denials for this year and last year from the Grad School.
 - a. <https://workwest.westga.edu/academics/gradstudies/index.php>
 - b. [SEE APPENDIX Q, Q1, Q2, Q3](#) (Appendices pages –41 - 71)

VII. Adjourn

APPENDIX A:

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

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)

- 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.

APPENDIX A1:

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)
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	Fall Spring Summer	Fall Spring Summer
Core Area 1		
BIOL 5520 Develop. Biology		
BIOL 5539 Comp. Physiology		X
BIOL 5731 Intro. Toxicology		
BIOL 5732 Biology of Aging		X
BIOL 5733 Animal Nutrition	X	
BIOL 5735 Parasitology		
BIOL 6503 Biochemistry	X X X	X
BIOL 6513 Human Physiology	X X X X X	X
BIOL 6526 Histology		X X
BIOL 6750 Neuroscience	X X	
Core Area 2		
BIOL 5315 Bacterial Genetics	X	
BIOL 5325 Adv. Med. Micro.		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
BIOL 6325 Prokaryotic Biology		

7. Program Maps (1 & 2 year plans)

Program Map M.S. Biology: Biomedical Sciences Concentration Non-Thesis Track: Fall start, 1-year plan			
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
SEMESTER TOTAL	11	SEMESTER TOTAL	12
Milestones		Milestones	
<ul style="list-style-type: none"> Select advisory committee Maintain a minimum GPA of 3.0 		<ul style="list-style-type: none"> Maintain a minimum GPA of 3.0 Apply for summer graduation 	
Summer			
Course	Credits		
Core Area 1 Course	3		
Core Area 2 Course	4		
BIOL 6995 Comprehensive Exam	1		
SEMESTER TOTAL	7		
Milestones			
<ul style="list-style-type: none"> Maintain a minimum GPA of 3.0 Successfully complete comprehensive exam 			

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"> • Select advisory committee • Maintain a minimum GPA of 3.0 		<ul style="list-style-type: none"> • Maintain a minimum GPA of 3.0 	
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"> • Apply for spring graduation • Maintain a minimum GPA of 3.0 		<ul style="list-style-type: none"> • Successfully complete comprehensive exam • Maintain a minimum GPA of 3.0 	

APPENDIX B

Combined MPAcc/MBA University of West Georgia

Student Information

Name:	
Student ID:	

COURSE INFORMATION

Foundation Courses* <i>Term Grade</i>		MPAcc Courses (<i>Required</i>) <i>Term 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	
Basic Accounting Courses <i>Term Grade</i>		ECON 5208 Business Analytics Programming	
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		SELECT THREE OF THE FOLLOWING**: <i>Term 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	

MBA Courses (Required) Term Grade		ACCT 6285 Special Problems in Accounting		
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		
<p>Note: *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.</p>		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)

APPENDIX C

Combined MPAcc/MBA University of West Georgia

Student Information

Name:	
Student ID:	

COURSE INFORMATION

Foundation Courses* <i>Term Grade</i>		MPAcc Courses (<i>Required</i>) <i>Term 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	
Basic Accounting Courses <i>Term Grade</i>		ECON 5208 Business Analytics Programming	
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		SELECT THREE OF THE FOLLOWING**: <i>Term 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	

MBA Courses (Required) Term Grade		ACCT 6285 Special Problems in Accounting		
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		
Note: *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)

APPENDIX C1

Spreadsheet (will not fit page)

<https://docs.google.com/spreadsheets/d/1Vvky2tOTTPUdprE9XDyn7QV6hB5eTEEh/edit#gid=1301902620>

APPENDIX C2

Spreadsheet (will not fit page)

https://docs.google.com/spreadsheets/d/1ntoSh3Gc2bePwT_fmX6CUwgGyb9dB3AT/edit#gid=1222383122

APPENDIX D

MPAcc Program Sheet University of West Georgia

Student Information

Name:	
Student ID:	

COURSE INFORMATION

Foundation Courses* <i>Term Grade</i>		MPAcc Courses (<i>Required</i>) <i>Term 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	
Basic Accounting Courses <i>Term Grade</i>		SELECT TWO OF THE FOLLOWING**: <i>Term 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	
<p>Note: *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.</p>		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)

APPENDIX D1

Spreadsheet (will not fit page)

<https://docs.google.com/spreadsheets/d/1WNMCWHHOAsWwp3gDipnMIDoj972DO-8k/edit#gid=790436460>

APPENDIX D2

Spreadsheet (will not fit page)

<https://docs.google.com/spreadsheets/d/1b9XLvJ1pw4AnKs5SSyK6ozz4bXwSHMQQ/edit#gid=868696903>

APPENDIX E

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.

APPENDIX F

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

APPENDIX G



COLLEGE OF EDUCATION

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.

APPENDIX H



COLLEGE OF EDUCATION

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.

APPENDIX I



COLLEGE OF EDUCATION

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.

APPENDIX J



COLLEGE OF EDUCATION

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.

APPENDIX K



COLLEGE OF EDUCATION

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.

APPENDIX L



COLLEGE OF EDUCATION

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.

APPENDIX M



COLLEGE OF EDUCATION

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.

APPENDIX N



COLLEGE OF EDUCATION

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).

APPENDIX O



COLLEGE OF EDUCATION

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.

APPENDIX P

Proposed Revised 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
Core Class Credits			36
Elective Courses			3
Total Credits			39
Ed.S. upon Admission Plan of Study			

Current 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
Total Credits			39
Ed.S. upon Admission Plan of Study			

APPENDIX P1

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
Core Class Credits			48
Credits with 4 Electives			12
Total Credits			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] EDLE 8324 Ethical Leadership in Education [3]	6
	Fall	CEPD 8185 Professional Research Writing [3]	6
		EDSI 9961 Quantitative Research Methods [3]	
Spring	CEPD 9183 Directed Doctoral Research [3]	6	
	EDSI 9962 Qualitative Research Methods [3]		
Year 2	Summer	CEPD 9171 Program Evaluation [3]	6
		CEPD 9187 Doctoral Practicum in Supervision [3]	
		Elective Opportunity	
Fall	CEPD 9153 Advanced Therapeutic Techniques in Counseling [3]	6	
	CEPD 9186 Doctoral Internship [3] (Administrative Supervision Focus) Elective Opportunity		
Spring	CEPD 9199 Dissertation [3]	6	
	CEPD 9186 Doctoral Internship [3] (Program Evaluation Focus) Elective Opportunity		
Year 3	Summer	CEPD 9185 Doctoral Seminar: Advocacy for Marginalized and Underserved Populations [3]	6
		CEPD 9199 Dissertation [3]	
		Elective Opportunity	
Fall	CEPD 9199 Dissertation [3]	3	
	Elective Opportunity		
Spring	CEPD 9199 Dissertation [3]	3	
	Elective Opportunity		
Core Class Credits			48
Credits with 4 Electives			12
Total Credits			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.)

APPENDIX P2

Spreadsheet (will not fit page)

https://docs.google.com/spreadsheets/d/1MDz_EyOD1vG4w4jmvptZ7dvrFftm_YYp/edit#gid=1366646794

APPENDIX P3

Spreadsheet (will not fit page)

<https://docs.google.com/spreadsheets/d/1vBUI3ZmvLyBEnD8z81rAAfS3yfmmQ4t4/edit#gid=2051996799>

APPENDIX Q

<https://www.westga.edu/academics/gradstudies/graduate-student-assistantships/policies.php>

Policies Specific to Graduate Assistants

- Any graduate student appointed as a Graduate Research Assistant, Graduate Assistant or Teaching Assistant must be enrolled in and complete six (6) hours of graduate-level courses for fall and spring semesters and three (3) hours of graduate-level courses for the summer semester. Exceptions to the hours requirement require an approved [Student Workload Form \(PDF, 329K\)](#). All sections of the form must be completed and submitted to the Hiring Supervisor, who will forward to the Dean and then the Graduate School for final approval. If a graduate student drops below the minimum number of hours required without an approved workload form, the assistantship will be terminated.
- Graduate Research Assistants and Graduate Assistant hold the position on a semester-by-semester basis. Renewal of the contract is not automatic and must be negotiated with the department or program each semester.
- Departments and programs set the number of work hours required to maintain an assistantship with the student each semester. Work hours may vary between 13-29 hours per week during the 15-week semester. In no case may a department require a student to work over twenty-nine hours per week. No graduate assistant may have more than one job on the UWG campus, or work for another USG school. Because the university considers graduate assistants to be part-time employees, they are ineligible for employee benefits. No annual or sick leave is accrued.
- Graduate Research Assistants, Graduate Assistants, and Teaching Assistants are required to maintain a 3.0 GPA and remain in Good Standing.
- Graduate Research Assistants, Graduate Assistants, and Teaching Assistants must not be under Provisional status, and must be enrolled in a degree-seeking program of study.
- Graduate Research Assistants, Graduate Assistants, and Teaching Assistants receive compensation as negotiated with the individual departments or programs hiring them. Students are paid monthly according to the monthly payroll calendar. All receive a tuition reduction, which covers all tuition charges except for \$25, for the term during which they work. Students pay all other fees required by the university for graduate students. In addition, students holding an assistantship are required to have [mandatory health insurance](#).
- All work performed by Graduate Assistants must be performed within the state of Georgia.
- Hiring of Graduate Assistants must be approved in the student's academic department and in the Graduate School.

Appointment Procedures:

Once the department or hiring unit has completed and submitted the proper paperwork (which includes the electronic GA Job Offer Form) to the Graduate School, the hiring department will notify the student of his/her appointment. The appointment letter is provided from Human Resources for new hires, and contains information such as pay periods, policies, insurance requirement, etc. If the student accepts the appointment, he/she will return the acceptance letter to their hiring department.

If a background check is required, a link will be sent from the Human Resources office via email. This should be completed right away, or the hiring process will be delayed.

New hires (anyone not previously hired as a GRA/GA/TA) will receive an emailed link from the Human Resources Office, located in Aycock Hall, to complete all employment forms. Students must provide a driver's license and social security card for proof of identification, along with a personal voided check or their banking information. Students should direct any questions regarding the appointment to the hiring department.

Grievance Procedures, Resignation, or Termination:

1. If an assistant has a grievance against his/her employer, the student should contact the Department Chair or unit head first to resolve the issue. If that does not resolve the issue, please follow the procedures outlined in the Student Handbook and the Graduate School Catalog.
2. A graduate student wishing to resign or terminate his/her position should write a letter of resignation to his supervisor. The supervisor will inform the College Dean's Office and the Graduate Financial Aid Counselor.
3. Failure to perform duties assigned in a satisfactory manner, or failure to comply with academic polices, may result in the termination of the assistantship. Students not completing a semester or term will be charged full tuition on a prorated basis. At the end of each term, the supervisor will complete an evaluation of the GRA, GA or TA and keep that evaluation on file in the department or hiring unit office. [Evaluation forms \(PDF, 99K\)](#) may be found within the Forms section.

The Graduate School Dean reminds both the student and the employing unit that steady and successful progress toward the degree is the most important and significant goal for the student. An assistantship should facilitate, not hinder, that timely progress.

APPENDIX Q1



UNIVERSITY OF WEST GEORGIA
GRADUATE SCHOOL

Dean Assistantship Review

This document should assist college or school Deans review Graduate Assistantship Requests during the assistantship request period. Each College or School must determine its priorities to assess assistantship requests. Ideally, the Dean will include department chairs in the overall assessment of graduate assistantships. Approval at the college or school level does not guarantee final approval.

Rank Considerations

There is a ranking system for graduate assistantship requests as part of the assistantship review process. Ranking the assistantship requests communicates the college or school's preference for funding. Please do not rank each request as the preferred assistantship to fund.

Rank 1:	The most preferred assistantship request to fund.
Rank 2:	The second most preferred assistantship request to fund.
Rank 3:	The third most preferred assistantship request to fund.
So on...	So on...

The Rankings pair with the Priority assessment, which communicates the overall desire for funding this assistantship as perceived by the college or school. The rankings for all proposals within the unit should be ranked among each other. Ranking within the college or school highlights the preference of the Dean for funding specific assistantships over others if the Graduate School cannot support all proposals.

Priority Considerations

Four priorities can be chosen for each assistantship request. Each priority level communicates a different need for funding. The priority assessment is independent of rank. For example, a Rank 1 could be a low-priority assistantship request for the college or school or vice versa. Multiple ranks could have the same priority level.

Priority 1: This request addresses a critical need for the department, college, <u>and</u> institution.	There is a specific program, project, request, or need that will be directly affected among multiple units if this position is not funded.
---	--

Priority 2: This request addresses a moderate need for the department, college, or institution.	There is a specific program, project, request, or need that will be directly affected if this position is not funded.
Priority 3: This request addresses a need for the department, college, or institution.	While there may be a specific program, project, request, or need, the assistantship request fills a gap within our area that we believe needs attention but can be addressed in other ways.



UNIVERSITY OF WEST GEORGIA
GRADUATE SCHOOL

Priority 4: While important, this request addresses a need that may not require immediate attention.	This assistantship request has value, but there may be other pressing needs.
--	--

Priority and Rank

In totality, the Rank and Priority communicate the preference of the college or school for requesting the assistantship and the criticality of the request. Below is an example of how the pairings share the preference and need.

Rank 1/Priority 1	Primary preference for the college or school, and this assistantship fulfills a critical need within the department, college, and university. This pairing communicates a high priority for funding this request over others.
Rank 1/Priority 2	Primary preference for the college or school, and this assistantship fulfills a moderate need within the department, college, or university. This pairing communicates a moderate priority for this request but recognizes some assistantships within the requesting unit may address other high-priority needs.
Rank 1/Priority 3	The assistantship request is the college or school's primary preference, but a different assistantship request may address other needs within or outside the requesting unit.

Rank 1/Priority 4	Primary preference for funding this assistantship but communicates there may be other more pressing needs elsewhere. Albeit an unlikely pairing, however, a unit that proposes only one assistantship and sees it as "nice to have" could use it.
-------------------------	---

Approval Considerations

Each Dean should assess the rank and priorities within the college or school to weigh the merit of the request internally. Once these considerations are made, the Dean should decide whether to approve the proposal.

There are three options for approvals.

1. Approve – This is approved for further consideration.
2. Approve with modifications – We would like to modify the request, after which the college will approve it. **If you select this option, you will receive an email request to update the request. Please update this as soon as possible to ensure the next person reviewing it has the updated proposal.**
3. Not Approved – The request is not approved and no longer moves forward.



UNIVERSITY OF WEST GEORGIA
GRADUATE SCHOOL

Some considerations when prioritizing, ranking, and approving assistantships include:

Which assistantships contribute to the vision of the department the most?	Ideally, assistantships should serve and contribute at the department, college, and university level for the most significant impact. Some assistantships are critical for program development, but the focus should also be on the student experience.
Is the request considerate of previous enrollment and growth of the affiliated program?	While graduate enrollment and growth aren't a requirement, it is reviewed to ensure our academic programs are financially responsible.

<p>Is the request in line with the size of the academic program and/or department?</p>	<p>A request should evaluate the size of the program and students on assistantships to ensure a low ratio of waived credit hours to paid credit hours.</p>
<p>Is there a clear relationship between an academic program and the assistantship?</p>	<p>The primary purpose of an assistantship is to promote the educational and professional development of our Graduate Students. Each assistantship should have a specific academic program tailored to it for optimal student development.</p>
<p>Are the job duties representative of graduate level work that advances the student's academic and professional experience?</p>	<p>Assistantships that provide high-level student outcomes and skills that prepare them for a career are highly valued. Assistantships focusing on one task (e.g., responding to emails or posting on social media) should be evaluated to provide more in-depth experiences.</p>
<p>How does the total funding request align with the needs addressed by the Assistantship request?</p>	<p>While a more holistic review, comparing the assistantships to total funding requests is critical in approving requests for the next round.</p>
<p>How do the assistantships align with one another? Can they be combined to reduce the total cost?</p>	<p>Some assistantship requests within departments or colleges have a lot of overlap, subsequently causing an increased total cost to the Institution and Graduate School.</p>



UNIVERSITY OF WEST GEORGIA
GRADUATE SCHOOL

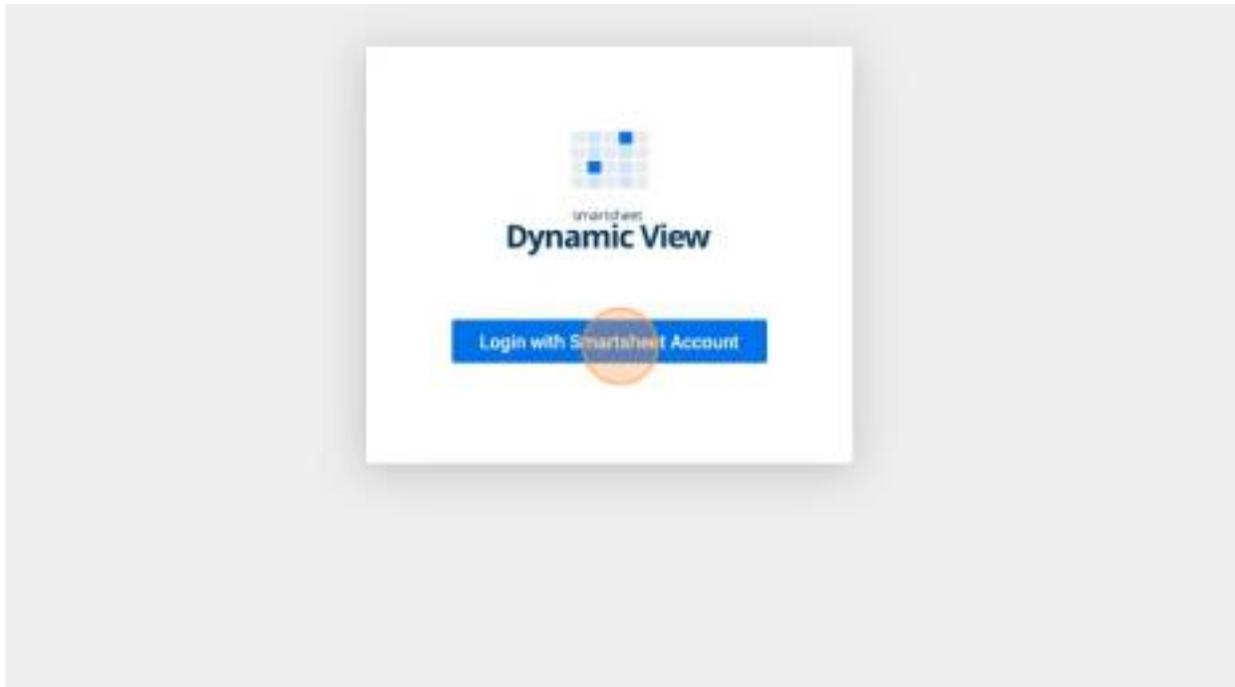
Process

Once you have completed the necessary considerations and assessments, please complete the [Dynamic Form](#). Instructions are below with some slight modifications made to language that may differ from the actual form.

Dean Approval using DynamicView Scribe[®]

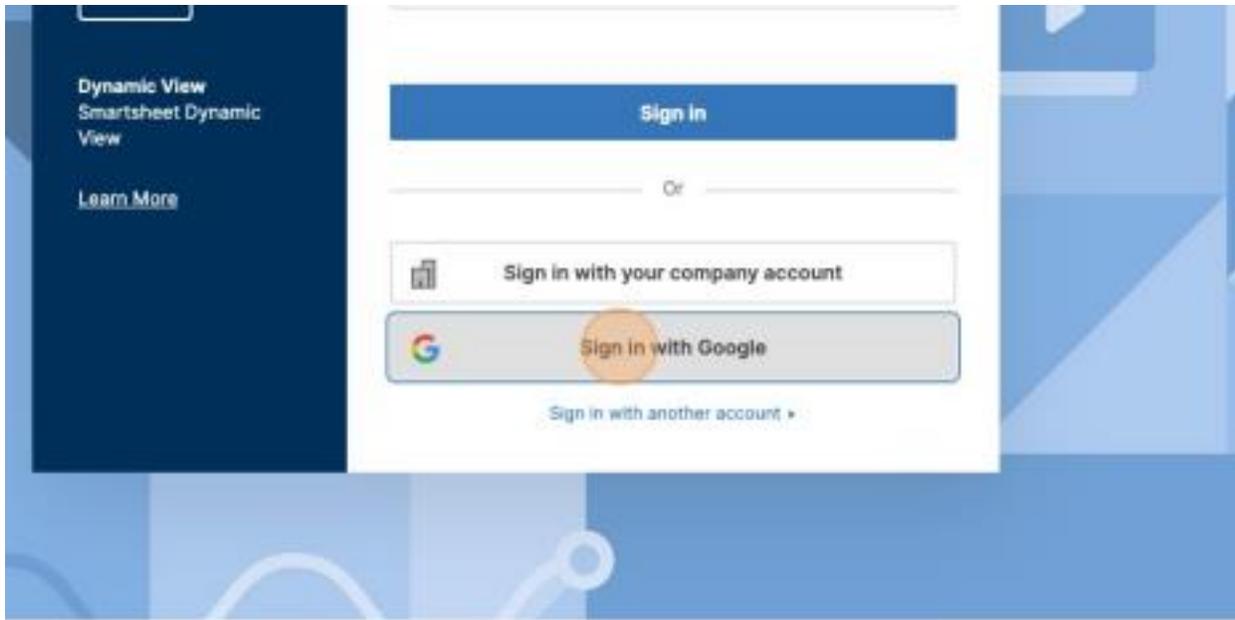
1 Navigate to <https://dynamicview.smartsheet.com/login>

2 Click "Login with Smartsheet Account"



Made with Scribe - <https://scribehov.com> 1

3 Click "Sign in with Google"



Star connected on the on with the Smartsheet mobile app

4 Click this image.

Name	Owner	My Permission	Last Opened By	View Description
WHS Department Chair - Approval Worksheet	Smartsheet Applications	Admin	September 18, 2021	Department Chair view for the WHS Department of Business and Accounting Requests
WHS Dean - Academics Review	Smartsheet Applications	Admin	September 18, 2021	WHS Dean view for academics
Smartsheet - Academics Board Review	Smartsheet Applications	Admin	September 18, 2021	The view for WHS and Smartsheet for overall review of all academics approved by both college and department
Department Approval	Smartsheet Applications	Admin	September 18, 2021	Dynamic view for Program Coordinators to use
Smartsheet - Academics Learning Review	Smartsheet Applications	Admin	September 18, 2021	The view for submission to track their approval process within the college and department
Dean - Academics Review	Smartsheet Applications	Admin	September 17, 2021	Dean view for academics in the School of Nursing, School of Communication, Film, Journalism, and Library
Smartsheet - Applications Update	Smartsheet Applications	Admin	September 1, 2021	
Academics Approval Form	Smartsheet Applications	Admin	August 23, 2021	
Academics by college contact	Smartsheet Applications	Full Control	August 23, 2021	
Dean List of Smartsheet Request Form	Smartsheet Applications	Admin	August 23, 2021	
Faculty List of Smartsheet Request Form	Smartsheet Applications	Admin	August 23, 2021	
Academics - Academics by Faculty	Smartsheet Applications	Admin	August 6, 2021	
Smartsheet Applications	Reference Sheet	Full Control	June 1, 2021	
WHS Dean - Academics Review	Smartsheet Applications	Admin		Dean view for academics
WHS Department Chair - Approval Worksheet	Smartsheet Applications	Admin		Department Chair view for the WHS Department of Business and Accounting Requests
WHS Department Chair - Approval Worksheet	Smartsheet Applications	Admin		Department Chair view for the WHS Department of Business and Accounting Requests
WHS Dean - Academics Review	Smartsheet Applications	Admin		WHS Dean view for academics

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5 Click "Shared with Me"

Name	Owner	My Permission	Last Updated by Me	View Description
RCOB Dean Assistantship Review	Graduate Admissions	Admin	September 18, 2020	RCOB Dean review for assistantships
Graduate Assistantship Overall Review	Graduate Admissions	Admin	September 18, 2020	The view for SPT and Deans for overall review of all assistantships approved by both college and department
RCOB Department Chair - Approval Assistantships	Graduate Admissions	Collaborator	September 18, 2020	Department Chair view for the College of Education
Admission Appeal	Graduate Admissions	Admin	September 18, 2020	Dynamic View for Program Coordinators to use.
Graduate Assistantship Request	Matt Torga	Owner	September 18, 2020	
Graduate Assistantship Submitter Review	Graduate Admissions	Admin	September 18, 2020	The view for submitters to track their approval process within the college and departments.
Dean Assistantship Review	Graduate Admissions	Admin	September 17, 2020	Dean review for assistantships in the School of Nursing, School of Communications, Film, and Media, and Liberal
Site Employment New Request	Matt Torga	Owner	September 17, 2020	
Dean Job Description Approval	Matt Torga	Owner	September 9, 2020	
Site Job Description Update	Matt Torga	Owner	September 9, 2020	Used to update a job description that was changed or modified
Graduate Application Update	Graduate Admissions	Admin	September 1, 2020	
Reenrollment Approval Dean	Graduate Admissions	Admin	August 25, 2020	
Reenrollment by program contact	Graduate Admissions	Collaborator	August 25, 2020	
Dean Out of State Waiver Request View	Graduate Admissions	Admin	August 25, 2020	
Faculty Out of State Waiver Request View	Graduate Admissions	Admin	August 18, 2020	
Reenrollment recommendations by Faculty	Graduate Admissions	Admin	August 4, 2020	
Site Premium Apps - Assess	Bruce O'Leary	Collaborator	June 1, 2020	Client or Prospects that have questions regarding premium applications can find their answers and requests
Assistantship Information	Business School	Collaborator	June 1, 2020	

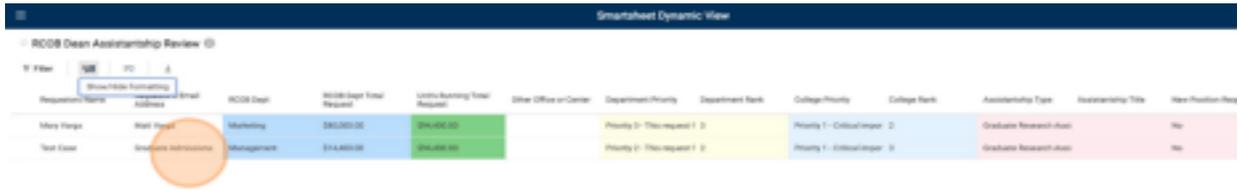
6 Click the Dean Assistantship Review view respective to you.

Name	Owner
RCOB Department Chair - Approval Assistants	GA Graduate Admissions
RCOB Dean Assistantship Review	GA Graduate Admissions
Graduate Assistantship Overall Review	GA Graduate Admissions
Admission Appeal	GA Graduate Admissions
Graduate Assistantship Submitter Review	GA Graduate Admissions
Dean Assistantship Review	GA Graduate Admissions

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The pictures below is just an example and does not represent actual submissions.

7 Click here to alter the formatting colors.



The screenshot shows a SmartSheet Dynamic View interface. At the top, there is a header bar with the text 'SmartSheet Dynamic View'. Below the header, there is a filter section with a dropdown menu set to 'All' and a search icon. The main content is a table with the following columns: Requestor Name, Requestor Email Address, RCOB Dean, RCOB Dept Total Request, Continuum Total Request, Silver Office or Center, Department/Priority, Department Rank, College/Priority, College Rank, Assistantship Type, Assistantship Title, and New Position Req. Two rows are visible: 'Mary Hays' and 'Test User'. An orange circle highlights the 'Show/Hide Formatting' button in the top left corner of the table area.

Requestor Name	Requestor Email Address	RCOB Dean	RCOB Dept Total Request	Continuum Total Request	Silver Office or Center	Department/Priority	Department Rank	College/Priority	College Rank	Assistantship Type	Assistantship Title	New Position Req
Mary Hays	Mary.Hays@unh.edu	Management	\$10,000.00	\$10,000.00		Priority 0 - This request 1 2		Priority 1 - Critical/Impor 2		Graduate Research Asst		No
Test User	GraduateAdmin@unh.edu	Management	\$14,400.00	\$14,400.00		Priority 0 - This request 1 2		Priority 1 - Critical/Impor 2		Graduate Research Asst		No



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8 Click here to wrap the text. This will make it easier to read.



The screenshot shows the same SmartSheet Dynamic View interface as above. An orange circle highlights the 'Wrap Text' button in the top left corner of the table area.

Requestor Name	Requestor Email Address	RCOB Dean	RCOB Dept Total Request	Continuum Total Request	Silver Office or Center	Department/Priority	Department Rank	College/Priority	College Rank	Assistantship Type	Assistantship Title	New Position Req
Mary Hays	Mary.Hays@unh.edu	Management	\$10,000.00	\$10,000.00		Priority 0 - This request 1 2		Priority 1 - Critical/Impor 2		Graduate Research Asst		No
Test User	GraduateAdmin@unh.edu	Management	\$14,400.00	\$14,400.00		Priority 0 - This request 1 2		Priority 1 - Critical/Impor 2		Graduate Research Asst		No



9 This view will provide various pieces of information to help facilitate your decision. You will see the total amount requested by the department, the assistantship request, and the overall financial request for your unit.

Additional information includes program enrollment information, assistantship information, etc.

Smartsheet Dynamic View					
Dept	RCOB Dept Total Request	Unit's Running Total Request	Other Office or Center	Department Priority	Department Rank
Engineering	\$80,000.00	\$94,400.00		Priority 3 - This request fulfills a need within or for the department, college, or institution.	3
Management	\$14,400.00	\$94,400.00		Priority 2 - This request fulfills a moderate need within or for the department, college, or institution.	2

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10 Once you click on the record, the details pane opens for your approval.

🔍
👤


College Priority	College Rank	Assistantship Type
	2	Graduate Research Assistant
		Graduate Research Assistant

Details

Please identify whether you approve this request, the rank within the College, and overall priority you believe this request serves. The rank and priority will help us determine which assistants may need higher preference over others if not all can be awarded. It is not a value assessment of the request. There could be multiple requests with a priority 1 rating that have various rankings. They are mutually exclusive as one does not depend on the other.

Data Attachments (0) Comments (0)

Dean Approval *

✕

College Priority	College Rank	Assistantship Type
	2	Graduate Research Assistant
		Graduate Research Assistant

the College, and overall priority you believe this request serves. The rank and priority will help us determine which assistants may need higher preference over others if not all can be awarded. It is not a value assessment of the request. There could be multiple requests with a priority 1 rating that have various rankings. They are mutually exclusive as one does not depend on the other.

Data Attachments (0) Comments (0)

Dean Approval *

Approved

Not Approved

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12 Click "Approved" or "Not Approved"

13 Click "Save"

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After you click save and if you approve, two more fields populate. Priority and Rank.

The Priority and Rank are mutually exclusive. Please identify the rank this assistantship falls within your college and the corresponding priority it has within your unit. The rank helps inform the preference for filling requests while the priority helps inform the need for the assistantship.

This helps prevent assumptions made on your behalf regarding the benefit or need of a position.

14 There are four priorities:

- Priority 1 - This request fulfills a critical need within or for the department, college, or institution
- Priority 2 - This request fulfills a moderate need within or for the department, college, or institution

• Priority 3 - This request fulfills a need within or for the department, college, or institution • Priority 4 -

While important, this request fulfills a need that may not need immediate attention To make a decision,

click on the record and a details pane opens.

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15 Choose a rank.

16 Click "Save"

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APPENDIX Q2



UNIVERSITY OF WEST GEORGIA
GRADUATE SCHOOL

Department Chair Assistantship Review

This document should assist Department Chairs in reviewing Graduate Assistantship Requests during the assistantship request period. Each department must determine its priorities to assess assistantship requests. Approval at the department level does not guarantee final approval.

Rank Considerations

There is a ranking system for graduate assistantship requests as part of the assistantship review process. Ranking the assistantship requests communicates the departments' preference for funding. Please do not rank each assistantship as the preferred assistantship to fund.

Rank 1:	The most preferred assistantship request to fund.
Rank 2:	The second most preferred assistantship request to fund.
Rank 3:	The third most preferred assistantship request to fund.
So on...	So on...

The Rankings pair with the Priority assessment, which communicates the overall desire for funding this assistantship as perceived by the department.

Priority Considerations

Four priorities can be chosen for each assistantship request. Each priority level communicates a different need for funding. The priority assessment is independent of rank. For example, a Rank 1 could be a low-priority assistantship request or vice versa.

Priority 1: This request addresses a critical need for the department, college, <u>and</u> institution	There is a specific program, project, request, or need that will be directly affected among multiple units if this position is not funded.
Priority 2: This request addresses a moderate need for the department, college, or institution.	There is a specific program, project, request, or need that will be directly affected if this position is not funded.

Priority 3: This request addresses a need for the department, college, or institution.	While there may be a specific program, project, request, or need, the assistantship request fills a gap within our area that we believe needs attention but can be addressed in other ways.
Priority 4: While important, this request addresses a need that may not require immediate attention.	This assistantship request has value, but there may be other pressing needs.



UNIVERSITY OF WEST GEORGIA
GRADUATE SCHOOL

Priority and Rank

In totality, the Rank and Priority communicate the preference of the department or college for requesting the assistantship and the criticality of the request. Below is an example of how the pairings share the preference and need.

Rank 1/Priority 1	Primary preference for the department, and this assistantship fulfills a critical need within the department, college, and university. This pairing communicates a high priority for funding this request over others.
Rank 1/Priority 2	Primary preference for the department and this assistantship fulfills a moderate need within the department, college, or university. This pairing communicates a moderate priority for this request but recognizes some assistantships within the requesting unit may address other high-priority needs.
Rank 1/Priority 3	The assistantship request is the department's primary preference, but a different assistantship request may address other needs within or outside the requesting unit.
Rank 1/Priority 4	Primary preference for funding this assistantship but communicates there may be other more pressing needs elsewhere. Albeit an unlikely pairing, however, it could be used for a unit that proposes only one assistantship and sees it as "nice to have."

Approval Considerations

Each Department Chair should assess the rank and priorities within the department to weigh the merit of the request internally. Once these considerations are made, the department chair should decide whether to approve the proposal.

There are three options for approvals.

1. Approve – There are no issues with the request, which is approved for further consideration.
2. Approve with modifications – We would like to modify the request, after which it will be approved by the department. **If you select this option, you will receive an email request to update the request. Please update this as soon as possible to ensure the next person reviewing it has the updated proposal.**
3. Not Approved – The request is not approved and no longer moves forward.



UNIVERSITY OF WEST GEORGIA
GRADUATE SCHOOL

Some considerations when prioritizing, ranking, and approving assistantships include:

Which assistantships contribute to the vision of the department the most?	Ideally, assistantships should serve and contribute at the department, college, and university level for the most significant impact. Some assistantships are critical for program development, but the focus should also be on the student experience.
Is the request considerate of previous enrollment and growth of the affiliated program?	While graduate enrollment and growth aren't a requirement, it is reviewed to ensure our academic programs are financially responsible.
Is the request in line with the size of the academic program and/or department?	A request should evaluate the size of the program and students on assistantships to ensure a low ratio of waived credit hours to paid credit hours.
Is there a clear relationship between an academic program and the assistantship?	The primary purpose of an assistantship is to promote the educational and professional development of our Graduate Students. Each assistantship should have a specific academic program tailored to it for optimal student development.

<p>Are the job duties representative of graduate level work that advances the student's academic and professional experience?</p>	<p>Assistantships that provide high-level student outcomes and skills that prepare them for a career are highly valued. Assistantships focusing on one task (e.g., responding to emails or posting on social media) should be evaluated to provide more in-depth experiences.</p>
<p>How does the total funding request align with the needs addressed by the Assistantship request?</p>	<p>While a more holistic review, comparing the assistantships to total funding requests is critical in approving requests for the next round.</p>
<p>How do the assistantships align with one another? Can they be combined to reduce the total cost?</p>	<p>Some assistantship requests within departments or colleges have a lot of overlap, subsequently causing an increased total cost to the Institution and Graduate School.</p>

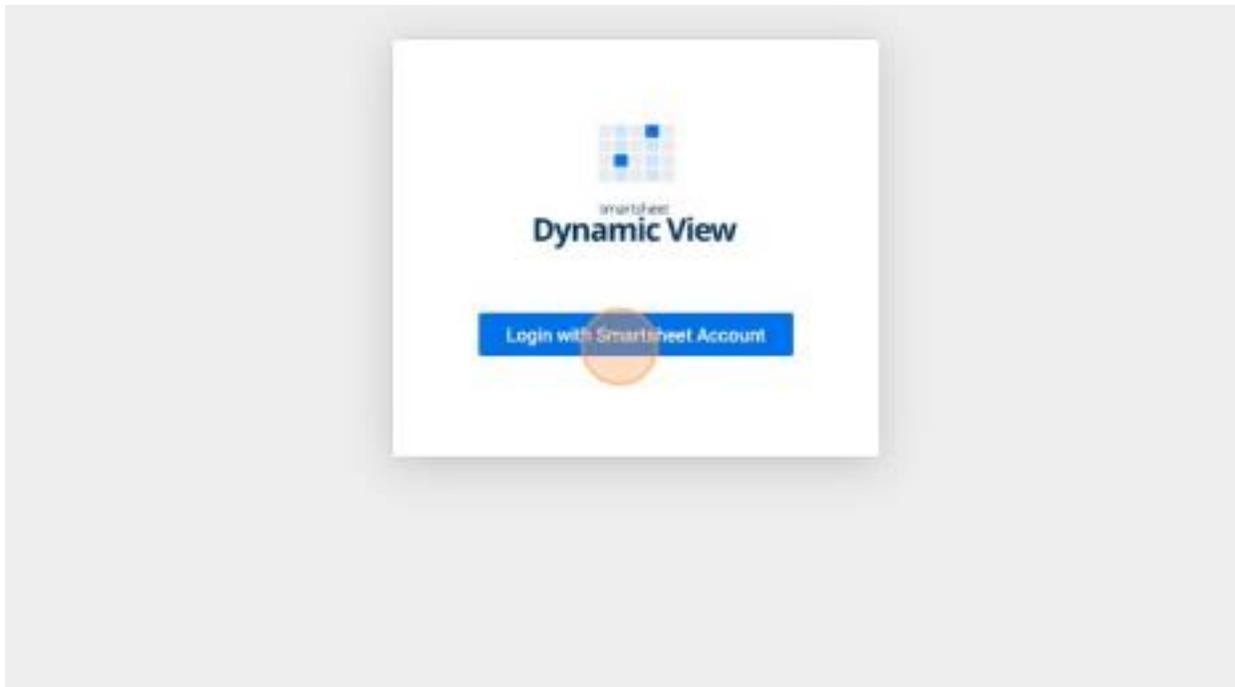
Process

Once you have completed the necessary considerations and assessments, please complete the [Dynamic Form](#). Instructions are below.

Guide to Approve Department Assistantship Requests

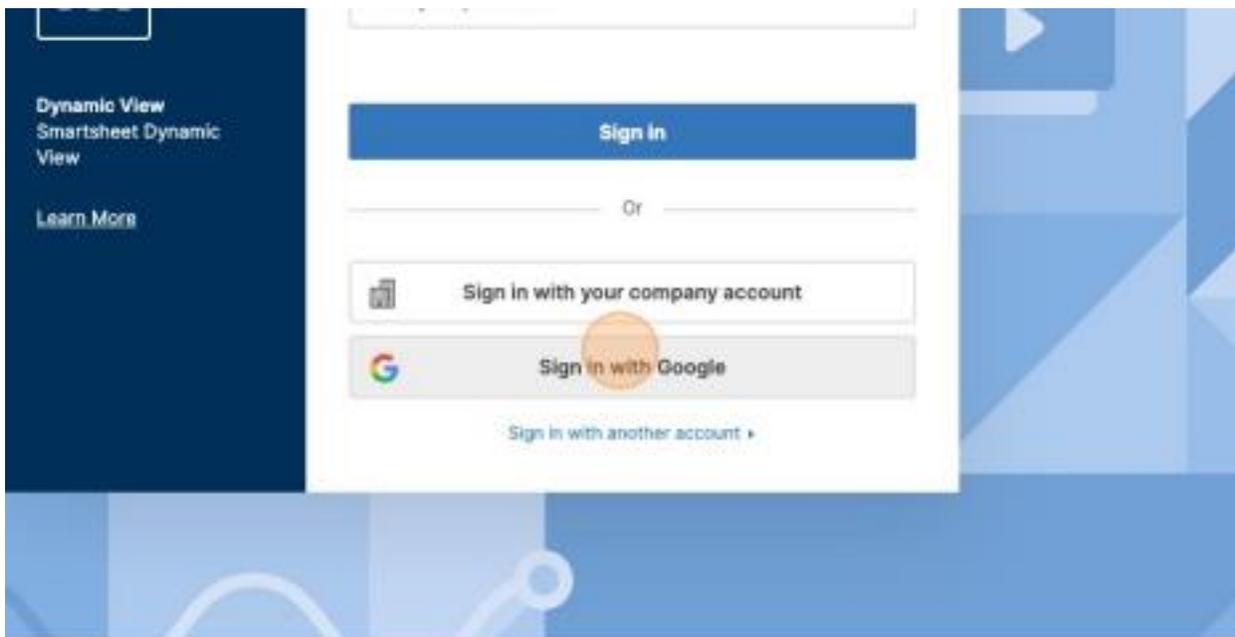
1 Navigate to <https://dynamicview.smartsheet.com/login>

2 Click "Login with Smartsheet Account"



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3 Click "Sign in with Google"



4 Click this image.

All Views

Any views that you have access to appear here.

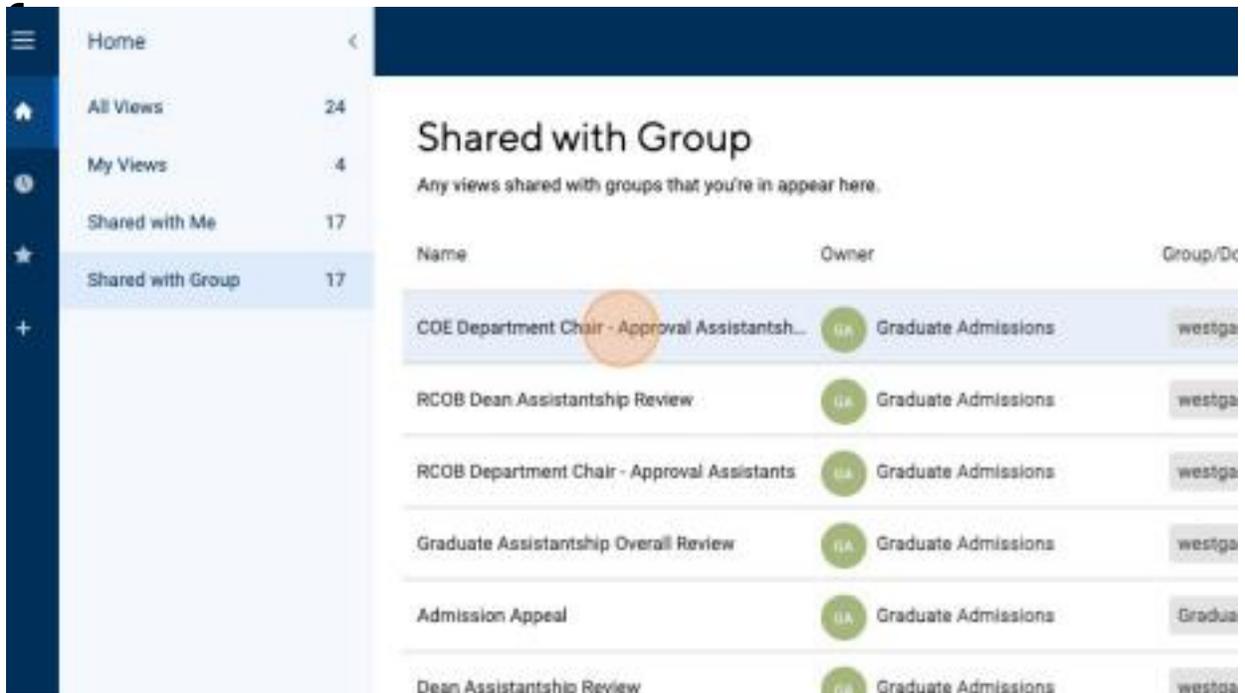
Name	Owner	My Permission
COE Department Chair - Approval Assistantships	Graduate Admissions	Collaborator
RCOB Dean Assistantship Review	Graduate Admissions	Admin
RCOB Department Chair - Approval Assistants	Graduate Admissions	Admin
Graduate Assistantship Overall Review	Graduate Admissions	Admin
Admission Appeal	Graduate Admissions	Admin
Graduate Assistantship Request	Matt Varoa	Owner

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5 Click "Shared with Group

17"

The screenshot shows a navigation menu on the left side of the application. The menu items are: Home, All Views (24), My Views (4), Shared with Me (17), and Shared with Group (17). The 'Shared with Group' item is highlighted in blue, and a callout circle is drawn around it. The main content area on the right shows the 'All Views' page, which is identical to the table shown in the previous image.



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The information below is for illustrative purposes only.

7 Click "Show/Hide Formatting" to show any formatting.

☰

COE Department Chair - Approval Assistantships ⓘ

Filter [Filter Icon] [List Icon] [Sort Icon]

Requestors Name	Requestors Email Address	COE Dept	COE Dept Total Request	Other Office or Center	Department
Matt Varga	Matt Varga	Early Childhood Through Secondary Education	\$50,000.00		

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8 Click "wrap text" to wrap the text within the view. This makes it easier for viewing.

☰

COE Department Chair - Approval Assistantships ⓘ

Filter [Filter Icon] [List Icon] [Sort Icon]

Requestors Name	Requestors Email Address	COE Dept	COE Dept Total Request	Other Office or Center	Department
Matt Varga	Matt Varga	Early Childhood Through Secondary Education	\$50,000.00		

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9 This view will provide various pieces of information to help facilitate your decision. You will see the total amount requested by the department, the assistantship request, and the overall financial request for your unit. Scroll to the right to see all the information.

Additional information includes program enrollment information, assistantship information, etc.

To make a decision, click the record.

r's Email	COE Dept	COE Dept Total Request	Other Office or Center	Department Rank	Department Priority	As
a	Early Childhood Through Secondary Education	\$50,000.00				Gr As

Made with Scribe - <https://scribehov.com> 6

10 Once you have made a decision on whether you would like to approve, select the corresponding answer.

Title	New Position Request	Semesters	Assistantships Requested
	Yes	Fall, Spring	5

Details

Please identify whether you approve this request, the rank within the Department, and overall priority you believe this request serves. The rank and priority will help us determine which assistants may need higher preference over others if not all can be awarded. It is not a value assessment of the request. There could be multiple requests with a priority 1 rating that have various rankings. They are mutually exclusive as one does not depend on the other.

Data Attachments (0) Comments (0)

Department Chair/Director Approval *

Approved

Not Approved

Discard Changes Save

11 Click "Save"

Made with Scribe - <https://scribehow.com> 7
 After you click save and if you approve, two more fields populate. Priority and Rank.

The Priority and Rank are mutually exclusive. Please identify the rank this assistantship falls within your college and the corresponding priority it has within your unit. The rank helps inform the preference for filling requests while the priority helps inform the need for the assistantship.

This helps prevent assumptions made on your behalf regarding the benefit or need of a position.

12 There are four priorities:

- Priority 1 - This request fulfills a critical need within or for the department, college, or institution
- Priority 2 - This request fulfills a moderate need within or for the department, college, or institution
- Priority 3 - This request fulfills a need within or for the department, college, or institution
- Priority 4 -

While important, this request fulfills a need that may not need immediate attention To make a decision, click on the record and a details pane opens.

Yes	Fall, Spring	5
-----	--------------	---

Department Chair/Director Approval *

Approved X

Department Rank *

Please rank this assistantship in order of preference for all assistantships requested.

X

Department Priority *

X

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13 Choose the preferred rank within the department.

14 Choose the preferred prioritization of this assistantship.

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15 Click "Save"

If you choose not to approve an assistantship request, it stops and will not proceed in the process.

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APPENDIX Q3



UNIVERSITY OF WEST GEORGIA

GRADUATE SCHOOL

GPC Assistantship Review

This document should assist GPC in reviewing Graduate Assistantship Requests during the assistantship request period. Each department and college were asked to determine its priorities to assess assistantship requests. GPC is tasked with reviewing the requests and recommending, recommending with reservation, or not recommending the proposals that have been approved at the college level. This is an advisory recommendation to be taken under consideration by the Graduate School for the final recommendation to the Office of Academic Affairs.

Rank Considerations

There is a ranking system for graduate assistantship requests as part of the assistantship review process. Ranking the assistantship requests communicates the departments' and college's preference for funding.

Rank 1:	The most preferred assistantship request to fund.
Rank 2:	The second most preferred assistantship request to fund.
Rank 3:	The third most preferred assistantship request to fund.
So on...	So on...

The Rankings pair with the Priority assessment, which communicates the overall desire for funding this assistantship as perceived by the department and college.

Priority Considerations

Four priorities can be chosen for each assistantship request. Each priority level communicates a different need for funding. The priority assessment is independent of rank. For example, a Rank 1 could be a low-priority assistantship request or vice versa.

Priority 1: This request addresses a critical need for the department, college, <u>and</u> institution	There is a specific program, project, request, or need that will be directly affected among multiple units if this position is not funded.
Priority 2: This request addresses a moderate need for the department, college, or institution.	There is a specific program, project, request, or need that will be directly affected if this position is not funded.

Priority 3: This request addresses a need for the department, college, or institution.	While there may be a specific program, project, request, or need, the assistantship request fills a gap within our area that we believe needs attention but can be addressed in other ways.
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Priority 4: While important, this request addresses a need that may not require immediate attention.	This assistantship request has value, but there may be other pressing needs.
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Priority and Rank

In totality, the Rank and Priority communicate the preference of the department or college for requesting the assistantship and the criticality of the request. Below is an example of how the pairings share the preference and need.

Rank 1/Priority 1	Primary preference for the department, and this assistantship fulfills a critical need within the department, college, and university. This pairing communicates a high priority for funding this request over others.
Rank 1/Priority 2	Primary preference for the department and this assistantship fulfills a moderate need within the department, college, or university. This pairing communicates a moderate priority for this request but recognizes some assistantships within the requesting unit may address other high-priority needs.
Rank 1/Priority 3	The assistantship request is the department's primary preference, but a different assistantship request may address other needs within or outside the requesting unit.
Rank 1/Priority 4	Primary preference for funding this assistantship but communicates there may be other more pressing needs elsewhere. Albeit an unlikely pairing, however, it could be used for a unit that proposes only one assistantship and sees it as "nice to have."

Recommendation Considerations

GPC should assess the outcomes, job description, value the assistantship brings to the university, program metrics associated with the assistantship, and the rank and priorities within the college to weigh the merit of the request internally. Once these considerations are made, the GPC should decide whether to recommend, recommend with reservation, and do not recommend.

There are three options for Recommendations.

1. Recommend – The request warrants further consideration by the Graduate School and Office of Academic Affairs
2. Recommend with Reservation – This request warrants further consideration, but despite the value brought by the proposal, other assistantship request should receive higher consideration. ****If you select this option, please add a comment****



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3. Not Recommended – The request is not recommended. ****If you select this option, please add a comment****

Some considerations when assessing the assistantships include:

Which assistantships contribute to the vision of the department the most?	Ideally, assistantships should serve and contribute at the department, college, and university level for the most significant impact. Some assistantships are critical for program development, but the focus should also be on the student experience.
Is the request considerate of previous enrollment and growth of the affiliated program?	While graduate enrollment and growth aren't a requirement, it is reviewed to ensure our academic programs are financially responsible.
Is the request in line with the size of the academic program and/or department?	A request should evaluate the size of the program and students on assistantships to ensure a low ratio of waived credit hours to paid credit hours.

<p>Is there a clear relationship between an academic program and the assistantship?</p>	<p>The primary purpose of an assistantship is to promote the educational and professional development of our Graduate Students. Each assistantship should have a specific academic program tailored to it for optimal student development.</p>
<p>Are the job duties representative of graduate level work that advances the student's academic and professional experience?</p>	<p>Assistantships that provide high-level student outcomes and skills that prepare them for a career are highly valued. Assistantships focusing on one task (e.g., responding to emails or posting on social media) should be evaluated to provide more in-depth experiences.</p>
<p>How does the total funding request align with the needs addressed by the Assistantship request?</p>	<p>While a more holistic review, comparing the assistantships to total funding requests is critical in approving requests for the next round.</p>
<p>How do the assistantships align with one another? Can they be combined to reduce the total cost?</p>	<p>Some assistantship requests within departments or colleges have a lot of overlap, subsequently causing an increased total cost to the Institution and Graduate School.</p>



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Process

Once you have completed the necessary considerations and assessments, please complete the [Dynamic Form](#).

