

Graduate Programs Committee (GPC)

AGENDA

Date: Thursday, January 18, 2018
Location: School of Nursing—Conference Room 200
Time: 10:30 a.m. to 11:30 a.m. (or 12:00 noon, if needed)

- I. **Approval of Minutes:** [November 28, 2017 \(click/scroll to see minutes below\)](#)
Discussion: Changes/Modifications/Corrections
Action:

II. **Course/Program Additions, Modifications, Deletions:**

ACTION ITEMS:

A. **Richards College of Business**

1. [Management Department](#) (Click for CSS Submission)

Originator: Jeannie Pridmore

Course: [MGNT 6675: International Work Practicum](#) (Click for Syllabus)

Request: Add

Action:

Details:

This course is intended to offer students an international experiential learning opportunity. Students will be placed into international teams, which will consist of students from different institutions in different countries. These international teams will be given a real organizational problem to solve. Each team will begin their group work using virtual collaboration technologies and will finish the work face-to-face with their team in the host country. This opportunity affords the students a deep learning and insight into the differences between the cultures, as well as a first-hand appreciation for unique business problems and practices. The learning objectives of this course will be realized through a mix of assigned reading, lecture, independent research, and teamwork. The course will conclude with travel to the host organization to finish the teamwork face-to-face and to present the final project to the organization. Travel is not required to participate in this course. If the student is not able to travel, they can complete the project work through the use of virtual collaboration technology.

Rationale:

International experience and real work experience are two items that our students and organizations have been requesting. The International Work Practicum course will provide a one-of-a-kind international experiential learning experience. UWG students will have the opportunity to work with an international organization and in international teams to solve a real world organizational problem. These international teams will utilize collaborative

software such as GoToMeeting or WebEx to complete pre-work for the project in early May and then students will travel to the host country to complete the project work and present to the organization. Projects will utilize a design thinking methodology and will range in scope from Enterprise Systems, Security/Privacy, Analytics, Marketing Research, and Supply Chain/Logistics.

2. **[Management Department](#) (Click for CSS Submission)**

Originator: Jeannie Pridmore

Course: [MGNT 6684: Management Internship Course](#) (Click for Syllabus)

Request: Add

Action:

Details:

This course is intended to offer students in the MBA program an internship in the management field. This opportunity affords the student deep learning and insight into business culture, business environment, and work experience. The learning objectives of this course will be realized through a mix of independent research and experiential learning.

Rationale:

Seventy percent of our MBA students are coming straight through from their undergraduate programs. The request for internships is on the rise from MBA students. This offers students a way to obtain real life work experience that will also apply to credit for their MBA degree.

3. **[Management Department](#) (Click for CSS Submission)**

Originator: Jeannie Pridmore

Program/Course: [CISM 6684: MBA Management Information Systems Internship](#)
(Click for Syllabus)

Request: Add

Action:

Details:

This course is intended to offer students in the MBA program an internship in the management of information systems field. This opportunity affords the student deep learning and insight into business culture, business environment, and work experience. The learning objectives of this course will be realized through a mix of independent research and experiential learning.

Rationale:

Seventy percent of our MBA students are coming straight through from their undergraduate programs. The request for MBA internships has been on the rise. This will allow the MBA student to gain real life work experience while also being able to obtain MBA course credit.

4. [Management Department](#) (Click for CSS Submission)

Originator: Jeannie Pridmore

Program: [International Track for Master of Business Administration](#)
(Click for Program Information)

Request: Add New Track/Concentration

Action:

Details:

This track requires the same 30 credit hours and required courses as the current Master of Business Administration degree does. It allows students to pick one of our international partner schools to attend for a semester and in working with the graduate program director create an International Plan of study that fits their needs and desires. Each plan of study requires approval from the graduate program director.

Rationale:

Global knowledge is critical for today's global economy. The University of West Georgia offers students the opportunity to receive an MBA with significant first hand international experience that will give them an advantage in this rapidly changing marketplace. Students can pick one of our international partner schools to attend for a semester and create an International Plan of Study that fits their needs and desires. This is more than an International Management course or a study abroad program. This is an MBA designed for students who want to gain a deeper understanding of global business issues and develop intercultural management skills while spending a full semester studying abroad.

5. [Management Department](#) (Click for CSS Submission)

Originator: Jeannie Pridmore

Program: [Young Executive Program for Master of Business Administration](#)
(Click for Program Information)

Request: Add New Track/Concentration

Action:

Details:

The Young Executive Program is designed for young professionals with little to no experience (typically less than 2 years) who want to obtain an MBA. Two three-hour credit courses (MNGT 6675: International Work Practicum and MNGT 6685: Sustainability Leadership) are sequenced together to create a learning experience that focus on developing knowledge, confidence, professionalism, and experience that will make the student a standout amongst their peers. Each course can be taken as an elective in the MBA program.

Rationale:

Seventy percent of our MBA students are coming straight through from their undergraduate programs. The request for MBA internships has been on the rise. This will

allow the MBA student to gain real life work experience while also being able to obtain MBA course credit.

6. **Economics Department** (Click for CSS Submission)

Originator: Adrian Austin

Program/Course: **Master of Professional Accounting (MPAcc)**
(Click for Program Information)

Request: Modify Existing Program (Admissions Requirements)

Action:

Details:

The Richards College of Business is requesting approval to allow students completing the Master of Professional Accounting (MPAcc) or Master of Business (MBA) program to use graduate-level courses from one degree program as electives for a second degree program.

Rationale:

A Dual Degree MPAcc/MBA is consistent with peer institutions' policies and would allow us to meet the needs of our students.

B. **College of Social Sciences**

7. **Political Science Department** (Click for CSS Submission)

Originator: Sooho Lee

Program/Course: **Master of Public Administration** ***(Click for Program Information)***

Request: Modify Existing Program (Admissions Requirements)

Action:

Details:

The MPA program requests the following changes in the MPA admission policy:

1. GPA

- Current: GPA of at least 2.5
- New: A minimum 2.5 cumulative grade average (GPA) equivalent on a 4.0 scale

2. GRE Requirement

- Current: Official GRE total score of 291 (combining verbal and quantitative)
- New: A minimum total score of 291 (combining Verbal and Quantitative) on the Graduate Record Examination (GRE). However, the following are eligible for a GRE Waiver:
 - Applicant with an earned graduate degree from an accredited institution
 - Applicant with an earned undergraduate degree with an overall GPA of 3.0 or higher from an accredited institution
 - Applicant with an earned undergraduate degree with an overall GPA of 2.75 from an accredited institution and at least 3 years professional, full-time, public sector or nonprofit career experience

- Applicant with a public or nonprofit work experience of at least 7 or more years in a full-time, relevant supervisory position

3. Letters of Recommendation

- Current: 3 letters of recommendation
- New: Two letters of recommendation from former professors or from job supervisors.

4. Personal Statement

- Current: not required
- New: A personal statement of about 1,000 words that describes the applicant's work experience, professional goals, the reasons they have chosen this program, why they want to attend UWG, and how the MPA program will help the applicant achieve the goals.

5. Resume

- Current: Not required
- New: A current resume

6. Transfer credit

- Current: 6 credit hours
- New: Applicants may transfer up to 9 semester hours of graduate work from other accredited institutions. To be transferred, course work from other institutions must correspond to UWG's MPA curriculum. Applicants should provide syllabi and detailed course descriptions and the amount of credit granted will be determined by the program director. Such transferred course work may be no more than five years old.

Rationale:

The detailed rationale and background are explained in the attached file.

1. **GPA:** The new change provides a better clarification.

2. **GRE:** The Program requires GRE for all applicants, while many other accredited institutions, especially the institutions (Kennesaw State, Georgia State, and Georgia College & State) near our campus, have a waiver policy for this requirement (see IV. Appendix: Admission Policy Comparison). The waiver policies ease the burden of preparing the admission requirements for applicants and expedite the overall admission process. In particular, in-service professionals in public & nonprofit organizations and students who have a high GPA often inquire of a GRE waiver. With a waiver policy, the program will be more competitive. This new waiver policy will reduce some burden for future applicants and improve application rate, particularly good for aspiring in-service applicants who decide to apply close-to-deadline and cannot get a GRE take in time. The change will be beneficial for a competitive edge. In addition, recent studies do not find that GRE has criterion validity in estimating students' academic performance in MPA programs

3. **Letters of Recommendation:** Two recommendation letters will reduce the burden for applicants to prepare their admission documents. Kennesaw State, require only two. Recommendation letters also have weak validity in the estimation of student performance.

4. **Personal Statement:** Currently the Program does not require any personal statement or essay for the admission. An essay or personal statement about professional plan and goal

is necessary for better mentoring students through their coursework. One of the new policies that the MPA program has launched is Student Learning Portfolio in which identifying students' career plan and goal in the early stage of their study is extremely important. With a reduction of the recommendation letters, the Program can better accommodate their needs by adding this goal statement essay. By doing this, the Program can better guide/accommodate their needs and goals while they are pursuing the degree. This is a necessary part of Student Learning Portfolio. In addition, it will give the Program an idea of their writing skill.

5. Resume: Currently a current resume is not required. However, it is necessary to see applicants' entire track of experiences, achievements, and potentials, for accurate admission evaluation and advisement after their admissions.

6. Transfer Credit Limit: The Program allows a maximum of 6 credit hours for applicants to transfer their earned credits from other institutions. To be transferred, course work from other institutions must correspond to UWG's MPA curriculum. Other institutions (KSU, GCSU, GSU, etc..) allow their applicants to transfer up to 9 credit hours. This policy also prevents some applicants who want to transfer from other institutions. This new rule will also improve our competitiveness in the admission process.

C. College of Education

8. [Sport Management, Wellness, + Physical Education](#) (Click for CSS Submission)

Originator: Markesha Henderson

Program/Course: [Master of Science with a Major in Sport Management](#)
(Click for Program Information)

Request: Add New Program

Action:

Details:

Add a Master of Science with a Major in Sport Management with concentrations in intercollegiate athletic administration and sport analytics.

Rationale:

Many of the careers in sport management, particularly those in intercollegiate athletics and sport analytics, require a master's degree. A master's in sport management with an option of an intercollegiate athletic management or sport analytics concentration will fill a current gap in educational offerings for students pursuing advanced degrees in the discipline. The interdisciplinary nature of sport management makes it possible to support students from multiple academic backgrounds who wish to advance their careers in the sport industry. The program would support students who achieved an undergraduate degree in sport management that want to further their education beyond the general curriculum and pursue a specific focus more relevant to their sector of sport. Likewise, the program would support students who do not have an undergraduate degree in sport

management but are looking to extend their knowledge to advance their careers in the sport industry.

INFORMATION ITEMS:

A. Richards College of Business

1. [Management Department](#) (Click for CSS Submission)

Originator: Jeannie Pridmore

Program/Course: *CISM 5355: Cyber Security*

Request: Modify Existing Course (Prerequisites)

Details:

Students who have taken CISM 4355 cannot take CISM 5355.

Rationale:

CISM 4355 and CISM 5355 are cross-listed. Students who have taken CISM 4355 should not take CISM 5355.

2. [Accounting + Finance Department](#) (Click for CSS Submission)

Originator: Christine Haynes

Program/Course: [Master of Professional Accounting \(MPAcc\)](#)
(Click for Program Information)

Request: Modify Existing Program (Admissions Requirements)

Details:

Changes to MPAcc admission requirements. Please click on program name link above for specific changes in wording.

Rationale:

The rationale for the change is twofold. First, the admission requirements used to require a 3.2 overall GPA from an AACSB-accredited institution for a GMAT waiver. We had several students who had a 3.2 overall GPA, but low accounting GPAs. Several of these students have not done well in the program. Under the new admission requirements, students must have a 3.2 overall GPA and a 3.0 GPA in their upper division (3000 and 4000 level) accounting courses. This is to increase the likelihood of student success in the program. Second, it provides students without an undergraduate degree in accounting who complete their upper division (3000 and 4000 level) accounting courses at an AACSB-accredited institution with a 3.5 GPA or higher a GMAT waiver. This is to allow the brightest non-accounting students with the opportunity to enter the program without taking the GMAT.

B. College of Education

1. Early Childhood Through Secondary Education (Click for CSS Submission)

Originator: Robyn Huss

Program/Course: *Specialist in Education with a Major in Secondary Education (EDS)*

Request: Modify Existing Program (Catalog Description)

Details:

Catalog description (click here) is new. On the program advisement sheet admission requirements, the GPA is now more specific at a 3.0; the GRE scores and letters of reference are being deleted; and newly added requirements are that students have passed the GACE in their concentration area, a T-5 Georgia Professional Educator Certificate (or meet eligibility with an equivalent out-of-state teaching license), and three years of teaching experience in grades 6-12.

Rationale:

The program description for the Graduate Catalog and website is being added. The admission requirements on the advisement sheet are being modified to align more closely with similar COE graduate programs.

III. Old Business

- A. Concerns about **UWG Service Learning Designated Courses (Graduate)** from November 28, 2017 GPC Meeting. See comments in Meeting Minutes from November 2017 ([click here](#)).

IV. New Business

IV. Adjournment

Faculty Senate – Graduate Programs Committee... 2017-2018 Member List

Senate Members		
Webb, Susan Hall (Chair)	swebb@westga.edu	Senate—RCOB (2018)
Varga, Matt	mvarga@westga.edu	Senate--COE (2018)
Bertau, Marie Cecile	mbertau@westga.edu	Senate—COSS (2020)
Khodkar, Abodollah	akhodkar@westga.edu	Senate—COSM (2020)
Vasconcellos, Colleen	cvasconc@westga.edu	Senate--COAH (2020)
Faculty Members		
Berding, Christy	cberding@westga.edu	SON (2018)
Rogers, Shelley	shelley@westga.edu	Library (2018)
Skott-Myhre, Kathleen	kskott@westga.edu	COSS (2018)
Austin, Adrian	aaustin@westga.edu	RCOB (2019)
Fain, Christi	afain@westga.edu	COE (2019)
Genz, Janet	jgenz@westga.edu	COSM (2019)
Harrison, Rebecca	rharriso@westga.edu	COAH (2019)
Administrators		
Overfield, Denise	doverfie@westga.edu	Administrator – Dean, Graduate School (Associate VP)
Jenks, David	djenks@westga.edu	Administrator- Associate VP for Academic Affairs
Student		
Hogle, RaeAnna	rhogle1@my.westga.edu	Student Representative
GPC Group Email: fs-gp-list@westga.edu		

MINUTES

Date: Tuesday, November 28, 2017

Location: Online (Asynchronous)—

https://westga.co1.qualtrics.com/ife/form/SV_eEdHZNsFBOeDoxv



CLICK TO
GO TO TOP
OF
AGENDA

I. Approval of Minutes: October 31, 2017

Discussion: Changes/Modifications/Corrections

Action: Approved/Passed

II. Course/Program Additions, Modifications, Deletions:

ACTION ITEMS:

N/A

INFORMATION ITEMS:

A. Richards College of Business

1. Management Department

Originator: Jeannie Pridmore

Program/Course: *CISM 5330: Enterprise Architecture*

Request: Modify Existing Course (Prerequisites)

Details:

Students who have taken CISM 4330 cannot take CISM 5330.

Rationale:

CISM 4330 and CISM 5330 are cross-listed. Students who have taken CISM 4330 should not take CISM 5330.

Action: Acknowledged—No Further Discussion

B. Richards College of Business

2. Management Department

Originator: Jeannie Pridmore

Program/Course: *CISM 5390: Business Intelligence + Data Mining*

Request: Modify Existing Course (Prerequisites)

Details:

Students who have taken CISM 4390 cannot take CISM 5390.

Rationale:

CISM 4390 and CISM 5390 are cross-listed. Students who have taken CISM 4390 should not take CISM 5390.

Action: Acknowledged—No Further Discussion

C. **UWG Service Learning Designated Courses (Graduate)**

Originator: Tami Ogletree
Faculty Coordinator of Service Learning

Spring 2018 – Graduate Courses

Approved SLP Courses:

COAH

HIST 6687: Introduction to Public History

Section: 01

Instructor: McCleary

COSS

POLS 6200: Public Budgeting and Financial Management

Sections 01 and E01

Instructor: Lee

Action: Acknowledged—Discussion Points:

Rogers: I understand that these two courses currently exist. What I don't understand is why they're being designated Service Learning courses on the graduate level. What does that mean? I searched for "service learning" on our website to get a better understanding but found little; there is no existing department called Service Learning. From: <https://www.westga.edu/community/community-service-as-academic-credit.php>, I understand that projects and extracurricular activities may be counted in academic credit as service learning. This sounds totally separate from regular academic courses to me. If a student wants to get service learning credit towards their degree, do they register for an internship? (What else would they register for?) Why would they register for particular courses, such as these two? I'm not opposed to service learning, of course; I just don't understand why courses are being designated this way when it seems like a separate concept above and beyond a particular course.

Berding: Would like a little background and some more information on the designation of SLP courses. Do all SLP courses need special designation? Is this designation just so students will know which courses are SLP courses when they register? Can a course be considered an SLP course if it does not have special designation? Thank you!

NOTE: Answers to questions above will be further discussed and answered in our next GPC meeting.

III. New Business

V. Meeting Availability Poll for Spring Semester—GPC Committee

Action: GPC meetings will be on Thursdays at 10:30 a.m. to 11:30 a.m. (or possibly 12:00 noon, if needed) for the Spring 2018 semester.

IV. Adjournment

University of West Georgia

College of Business, Department of Management

MNGT 6675 International Work Practicum

May 2018

3 Credit Hours

Instructor: Jeannie Pridmore

Office RCOB 2225

Office Hours: Monday – Friday 12:00pm – 2:00pm (in office and virtually)
Or by appointment

E-mail Address jpridmor@westga.edu



Online Support

CourseDen Home page
<https://westga.view.usg.edu>
CourseDen Help & Troubleshooting
<http://uwgonline.westga.edu>
Distance Learning Library Services
<http://westga.edu/~library/depts/offcampus/>
Ingram Library Services
<http://westga.edu/~library/info/library.shtml>
UWG Bookstore
<http://www.bookstore.westga.edu>
Disability Services
http://www.westga.edu/studentDev/index_8884.php
Additional resources and links are available in the UWG|Online
CourseDen (D2L) Resources widget on your course homepage

"To feel at home, stay at home. A foreign country is not designed to make you comfortable. It's designed to make its own people comfortable."

- Clifton Fadiman, American writer (1904-1999)

"If you reject the food, ignore the customs, fear the religion, and avoid the people, you might better stay home."

- James Michener. American writer (1907-1997)

Course Materials:

TBD – will be based on organizational problem being solved.

Course Description:

This course is intended to offer students an international experiential learning opportunity. Students will be placed into international teams, which will consist of students from different institutions in different countries. These international teams will be given a real

organizational problem to solve. Each team will begin their group work using virtual collaboration technologies and will finish the work face-to-face with their team in the host country. This opportunity affords the students a deep learning and insight into the differences between the cultures, as well as a first-hand appreciation for unique business problems and practices. The learning objectives of this course will be realized through a mix of assigned reading, lecture, independent research, and teamwork. The course will conclude with travel to the host organization to finish the teamwork face-to-face and to present the final project to the organization. Travel is not required to participate in this course. If the student is not able to travel, they can complete the project work through the use of virtual collaboration technology.

COURSE LEARNING OBJECTIVES:

This course will significantly enhance your education by:

- 1) offering real life international team work experience
- 2) focusing on effective written and oral communication skills
- 3) develop collaborative technology skills
- 4) utilize general and specific management knowledge and skills to solve a real organizational problem

Expectations and Responsibilities of students

Professional Value and Integrity

Students are expected to:

- Know and understand the UWG Honor Code
- Treat others with respect and fairness with an appreciation for cultural diversity
- Adopt a professional attitude in speech and actions
- Complete fully and approximately complete their project/team tasks

Classroom/Team Environment

There will be class meetings. Attendance at each is mandatory. Teamwork will be completed through virtual collaboration software and face-to-face team meetings. It is critical that you are present for all of your team meetings; communicate regularly with your team, and completely your work professionally, accurately, and fully.

Other Course Policies

- Indicate your full name on all written assignments, even those submitted through email and CourseDen.
- All email correspondence must be of professional quality. Sloppily written and unpunctuated emails will be returned for correction and re-submission.
- It is the student's responsibility to access all content posted on CourseDen and emailed to the student.
- Unforeseen changes in the syllabus and assignments will be announced in UWG email.
- It is the student's responsibility to regularly check their UWG email.
- Missing the first graded assignments is grounds for being dropped from the course.
- Not participating in your team is grounds for being dropped from the course.

Course Grading and Schedule

The following is subject to revisions. Assignments, reference material, and articles will be posted on CourseDen. Please note that you (the student) are at the center of the learning process. Consequently, the foregoing learning outcomes are fully possible only when you are actively involved in and commit sufficient personal resources to the learning process.

Grading:	
First Assignment	10%
Project	60%
Team Participation	30%

A: 90% and above

B: 80 – 89.999%

C: 70 – 79.999%

D: 60 – 69.999%

F: 59.999% and below

Tentative Schedule: The instructors reserve the right to change the schedule and/or requirements.			
Date	Activity	Activities due	Special Instructions
End of April	Course/Project Introduction	Introduction to Project and Team Assignment	In Class Day
May 11	Project Update	In Class Lecture & First Assignment Due	In Class Day
May 14	Project Update	Transnational Team Work	Online day
May 15	Project Update	Transnational Team Work	Online day
May 16	Project Update	Transnational Team Work	Online day
May 17	Project Update	Transnational Team Work	Online day
May 18	Project Update	Transnational Team Work	Online day
May 21	Project Update	Transnational Team Work	Online day
May 22	Travel	Travel to Host Country	Online day
May 23	Host Country Face-to-face Team work	Transnational Team Work	Host Country – SAP Design Lab
May 24	Host Country Face-to-face Team work	Transnational Team Work Morning Site Visit	Host Country – SAP Design Lab
May 27	Host Country Face-to-face Team work	Transnational Team Work Morning Site Visit	Host Country – SAP Design Lab
May 28	Host Country Face-to-face Team work	Transnational Team Work Morning Site Visit	Host Country – SAP Design Lab
May 29	Host Country Face-to-face Team work	Transnational Team Work	Host Country – SAP Design Lab
May 30	Host Organization	Project Presentations	Host Organization
May 31	Travel	Travel to Atlanta	

Assignments.

One-Step Academic Program Proposal/Approval Form

RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM **Page 14 of 84**

Success in business generally requires professionalism. Therefore, any assignment submitted for a grade must clearly display the student's name at the top of the page. Also, submissions should be accurate in terms of format, grammar, punctuation, and spelling. I use the “rule of three” when grading all assignments: if I find three or more errors, the assignment will receive a 0 grade and the student will **not** have the opportunity to correct and resubmit the assignment. Please carefully proofread all content prior to submitting it to me. Also, be aware of the following:

- Assignments should be professionally formatted. Sloppy documents, regardless of their content, will receive a grade of 0.
- Assignments should be typed. Use 12 point Times New Roman font, 1-inch margins, and single space.
- Submit all assignments in Dropbox on CourseDen unless otherwise noted.
- Include your name on all submitted assignment, even those turned in electronically.
- Staple all multi-page assignments that are submitted in hard copy (i.e. PowerPoint slides for debate project).
- Late assignments will not receive credit unless appealed and approved by me in advance. Do not expect positive appeals. Timeliness is one of the most important aspects of business.
- No additions or corrections will be accepted once the due date has passed.

Scholastic Dishonesty: The State University of West Georgia Academic Honesty Policy will be enforced. You can read this policy at <http://www.westga.edu/~vpaa/handrev/207>.

Note: Study partners are encouraged in the completion of assignments. However, each student is required to complete and submit his/her own work. Copied work will be considered plagiarism and will result in academic discipline.

UWG CourseDen. The instructor uses UWG CourseDen to post lecture recordings, exercise files, assigned readings, and assignment specifications for you to download.

Communication with the Instructor

My preference is to be contacted through CourseDen or UWG email (jpridmor@westga.edu) with “MNGT 6685” as the subject line. This is the BEST method of communicating your questions regarding the course (e.g., assignments, lessons, etc.) with the instructor.

All UWG students should use their Campus (MyUWG) E-Mail accounts when emailing the instructor. I will send out class announcements and assignment reminders via CourseDen. All students must have, and read on a daily basis, their CourseDen Posts and emails. Emails are usually answered within 24 hours if not immediately. IF YOU DO NOT GET A REPLY within 24 hours, ASSUME I DID NOT RECEIVE IT AND PLEASE RESEND. I REPLY TO ALL EMAILS. You can also meet me in person in during my office during my office hours.

COMMON LANGUAGE FOR COURSE SYLLABI

Updated July, 2017

Students should review the following information each semester.

ACADEMIC SUPPORT

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

Center for Academic Success: The [Center for Academic Success](#) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu

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

ONLINE COURSES

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online](#) site.

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

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares](#) site. [Online counseling](#) is also available for online students.

HONOR CODE

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook](#).

UWG EMAIL POLICY

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

CREDIT HOUR POLICY

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University of West Georgia
College of Business, Department of Management

MNGT 6684 MBA Management Internship

3 Credit Hours

Instructor: Jeannie Pridmore

Office RCOB 2225

Office Hours: By appointment

E-mail Address jpridmor@westga.edu



CLICK TO
GO TO TOP
OF
AGENDA

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Updated July, 2017

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3 Credit Hours

Instructor: Jeannie Pridmore

Office RCOB 2225

Office Hours: By appointment

E-mail Address jpridmor@westga.edu



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NEW ADMISSIONS CRITERIA FOR MPAcc



OLD WORDING:

MPAcc Admission Requirements

Admission requires an undergraduate GPA of at least 2.5 on a 4.0 scale, a GMAT score of 450 higher with an Analytical Writing score of 3.0, or higher and transcripts from all undergraduate courses. The GMAT will be waived for applicants who have an undergraduate accounting degree from an AACSB- accredited institution and an overall GPA of a 3.2 or higher.

Alternatively, the upper-division GPA may be applied provided the above conditions are satisfied (a GMAT of 450 or higher with an Analytical Writing score of 3.0 or higher, and a transcript of all undergraduate courses) and the upper division GPA is at least 2.5 (on a 4.0 scale) and the applicant has at least 1,000 points based on this formula: $200 \times \text{the upper-division GPA} + \text{the GMAT score}$.

International students must submit a minimum score of 550 paper-based, 213 computer-based, or 79-80 internet-based on TOEFL.

Any MPAcc 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

NEW WORDING:

MPAcc Admission Requirements

Applicants to the MPAcc program must hold a bachelor's degree. Admission requires submission of all undergraduate transcripts. The MPAcc program in the Richards College of Business relies on a competitive admission process. Meeting the requirements does not necessarily guarantee admission into the program. In all cases final admission decisions are made by the MPAcc Graduate Admissions Committee. Admission requirements may be met under any of the four following conditions:

- (1) An undergraduate accounting degree from an AACSB-accredited institution with an overall GPA of 3.2 or higher (on a scale of 4.0) and a minimum of 18 upper division (3000-4000 level) accounting courses with an accounting GPA of 3.0 or higher (on a scale of 4.0).
- (2) A minimum of 18 hours of upper division (3000-4000 level) accounting courses from an AACSB-accredited institution with an accounting GPA of 3.5 or higher (on a scale of 4.0).
- (3) A minimum 2.5 overall GPA and a score of 950 points based on the formula: $(\text{undergraduate GPA (on a 4.0 scale)} \times 200) + \text{the applicant's Graduate Management}$

Admissions Test (GMAT) score, and a 3.0 or higher on the analytical writing section of the GMAT.

- (4) A minimum 2.5 overall GPA and a score of 1000 points based on the formula: (upper division undergraduate GPA (last 60 hours, on a 4.0 scale) x 200) + the applicant's GMAT score, and a 3.0 or higher on the analytical writing section of the GMAT.

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SPECIALIST IN EDUCATION WITH A MAJOR IN SECONDARY EDUCATION (EDS)



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

A Proposal for Changing the MPA Admission Requirements

October 8, 2017 (First Draft)

October 23, 2017 (Revised)



I. Major Issues

- **GPA**

- a. Issue: The current description needs a more clarification – “GPA of at least 2.5.”
- b. New Policy: A minimum 2.5 cumulative grade average (GPA) equivalent on a 4.0 scale
- c. Rationale: Clarification

- **GRE requirement**

- a. Issue: The Program requires GRE for all applicants, while many other accredited institutions, especially the institutions (Kennesaw State, Georgia State, and Georgia College & State) near our campus, have a waiver policy for this requirement (see IV. Appendix: Admission Policy Comparison). The waiver policies ease the burden of preparing the admission requirements for applicants and expedite the overall admission process. In particular, in-service professionals in public & nonprofit organizations and students who have a high GPA often inquire of a GRE waiver. With a waiver policy, the program will be more competitive.
- b. New Policy:
A minimum total score of 291 (combining Verbal and Quantitative) on the Graduate Record Examination (GRE). However, the following are eligible for a GRE Waiver:
 - Applicant with an earned graduate degree from an accredited institution
 - Applicant with an earned undergraduate degree with an overall GPA of 3.0 or higher from an accredited institution
 - Applicant with an earned undergraduate degree with an overall GPA of 2.75 from an accredited institution and at least 3 years professional, full-time, public sector or nonprofit career experience
 - Applicant with a public or nonprofit work experience of at least 7 or more years in a full-time, relevant supervisory position
- c. Rationale: This new waiver policy will reduce some burden for future applicants and improve application rate, particularly good for aspiring in-service applicants who decide to apply close-to-deadline and cannot get a GRE take in time. The change will be beneficial for a competitive edge. In addition, recent studies do not find that GRE has criterion validity in estimating students' academic performance in MPA programsⁱ

- **Letters of recommendation**

- a. Issue: The Program requires three letters of recommendation. “Three” may not be necessary; some other institutions, for example, Kennesaw State, require only two. Recommendation letters also have weak validity in the estimation of student performance.
- b. New Policy: Two letters of recommendation from former professors or from job supervisors.
- c. Rationale: Two recommendation letters will reduce the burden for applicants to prepare their admission documents.

- **Personal Statement**

- a. Issue: Currently the Program does not require any personal statement or essay for the admission. An essay or personal statement about professional plan and goal is necessary for better mentoring students through their coursework. One of the new policies that the MPA program has launched is Student Learning Portfolio in which identifying students’ career plan and goal in the early stage of their study is extremely important. With a reduction of the recommendation letters, the Program can better accommodate their needs by adding this goal statement essay.
- b. New Policy: A personal statement of about 1,000 words that describes the applicant’s work experience, professional goals, the reasons they have chosen this program, why they want to attend UWG, and how the MPA program will help the applicant achieve the goals.
- c. Rationale: By doing this, the Program can better guide/accommodate their needs and goals while they are pursuing the degree. This is a necessary part of Student Learning Portfolio. In addition, it will give the Program an idea of their writing skill.

- **Resume**

- a. Issue: Currently a current resume is not required. However, it is necessary to see applicants’ entire track of experiences, achievements, and potentials, for accurate admission evaluation and advisement after their admissions.
- b. New Policy: A current resume
- c. Rationale: It is necessary for accurate admission evaluation and guidance after the admission.

- **Transferrable credit limit (from other institutions)**

- a. Issue: The Program allows a maximum of 6 credit hours for applicants to transfer their earned credits from other institutions. To be transferred, course work from other institutions must correspond to UWG's MPA curriculum. Other institutions (KSU, GCSU, GSU, etc..) allow their applicants to transfer up to 9 credit hours. This policy also prevents some applicants who want to transfer from other institutions.
- b. New Policy: Applicants may transfer up to 9 semester hours of graduate work from other accredited institutions. To be transferred, course work from other institutions must correspond to UWG's MPA curriculum. Applicants should provide syllabi and detailed course descriptions and the amount of credit granted will be determined by the program director. Such transferred course work may be no more than five years old.
- c. Rationale: This rule will also improve our competitiveness in the admission process.

II. The Current MPA Admission Requirements

Program Specific Admittance Guidelines

- Official GRE total score of 291 (combining Verbal and Quantitative)
- 3 letters of recommendation
- GPA of at least 2.5

III. Proposal for a new Admission Guidelines (Program Specific Admittance Guidelines)

Admission Guidelines (MPA)

- **GPA**
A minimum 2.5 cumulative grade average (GPA) equivalent on a 4.0 scale
- **Recommendation letters**
Two letters of recommendation from former professors or from job supervisors.
- **GRE scores**
A minimum total score of 291 (combining Verbal and Quantitative) on the Graduate Record Examination (GRE). However, the following are eligible for a GRE Waiver:
 - Applicant with an earned graduate degree from an accredited institution
 - Applicant with an earned undergraduate degree with an overall GPA of 3.0 or higher from an accredited institution

- Applicant with an earned undergraduate degree with an overall GPA of 2.75 from an accredited institution and at least 3 years professional, full-time, public sector or nonprofit career experience
- Applicant with a public or nonprofit work experience of at least 7 or more years in a full-time, relevant supervisory position

- **Personal statement**

A personal statement of about 1,000 words that describes the applicant’s work experience, professional goals, the reasons they have chosen this program, why they want to attend UWG, and how the MPA program will help the applicant achieve the goals.

- **Resume**

A current resume

- **Transfer credit limit**

Applicants may transfer up to 9 semester hours of graduate work from other accredited institutions. To be transferred, course work from other institutions must correspond to UWG’s MPA curriculum. Applicants should provide syllabi and detailed course descriptions and the amount of credit granted will be determined by the program director. Such transferred course work may be no more than five years old.

IV. Appendix: Admission Policy Comparison

Requirements	UWG	KSU	GCSU	GSU
GRE	Official GRE total score of 291 (combining Verbal and Quantitative)	Scores from a standardized graduate admission test, such as GRE, MAT, GMAT or LSAT. GRE waiver – minimum requirements for waiver: 1. An advanced degree (e.g., masters, doctorate), or 2. An undergraduate grade point average of 3.25 or higher in the applicant’s major, or 3. Private sector management experience or work experience in the public sector (government or nonprofit organization).	Applicants with an undergraduate GPA of at least 3.0 are not required to submit exam scores. Applicants with an undergraduate GPA 2.75 - 2.99 must submit official scores on either the Graduate Record Exam (GRE), Miller Analogies Test (MAT) or Graduate Management Aptitude Test (GMAT) scores. The applicant must have: GRE: A combined score of 290 (verbal and quantitative) or GMAT: 450 or MAT: 395 Applicants may make a formal request to waive these requirements only when the applicant has completed another graduate degree program and an appropriate	Applicants may be considered for a waiver of the GRE with departmental approval. Applicants eligible for a GRE waiver must have (1) a 2-year Master’s degree or (2) a minimum of 5-years work professional work experience in the public and/or nonprofit sectors and a minimum undergraduate cumulative GPA of 3.0

			transcript is submitted in support of the request.	
GPA	GPA of at least 2.5	A baccalaureate degree from an accredited college or university with at least 2.75 grade point average	A minimum cumulative grade point average of 2.75 on a 4.0 scale in undergraduate work.	No information found
Recommendation Letter	3 letters of recommendation	Two letters of recommendation from faculty or work supervisors with direct knowledge of the applicant that address the applicant's potential for graduate study and use of an MPA degree.	Unclear – whether required or how many letters are required	Three letters
Personal letter	Not required	Submit a statement of purpose essay of approximately 1,000 words addressing the following questions: "In what way do you expect the Master of Public Administration degree to affect or enhance your career goals and aspirations?"	Not required	The goal statement is your means of presenting yourself to the Graduate Admissions Committee. You should submit a short typed statement of personal and professional goals as they relate to the certificate or degree program you are seeking. Most applicants write approximately two typed pages, summarizing their work experience, the reasons they have chosen the program, why they want to attend Georgia State, and how the degree fits in with their career goals.
Resume	Not required	A current resume	A current resume	Not required
Transfer Credit	6 semester hours	9 semester hours	9 semester hours	No information found

¹ Leavitt, W.M., J.R., Lombard, and J.C. Morris (2011) Examining Admission Factors in an MPA Program, Journal of Public Administration Education 17(3): 447- 460

ONE-STEP ACADEMIC PROGRAM PROPOSAL



Institution: University of West Georgia

Date Completed at the Institution:

Name of Proposed Program/Inscription: Sport Management

Degree: Master of Science

Major: Sport Management

CIP Code: 31.0504

Anticipated Implementation Date: Fall 2018

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

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

School/Division/College: College of Education

Department: Department of Sport Management, Wellness, and Physical Education

Departmental Contact: Dr. Markesha Henderson, [mhenders@westga.edu](mailto:mhenderson@westga.edu), 678-839-6149

Approval by President or Vice President for Academic Affairs:

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

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

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

Many of the careers in sport management, particularly those in intercollegiate athletics and sport analytics, require a master's degree. A master's in sport management with an option of an intercollegiate athletic management or sport analytics concentration will fill a current gap in educational offerings for students pursuing advanced degrees in the discipline. The interdisciplinary nature of sport management makes it possible to support students from multiple academic backgrounds who wish to advance their careers in the sport industry. The program would support students who achieved an undergraduate degree in sport management that want to further their education beyond the general curriculum and pursue a specific focus more relevant to their sector of sport. Likewise, the program would support students who do not have an undergraduate degree in sport management but are looking to extend their knowledge to advance their careers in the sport industry.

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

The mission of the University of West Georgia is "to enable students, faculty, and staff to realize their full potential through academic engagement, supportive services, professional development, and a caring, student-centered community". The undergraduate program in sport management has embodied the mission with an action-oriented and engaging curriculum rooted in professional development. The undergraduate program prepares students for entry-level positions in the sport industry in scholastic, collegiate, municipal, corporate, and professional sport management. Many of the positions beyond entry-level require an advanced degree. Trends in the discipline indicate mid-level and senior-level positions require at least a master's degree in a related field. The addition of a master's program in sport management aligns with the mission to enable students to realize their full potential. The program would support professionals in the sport industry who wish to expand their careers with a fully online program delivery to allow them to continue working while continuing their education.

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

The proposed program aims to (1) increase participant knowledge of administration, leadership, and finance management in sport, (2) prepare students to address critical issues that rest at the intersection of higher education administration and college athletics, and (3) help students develop proficiencies in data-driven decision-making.

While the program prepares students to serve in a variety of sectors, the proposed program will focus specifically on two emerging areas in the discipline: intercollegiate athletics administration and sport analytics.

The program will consist of seven foundational courses that cover numerous aspects critical for the administration of sport programs. Students will also select four electives

with an option to take the courses in a concentration or combine electives across concentrations.

The concentration in Intercollegiate Athletic Administration will focus on sport administration in a higher education context. Coursework includes compliance and regulatory issues specifically for intercollegiate athletic competition, student-athlete development and welfare, and fundraising and development. Administrators who work or plan to work at the intersection of college sports and higher education require a specialized curriculum due to the unique challenges and experiences.

The Sport Analytics concentration prepares students to apply data science to problems facing sport organizations. Sport Analytics involves the application of statistical methods, quantitative analysis, and predictive models to gain insight and help sport organizations make decisions about player and team performance, fan engagement, financial, and marketing strategies. Sport managers who possess data analytics skills are uniquely qualified and strategically positioned to meet the growing needs of sport organizations for professionals with those skills.

The academic experience will culminate with a comprehensive exam and a three credit experiential learning course. The comprehensive exam will allow the student to demonstrate mastery of the content in the foundational courses. After passing the comprehensive examination with a score of 80% or above, students will select either a research proposal or capstone project to demonstrate the ability to apply the knowledge they acquired in coursework to real-world situations in the sport industry.

The online delivery method will increase the institution's footprint across the state, region, and nation. Geographical diversity of program participants also enriches the learning environment. This is also value added for the sport management undergraduate program. Participants in the master's program build a relationship and connection to the university, which can lead to networking opportunities for our undergraduate students who participate in practica and internships to meet degree requirements.

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

The College of Education at the University of West Georgia currently offers more graduate programs than any other college at the institution. The Department of Sport Management, Wellness and Physical Education is currently the only department in the College of Education that does not offer post-baccalaureate degrees.

According to O*Net, a database of occupational information developed for the U.S. Department of Labor, 66% of post-secondary administrators and 66% of operations research analysts have a master's degree or higher. The expansion of the UWG sport management curriculum to include a master's degree with a focus on intercollegiate athletics administration and sports analytics would meet the educational needs of students who wish to pursue these emerging professions. Although there are other sport management programs in the state and many offer courses for intercollegiate athletics and

sport analytics, no other sport management programs in the USG system offer these two topics as a concentrated area of study. The creation of this program fills a need for the institution, for the USG system, and for the region.

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

Prior to submitting the proposal, a comparative analysis of Master of Science in Sport Management Programs (Appendix A) was conducted to determine the appropriate structure for a graduate program in sport management at UWG and what concentrations would fill a gap in current educational offerings. The results of the analysis, feedback from employers, and feedback from current and former students indicated intercollegiate athletic administration and sport analytics are two emerging sectors that have limited resources for advanced degrees.

Based on the career plans submitted by the undergraduate sport management students at the conclusion of their coursework, many indicated the desire to pursue post-graduate studies. Program alumni that attend graduate school typically opt for fully online programs so they can continue to work while studying.

The University of West Georgia is fortunate to be located 40 miles west of an international epicenter for sport--Atlanta, GA. Many of the professionals working in intercollegiate athletics or sport analytics reside outside of Carrollton, GA, therefore, the online delivery format would be ideal for those who are unable to commute for face-to-face classes at our Newnan or Carrollton campuses. There are approximately 127 colleges and universities in the state of Georgia, many of which offer intercollegiate athletics. The intercollegiate athletics concentration could support the professional development of athletics department staff working at the various institutions across the state and region, while providing flexibility to meet the time demands of the sport industry that often do not adhere to regular business hours.

In addition to intercollegiate athletics personnel and those who aspire to work in college athletics, Atlanta is also home to multiple major sports teams. The sport analytics concentration can meet the needs of front office staff and other sports professionals.

For individuals who are still exploring opportunities or are not specifically seeking specialization in intercollegiate athletics or sport analytics, the foundation courses provide a comprehensive educational option for the sport management generalist. The concentrations are not required for those who want more flexibility with electives and students may select a combination of electives that are aligned with their interests.

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

Although there are several sport management programs in Georgia and in the region, the composition of the programs vary greatly. This is attributed to the interdisciplinary nature of sport management as an academic field. For example, University of Georgia, the flagship institution, offers a Master of Science in Kinesiology with a concentration in sport management and policy. Georgia State University has a Master of Science in Sports Administration. The delivery format is face-to-face and it does not include concentrations. Georgia Southern offers a full online Master of Science in Sports Management. The program does not offer tracks in intercollegiate athletic management or sport analytics. Kennesaw State University offers undergraduate degrees in sport management and a sport analytics certificate but does not offer a master's degree.

Outside of the USG, Emory University and Georgia Institute of Technology offers graduate programs in business analytics but does not have a sport focus. Jacksonville State University in Alabama offers a Master of Science in Sport Management but does not offer concentrations in intercollegiate athletics or sport analytics.

After researching other programs (including Georgia State, Georgia Southern, American University, University of Wisconsin-Whitewater, Florida State, University of Florida, and Indiana University), the proposed program is a unique offering and addresses a need in the discipline but does not duplicate offerings at other institutions inside or outside of the USG system.

- 7) **Collaboration:** Is the program in collaboration with another USG Institution, TCSG institution, private college or university, or other entity?
Yes ___ or No X (place an X beside one)
If yes, list the institution below and include a letter of support from the collaborating institution's leadership (i.e., President or Vice President for Academic Affairs) for the proposed academic program in the appendix.
- 8) **Forecast:** If this program was not listed on your academic forecast for the 2018 – 2019 academic year, provide an explanation concerning why it was not forecasted, but is submitted at this time.

N/A

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

Admission criteria include the following:

- Graduate Application
- Online interview
- Resume/CV

- Two letters of Recommendation (one from faculty member at previous institution)
- Official University Transcripts from all institutions attended
- An undergraduate GPA of 2.7 or higher
- The GRE® General Test
 - Verbal Reasoning Score - 149
 - Quantitative Reasoning Score - 146
 - Analytical Writing Score – 3
- Admission would be restricted to fall and summer terms only
- For international applicants, a minimum score of 69 on the internet-based (IBT) TOEFL or 523 on the paper-based TOEFL examination is required

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

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

Course Descriptions and Learning Outcomes are listed in APPENDIX B. Students must complete 7 required core courses (21 credits), 4 electives (12 credits) and 1 experiential learning course (3 credits) along with completing a comprehensive examination with a score of 80% or above.

REQUIRED CORE COURSES

SPMG 6001 – Social Issues in Sport	3	
SPMG 6102 – Revenue Generation in Sport	3	
SPMG 6110 – Sport Law	3	
SPMG 6120 – Strategic Management of Sport Organizations	3	NEW
SPMG 6130 – Research and Assessment in Sport	3	NEW
SPMG 6140 – Strategic Sales and Marketing for Sport Organizations	3	NEW
SPMG 6150 – Applied Communication and Technology in Sport	3	NEW

INTERCOLLEGIATE ATHLETICS ELECTIVES

SPMG 6200 – Intercollegiate Athletics Management	3	NEW
SPMG 6210 – Student-Athlete Development	3	NEW
SPMG 6220 – Compliance and Eligibility	3	NEW
SPMG 6230 – Advanced Event Management and Operations	3	NEW

SPORT ANALYTICS ELECTIVES

SPMG 6300 – Introduction to Sport Analytics	3	NEW
SPMG 6310 – Big Data and Statistical Analysis in Sport	3	NEW
SPMG 6320 – Analytics in Sport Business	3	NEW
SPMG 6330 – Applied Network Analysis in Sport	3	NEW

GENERAL ELECTIVES

SPMG 7685 – Special Topics in Sport Management	1-3	NEW
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EXPERIENTIAL LEARNING COURSES

SPMG 7100 – Sport Management Research	3	NEW
SPMG 7110 – Sport Management Capstone	3	NEW

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

The program courses do not have to be taken sequentially. A 6-credit hour course load will be considered full-time enrollment but courses will be offered so students who wish to take more courses have the ability to do so. The flexibility also allows for students who do not wish to take summer school to take more courses in fall and spring terms and still complete the program in 2 years.

Sample Program of Study – 6 credit hours (with summer option)

	Semester	Course/Title	Hours
Year 1	Fall	SPMG 6120 – Strategic Management of Sport Organizations (NEW)	3
		SPMG 6130 – Research and Assessment in Sport (NEW)	3
	Spring	SPMG 6001 – Social Issues in Sport SPMG 6110 – Sport Law	3 3
	Summer	SPMG 6XXX – Elective 1 of 4 (NEW) SPMG 6XXX – Elective 2 of 4 (NEW)	3 3
Year 2	Fall	SPMG 6140 – Strategic Sales and Marketing for Sport Organizations (NEW)	3
		SPMG 6150 – Applied Communication and Technology in Sport (NEW)	3
	Spring	SPMG 6102 - Revenue Generation in Sport SPMG 6XXX – Elective 3 of 4 (NEW)	3 3
	Summer	SPMG 6XXX – Elective 4 of 4 (NEW) SPMG 7100 – Sport Management Research (NEW) OR SPMG 7110 – Sport Management Capstone (NEW)	3 3

Sample Program of Study – 9 credit hours (no summer classes)

	Semester	Course/Title	Hours
Year 1	Fall	SPMG 6120 – Strategic Management of Sport Organizations (NEW)	3
		SPMG 6130 – Research and Assessment in Sport (NEW)	3
		SPMG 6XXX – Elective 1 of 4 (NEW)	3
	Spring	SPMG 6001 – Social Issues in Sport SPMG 6110 – Sport Law SPMG 6XXX – Elective 2 of 4 (NEW)	3 3 3
Year 2	Fall	SPMG 6140 – Strategic Sales and Marketing for Sport Organizations (NEW)	3
		SPMG 6150 – Applied Communication and Technology in Sport (NEW)	3
		Elective 3 of 4 (NEW)	3
	Spring	SPMG 6102 - Revenue Generation in Sport SPMG 6XXX – Elective 3 of 4 (NEW) SPMG 7100 – Sport Management Research (NEW) OR SPMG 7110 – Sport Management Capstone (NEW)	3 3 3

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

Pre-requisite requirements for SPMG 7100 Sport Management Research (3) and SPMG 7110 Sport Management Capstone (3) include completion of at least 24 credit hours, score of 80% or above on comprehensive examination, and completion SPMG 6120 Research and Assessment in Sport (3).

SPMG 6300 Introduction to Sport Analytics (3) is a pre-requisite course for SPMG 6310 Big Data and Statistical Analysis in Sport (3), SPMG 6320 Analytics in Sport Business (3), SPMG 6330 Applied Network Analysis in Sport (3)

The comprehensive examination can be taken at anytime following completion of the seven core courses. It is an online examination and will include content from the core courses. Students must pass the comprehensive examination with a score of 80% or above to enroll in the experiential learning course and complete the program. Students will be allowed to retake the exam twice. If a student fails to achieve the minimum score upon two retakes, the student must submit an appeal. The Program Coordinator or designee will set an academic plan for the student to demonstrate mastery of the content before proceeding with the experiential learning course.

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

Total credit hours required: 36

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

N/A

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

Students will have the option to gain field experience and satisfy the Experiential Learning Requirement by enrolling in SPMG 7110 Sport Management Capstone (3). The capstone experience will require approval of the instructor before enrolling and must be outside of their regular work responsibilities if the experience is with their current employer. Prior to enrollment, the student must successfully pass the Comprehensive Exam. Participants will submit an application for capstone experience along with a proposal that includes an outline of duties, experience objectives, deliverable at the end of the experience (paper, presentation, event, etc.) and signature of field experience supervisor/organization representative, if appropriate. Once the capstone project is approved, an agreement will be sent to the cooperating organization/entity. Students in the course will be required to submit weekly progress reports in the learning management system that also includes a reflection on the experience. The agreed-upon deliverable will be due on the last day of the term for which the student was enrolled in the course. The

cooperating organization/entity will complete an evaluation at the end of the project and the capstone instructor will evaluate the work submitted and issue a letter grade.

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

Appendix B – Course Catalog Descriptions

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

N/A

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

At the conclusion of the program, students who have successfully passed and actively engaged in the coursework will:

- 1) Identify and apply key concepts in the core areas of sport management including management, sales, marketing, communication, sport law, risk management, and finance.
- 2) Understand and be equipped to address the social, political, and human development issues associated with sport participation and administration.
- 3) Demonstrate proficiency in professional writing and presenting information to an audience of stakeholders.
- 4) Use critical thinking and analytical reasoning skills to collect, analyze, and evaluate data to develop strategies and solve complex problems in the sport industry.

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

The Commission on Sport Management Accreditation (COSMA) has published a Statement of Academic Quality that lists characteristics of excellence for sport management programs. Although we will not initially seek COSMA accreditation, the statement provides useful guidelines for structuring a program with academic quality, productivity and viability. The full statement is included in APPENDIX C.

Program Learning Outcomes

The core courses contain content identified as critical areas of importance for sport managers in multiple sectors of the industry. Each program learning outcome is linked to key assessments strategically aligned in the seven core courses required in the program. To assess the student learning outcomes students must pass a comprehensive exam on the content covered in the seven core courses before registering for the experiential learning course. The artifacts used to assess student learning outcomes include academic and professional essays, oral presentations, exams, research- and data-based projects. Students are required to complete an experiential learning course to demonstrate the ability to apply what they have learned to practical experiences in the sport industry. To satisfy this requirement, students will either do a research proposal or capstone project.

Program faculty and outside evaluators will evaluate the projects using a rubric to ascertain whether learning objectives have been satisfied and demonstrated. Information from these evaluations will be used to make data-driven decisions to improve teaching.

Post Approval Enrollment Monitoring

Profile data of students who applied for admission to the program as well as those ultimately selected will be collected and reviewed annually. GRE Test Scores, Undergraduate GPA data, and Interview Rubric Scores will be aggregated during the application process. The optional demographics information collected at the time of application, such as gender, geographic location, and race/ethnicity will also be reviewed.

Degree Productivity

We will collect and keep track of student progress toward completion. Attrition rates will be reviewed annually along with the DFW rates of individual courses.

Comprehensive Program Review

Each year, all programs in the College of Education are required to evaluate the degree programs and set assessment goals. The data are reviewed at the beginning of every year to determine whether program objectives are met and recommendations are made to improve the overall scores. Aggregate data from key assessments will be reviewed annually and program faculty will identify areas where gains were made and areas where improvement is needed. The ongoing assessment efforts will also include exit interviews and surveys to determine student satisfaction and identify areas for improvement.

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

N/A - Disciplinary accreditation is not required in sport management. However, the guidelines published by the Commission on Sport Management Accreditation serves as a useful resource for determining learning outcomes.

- 15) **Enrollment Projections:** Provide projected enrollments for the program specifically during the initial years of implementation.
 - a) Will enrollments be cohort-based? Yes___ or No__X___ (place an X beside one)
 - b) Explain the rationale used to determine enrollment projections.

	First FY 19	Second FY 20	Third FY 21	Fourth FY 22
I. ENROLLMENT PROJECTIONS				
Student Majors				
Shifted from other programs				
New to the institution	12	16	20	20
Total Majors	12	28	36	40
Course Sections Satisfying Program Requirements				
Previously existing		8	17	17

New	8	9	0	0
Total Program Course Sections	8	17	17	17
Credit Hours Generated by Those Courses				
Existing enrollments		216	288	360
New enrollments	216	288	360	360
Total Credit Hours	216	504	648	720

Although the projected demand for the program will be much greater, the goal is to start with a smaller inaugural class so that existing undergraduate faculty can cover classes until new faculty lines are acquired. Enrollment is paced to cap classes at 25 students. The projections are conservative enough to ensure students do not delay completion due to limited class availability, yet provide a learning environment that makes substantive individualized feedback possible.

16) Faculty

- Provide the total number of faculty members that will support this program: 6
- Provide an inventory of faculty members directly involved with the administration and instruction of the program. Annotate in parentheses the person who holds the role of department chair. For each faculty member listed, provide the information below in tabular form. Indicate whether any positions listed are projected new hires and currently vacant. (Multiple rows can be added to the table.) *Note: The table below is similar to the SACS-COC faculty roster form.*

Faculty Name	Rank	Courses Taught (including term, course number & title, credit hours (D, UN, UT, G))	Academic Degrees & Coursework (relevant to courses taught, including institution & major; list specific graduate coursework, if needed)	Current Workload	Other Qualifications & Comments (related to courses taught)
Dr. Brian Mosier (F)	Associate Professor (Department Chair)	MGED-4264L (Methods for Integrating Sci/Ma) PHED-2602 (Intr to Teaching Hlth & Phys Ed) PHED-3401 (Integrating Technology in HPE)	B.S., Physical Education, Florida State University, 1998 M.S., Physical Education: Sports Management, Florida State University, 2000 Ph.D., Physical Education: Curriculum and	1/1	Department Chair

		<p>PHED-3500 (Educ Games, Gymnastics & Dance)</p> <p>PHED-3501 (Skills & Strat in Stren & Cond)</p> <p>PHED-3504 (Skills/Strat in Invasion Games)</p> <p>PHED-3671 (Phys Education in Elem Schools)</p> <p>PHED-3710 (Assessing Performance in HPE)</p> <p>PHED-3720 (Adapted Phys Ed Field Experien)</p> <p>PHED-4689 (Teaching Internship Seminar)</p> <p>PWLA-1600 (Personal Wellness)</p> <p>PWLA-1615 (Badminton: Beginning)</p> <p>PWLA-1618 (Basketball)</p> <p>PWLA-1691 (Tennis: Beginning)</p> <p>PWLA-1695 (Volleyball: Beginning)</p> <p>SEED-4240L (Inst Strat for Sec Math Ed I)</p> <p>SEED-4242L (Inst Strt for Sec Science Ed L)</p>	<p>Instruction, Florida State University, 2010</p>		
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		SEED-4243L (Inst Strat for Sec Soc St Lab) SPED-3715 (The Incl Classrm: Diff Inst) SPMG-4686 (Internship)			
Dr. Markesha Henderson (F)	Assistant Professor	EDSI-9998 (Research for Doc Dissertation) SPMG-3661 (Sociology of Sport) SPMG-3665 (Communication in Sport) SPMG-4584 (Pre-Intern Sem in Sport Mgmt) SPMG-4685 (Sport and Social Media) SPMG-4686 (Internship) XIDS-2002 (Sports, Society and Culture)	B.A., Journalism, University of Wisconsin - Madison, 1999 B.A., Communication Arts, University of Wisconsin - Madison, 1999 M.S., Sport Administration, Georgia State University, 2003 Ed.D., Higher Education Administration, The George Washington University, 2013	3/3	Specialization in Intercollegiate Athletics Administration
Dr. Glaucio Scremin (F)	Associate Professor	SPMG-3660 (Mgmt Ethics/Governce in Sport) SPMG-3661 (Sociology of Sport) SPMG-3662 (Mngmnt & Ldrshp in Sports Orgs) SPMG-3670 (Practicum) SPMG-4584 (Pre-Intern Sem in Sport Mgmt) SPMG-4665 (Sport	B.S., Health Sciences, Lock Haven University, 2000 M.S., Sport Studies, United States Sports Academy, 2005 Ed.D., Sports Management, United States Sports Academy, 2008	3/3	

		Marketing and Promotion) SPMG-4668 (Human Resource Mgmt in Sport) SPMG-4685 (Fitness Management) SPMG-4686 (Internship)			
Dr. Young Suh (F)	Assistant Professor	SPMG-3661 (Sociology of Sport) SPMG-3662 (Mngmnt & Ldrshp in Sports Orgs) SPMG-3665 (Communication in Sport) SPMG-4665 (Sport Marketing and Promotion) SPMG-4680 (Applied Res Meth in Sprt Mgmt) SPMG-4685 (Sport Analytics & Fan Engageme)	B.S., Mechanical Engineering, Business Administration (Double Major), Sung Kyun Kwan University, 2001 M.S., Sport Management, Florida State University, 2006 Ph.D., Sport Management, Indiana University, 2010	3/3	Specialization in Sport Analytics
Dr. Junqui Wang (F)	Assistant Professor	SPMG-3664 (Econ & Finance in Sport) SPMG-3665 (Communication in Sport) SPMG-4667 (Legal Issues for Sport Mgmt)	B.A., Journalism, Shanghai University of Sport, 2009 M.A., Communication, Tongji University, 2012 M.S., Sport Management, University of Georgia, 2013 Ph.D., Sport Management, University of Georgia, 2017	3/3	Specialization in Sport Analytics

Jennifer Pecoraro (F)	Instructor	SPMG-2600 (Introduction Sport Management) SPMG-3661 (Sociology of Sport)	B.A., English, Secondary Education, Georgia State University, 2012 B.S. Minor, Philosophy, Georgia State University, 2012 M.S., Sport Administration, Georgia State University, 2015 Ph.D. Candidate, Sport Administration, Georgia State University, 2018	4/5	
New Hire 2019 (F)				3/3	An individual with intercollegiate athletics administration background and expertise
New Hire Adjunct 2018 (P)				1/1	Sports Practitioner with an earned doctorate in sport management or related discipline
New Hire Adjunct 2018 (P)				1/1	Sports Practitioner with an earned doctorate in sport management or related discipline

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

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

Each of the full-time sport management faculty would shift one of their classes each semester from the undergraduate program to teach a course in the graduate program. Currently, the undergraduate program is able to support the hiring of adjunct instructors

to cover courses vacated by full-time faculty. After the first year, full-time faculty will balance their teaching load between the undergraduate and graduate classes based on the course offerings for the semester.

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

Adjunct faculty will be needed for two courses in the first year of the program in order to not impact current faculty workloads. The goal is to find practitioners in the sport industry with teaching experience and earned doctorates to teach courses in the program aligned with their expertise and duties. The online delivery method is conducive to practitioners' schedules. After the first year, a request for additional faculty members will be submitted and the new line will be supported by the tuition generated by the program. The new faculty line would have a 3/3 load and support the additional courses added. The program will be self-supported with the exception of teaching load sharing with the undergraduate program when necessary. For some courses, it may be advantageous and aligned with their expertise if the instructor for the undergraduate program teaches similar advanced content in the graduate program.

17) Fiscal and Estimated Budget

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

Many of the resources necessary to support a fully online graduate program already exist at the institution. The program will utilize D2L (Course Den) as the primary mode of delivery along with other supplementary online resources such as Blackboard Ultra and Turnitin. The existing library resources are also sufficient. No classroom or building space is needed due to online delivery.

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

- c) For Expenditures:

- i. Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).

To start the program the Department of Sport Management, Wellness, and Physical Education would need to establish admission procedures with the UWG Graduate School and the College of Education Department of Graduate Studies since this will be the first graduate program in the department. This will require personnel support from the graduate school and the College of Education Department of Graduate Studies. The department chair would need to assign a program coordinator to handle program administration. That person would come from the existing faculty and receive load release. A graduate assistant will also be needed to

support the additional administrative responsibilities with admissions and enrollment.

- ii. If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g., cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program, or portion of full-time faculty workload and salary allocated to the program).

The program does not require reassigning faculty.

d) For Revenue:

- i. If using existing funds, provide a specific and detailed plan indicating the following three items: source of existing funds being reallocated; how the existing resources will be reallocated to specific costs for the new program; and the impact the redirection will have on units that lose funding.

The proposal does not require redirection of funds.

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

The projected tuition was calculated using the current graduate tuition rate and multiplied by the projected credit hour production based on the number of students projected each FY.

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

Students enrolled in SPMG 7100 or SPMG 7110 will pay a \$50 experiential learning fee to cover faculty supervision expenses associated with course delivery such as travel to meetings and expenses for capstone site supervisors.

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

Revenues from Other Grants are not included in this proposal.

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

Other Revenue included in this proposal is E-Tuition calculated at the current rate of \$85 per credit hour multiplied by the projected credit hour production for each FY.

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

- i. Explain how the institution will make up the shortfall. If reallocated funds are the primary tools being used to cover deficits, what is the plan to reduce the need for the program to rely on these funds to sustain the program?

N/A

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

It is anticipated the demand for the program will far exceed the number enrolled. In the event projected enrollment is not realized the need for adjunct faculty will not be needed and that expense can be eliminated.

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

EXPENDITURES (Continued)				
Personnel – new positions (see 15 a.i)				
Faculty		\$55,000	\$56,650	\$58,350
Part-time Faculty	\$9000	\$9000	\$9000	\$9000
Graduate Assistants	\$6000	\$6000	\$6000	\$6000
Administrators				
Support Staff				
Fringe Benefits		\$18,150	\$18,695	\$19,255
Other personnel costs				
Total New Personnel Costs	\$15,000	\$88,150	\$90,345	\$92,605
Start-up Costs (one-time expenses) (see 15 a.i)				
Library/learning resources				
Equipment – Computer and support technology for new faculty hire		\$4,000		
Other				
Physical Facilities: construction or renovation (see section on Facilities)				
Total One-time Costs		\$4,000		

Operating Costs (recurring costs – base budget) (see 15 a.i)				
Supplies/Expenses (recruiting materials, association registrations)	\$1,000	\$1,000	\$1,000	\$1,000
Travel – (recruiting and presentations)	\$1,000	\$2,000	\$2,000	\$2,000
Equipment				
Library/learning resources				
Other (orientation)	\$2,000	\$2,000	\$2,000	\$2,000
Total Recurring Costs	\$4000	\$5000	\$5000	\$5000
GRAND TOTAL COSTS	\$19,000	\$97,150	\$95,345	\$97,605
III. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds (see 15 b.i)				
New student workload				
New Tuition (see 15 b.ii)	\$49,032	\$114,408	\$147,096	\$163,440
Federal funds				
Other grants (see 15 b.iv)				
Student fees (see 15 b.iii) Exclude mandatory fees (i.e., activity, health, athletic, etc.).		\$600	\$800	\$1000
E-Tuition	\$18,360	\$42,840	\$55,080	\$61,200
New state allocation requested for budget hearing				
GRAND TOTAL REVENUES	\$67,392	\$157,848	\$202,976	\$225,640
Nature of Revenues				
Recurring/Permanent Funds				
One-time funds				
Projected Surplus/Deficit (Grand Total Revenue – Grand Total Costs) (see 15 c.i. & c.ii).	\$48,392	\$60,698	\$107,631	\$128,035

18) Facilities/Space Utilization for New Academic Program Information

Facilities Information — Please Complete the table below. – **100% Online Program N/A**

		Total GSF
a.	Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years.	
b.	Indicate if the new program will require new space or use existing space. (Place an “x” beside the appropriate selection.)	
	Type of Space	Comments
i.	Construction of new space is required (x).-→	
ii.	Existing space will require modification (x). →	
iii.	If new construction or renovation of existing space is anticipated, provide the justification for the need.	
iv.	Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe the projected impact.	
v.	Will this program cause any impact on the campus infrastructure, such as parking, power, HVAC, other? If yes, indicate the nature of the impact, estimated cost, and source of funding.	
vi.	Indicate whether existing space will be used.	
c. If new space is anticipated, provide information in the spaces below for each category listed:		
i.	Provide the estimated construction cost.	
ii.	Provide the estimated total project budget cost.	
iii.	Specify the proposed funding source.	
iv.	What is the availability of funds?	
v.	When will the construction be completed and ready for occupancy? (Indicate semester and year).	
vi.	How will the construction be funded for the new space/facility?	
vii.	Indicate the status of the Project Concept Proposal submitted for consideration of	

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

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

APPENDIX A



Comparative Analysis of Master of Science in Sport Management Programs and Recommendations for Implementation

Findings compiled by Markesha M. Henderson, Ed.D.

Introduction

In fall 2015 UWG Sport Management Program faculty approved the creation of a Master of Science in Sport Management. This report contains the findings of a comparative analysis of four master's programs and highlights the strengths and weaknesses. Information from this report will be used to continue the discussion on the potential program models for the new graduate program. Potential program models and recommendations based on the findings are included.

Evaluation Method

Four institutions were reviewed for this report. Information for this report was collected from face-to-face and telephone interviews, program literature review, and review of website content. In an effort to evaluate different types of programs, both traditional face-to-face programs and online programs were evaluated. Two institutions were in the USG System and two institutions were outside of the system. The two non-USG schools were also outside of the southeast region.

Program information was collected from the following institutions

- Georgia State University (USG System - traditional)
- Georgia Southern University (USG System – online)
- University of Wisconsin Whitewater (non-regional - traditional)
- American University (non-regional online)

Each program was contacted and a member of the program faculty was interviewed. A site visit was conducted at University of Wisconsin Whitewater and information was received from the dean, program coordinator, and current students.

The following sections contain a summary of each institution's program structure and requirements.

GEORGIA STATE UNIVERSITY

Quick Facts

- MS in Sports Administration
- Housed in the College of Education
- 2 program faculty (no undergraduate program)
- All students are required to do CITI training regardless of the track
- 2 tracks: Internship or Thesis.
- Comprehensive exam required for students on Internship Track
- 36 credits
 - 18 hours - 6 required courses – Intro, Budget and Finance, Management and Leadership, Cultural, Marketing, and Law
 - Research elective 2 classes outside of KH, one class offered within KH
 - 6 credit thesis or Internship

- 9 credits of electives in KH– Seminar, Revenue, Facility, Communication, Marketing field research, Practicum, Directed readings and research or in other programs such as business, management, marketing, hospitality, risk management, law, information technology, finance, education, international business, and research
- Admissions – GRE, 2.5, 3 letters of recommendation, goals statement must indicate specific area of interest, resume, complete history of sports background.
- No undergraduate program so no admission preference for undergraduates

GEORGIA SOUTHERN UNIVERSITY

- MS in Sport Management (fully online)
- College of Health and Human Sciences - Health and Kinesiology Department
- 5 program faculty (also have an undergraduate program)
- 36 credits – complete in 24 months with 9 credits a semester.
 - Year 1 – Sport administration, current trends in sport admin, revenue, facility and event management
 - Year 2 – Financial and strategic management, marketing, research and analysis, Law and risk management
 - 4 electives
- Admissions – Personal Statement with career goals over next 5 years and relevant experiences, resume, GRE or GMAT less than 5 years old
- No thesis or comprehensive exam required

UNIVERSITY OF WISCONSIN-WHITWATER

- MS in Education in Professional Development (MSE-PD) with an emphasis in Higher Education Athletic Administration
- College of Education and Professional Studies
- 10 program faculty including those that teach higher education leadership courses
- 30 credits
 - 6 credits of foundation courses – reading, analyzing and evaluating research; and issues, perspectives and directions in higher education
 - 18 credits of content courses – including an intro course
 - 6 credits of capstone experience courses consisting of a practicum and career development course
- Practicum is 150 hours
- No GRE required, Resume, letters of recommendation, statement letter addressing professional goals

AMERICAN UNIVERSITY

- MS in Sports Analytics and Management – fully online
- 36 credits – complete in 24 months with 9 credits per semester
- 12 courses – 8 weeks long – no electives
- Capstone project
- Industry – social media, interactive spectatorship, mobile technology, fantasy sports, e-sports gaming, performance data analytics, virtual reality
- No GRE – 3.0 GPA requirement
- Online Graduate Certificate Option – 10 months 4 courses
- Courses

- Emerging Technology Trends
 - Intercultural Communications
 - Ethics and Leadership
 - Client Communications and Consulting
 - Evaluation Sciences
 - Project Cost-Benefit Analysis
 - Analytical Business Writing
 - Strategic Management of Sport Organizations*
 - Analytics and Social Engagement*
 - Digital Enterprises in Sport*
 - Sports Technology and Innovation*
 - Sports Analytics and Management Capstone
- *Courses for certificate

Potential Model for SPMG

There are pros and cons for each model. The ideal program would be a hybrid of all of the programs. Because of the other program offerings in the state, a specialty or boutique program would be recommended as opposed to a generalist program. Because of our geographical location, a fully online program would allow us to accommodate working professionals.

- Fully online with concentrations – non sequential
- 36 credit hours – 18 hours of foundation courses, 12 hours in concentration, 6 capstone experience (either a thesis or practicum)
 - Thesis - 3 hours of research methods course and 3 hours of thesis research under the direction of a faculty member
 - Practicum – 3 hours of professional development and 3 hours of practicum experience under the direction of a faculty member (120 hours and a capstone reflection paper)
- Start with Analytics and Intercollegiate Athletics as the initial tracks and continuously add additional tracks as the program evolves.
- Offer both Analytics and Intercollegiate Athletics tracks as a certificate
 - Analytics – Strategic Management, Analytics and Social Engagement, Sports Technology and Innovation, Analytics and Sport Marketing
 - Intercollegiate Athletics – NCAA Governance and Compliance, Student-athlete Development, Intercollegiate Athletics Management, Fundraising and Development in Sports, Event Management

APPENDIX B

Sport Management Master's Program Curriculum

The proposed curriculum consists of 3 existing courses and 14 new courses. New courses along with the proposed learning objectives are noted and will be submitted for individual approval.

REQUIRED CORE COURSES (21 CREDITS)

All students must complete seven core courses. Courses do not have to be taken in a particular sequence, with the exception of courses with a prerequisite requirement.

SPMG 6001 – Social Issues in Sport (3/0/3)

This course examines historical and contemporary issues in sport. The course focuses on the context in which sport administrators will function and the place that sport holds in society and as a social phenomenon. The course leads students to critically examine their own socialization to sport and develop their own perspective for effectively conducting the business of sport.

Learning Objectives:

Upon successful completion of SPMG 6100 Social Issues in Sport, students will:

1. Identify and discuss the evolution of contemporary social issues in sport
2. Evaluate the role, contribution, and value of sport in society
3. Construct an informed position regarding appropriate organizational policies related to social practices and influences on sport
4. Develop a decision-making framework based in part on an understanding of the sociology of sport in order to increase organizational efficiency and effectiveness
5. Critically examine the popular press literature related to significant sport sociology issues

SPMG 6102 Revenue Generation in Sport (3/0/3)

This course is designed to provide comprehensive coverage of the many traditional sources of revenue available to sport properties. In addition, students will be encouraged to think entrepreneurially to foster the development of new platforms for revenue acquisitions. Some of the topics to be covered include fundraising, ticket sales, licensing, and sponsorships.

Learning Objectives:

Upon successful completion of SPMG 6102 Revenue Generation in Sport, students will:

1. Identify the current financial situation in the sport industry
2. Explain how to organize and administer a program for soliciting annual and major gifts in support of sport organizations
3. Describe how revenue is generated through ticket sales and how team identification variables affect fan consumer behavior
4. Develop formal sponsorship, naming rights, and licensing programs

SPMG 6110 Sport Law (3/0/3)

This course examines legal issues associated with the operation of sport properties. Some of the topics to be covered include tort liability, labor relations, contracts, agency law, discrimination, and intellectual property law. In addition, students will explore the organizational structure of the American court system, judicial process, and how to conduct legal research. The goal of the course is for students to develop managerial thinking that is both deferent to current legal issues and proactive in mitigating risk.

Learning Objectives:

Upon successful completion of SPMG 6110 Sport Law, students will:

1. Examine the concepts of jurisprudence and the “Rule of Law”
2. Differentiate the structures and judicial processes of the American Legal System
3. Utilize the methodology and tools of legal research including the use of legal terminology within the context of the sport industry
4. Evaluate how the law impacts the operation of amateur and professional sport properties and respond to these constraints with policies that adhere to the letter and spirit of the law while furthering the goals of the organization
5. Assess case and statutory law in a way that is proactive and relevant to the non-attorney management function

SPMG 6120 - Strategic Management of Sport Organizations (3/0/3) *NEW*

This course offers advanced study of managerial functions and concepts of sport organizations. Specifically, students will understand management principles and leadership theories. These topics include management tasks and responsibilities, organizational goals and structures, leadership, power and politics, ethics, culture, and decision-making in organization.

Learning Objectives:

Upon successful completion of SPMG 6120 Strategic Management of Sport Organizations, students will:

1. Explain how sport organizations can use principles and frameworks of organizational management to implement sound strategies and manage change.
2. Apply the elements of the strategic planning process to sport organizations.
3. Distinguish among the different types of private and public sector strategies for management.
4. Explain how sport organizations can create competitive advantages through business models.
5. Interpret sport industry trend reports and use assessment data to determine how sport organizations can develop sustainable competitive advantages.
6. Develop a comprehensive strategic plan for a sport organization.

SPMG 6130 – Research and Assessment in Sport (3/0/3) *NEW*

This course presents advanced methodological approaches for engaging in data-driven decision-making. Students will gain experience conducting sport research and learn best practices for developing and executing assessment plans for sport organizations. Students will employ data collection, analysis, and reporting tactics to assess outcomes to meet organization goals. This course serves as a prerequisite for SPMG 7100 Sport Management Research and SPMG 7110 Sport Management Capstone

Learning Objectives:

Upon successful completion of SPMG 6130 Research and Assessment in Sport, students will:

1. Determine the appropriate research methods to solve problems within the field of sport management.
2. Execute advanced research techniques useful in sport management.
3. Interpret and understand data in qualitative and quantitative research reports.
4. Select appropriate items to construct a research questionnaire and to develop scales.
5. Conduct applied data analyses, using descriptive and inferential statistics.
6. Evaluate the validity and reliability of research findings.

SPMG 6140 – Strategic Sales and Marketing for Sport Organizations (3/0/3) *NEW*

This course provides approaches for leveraging products and services on the sport marketplace. Ticket sales operations, marketing strategies, and fan engagement are among the topics central to understanding sport consumers. Students will learn best practices in developing sales and marketing strategic plans and how analytics are used in forecasting consumer behavior.

Learning Objectives

Upon successful completion of SPMG 6140 - Strategic Sales and Marketing for Sport Organizations, students will:

1. Identify and define a variety of sport marketing research models to develop theory based writing, projects, and analyses.
2. Demonstrate advanced knowledge and understanding of sport sales and marketing elements and strategies to develop a sport sales and marketing plan for a sport organization.
3. Develop a comprehensive sport sales and marketing plan utilizing an advanced understanding of theory and field research.

SPMG 6150 –Applied Communication and Technology in Sport (3/0/3) *NEW*

This course explores the ways in which sport organizations utilize technology and digital platforms to create, disseminate, and manage information. Students will develop proficiency in communicating with multiple audiences across varying platforms and implement strategic communication plans. Students will also examine how technological advancements shape the way sport organizations communicate with stakeholders.

Learning Objectives

Upon successful completion of SPMG 6150 Applied Communication and Technology in Sport, students will:

- 1) Demonstrate advanced knowledge of the current trends, industry demands, and professional opportunities in the area of sport communication.
- 2) Demonstrate comprehension of sport communication theories and the application to practice.
- 3) Master media techniques that are widely-used in personal communication, organizational communication, and mass communication.
- 4) Design and implement strategic communication plans.

ELECTIVES (12 CREDITS)

Students may select a concentration of 4 electives in the same area for a specialized program of study or select any 12 credits to fulfill this requirement.

Intercollegiate Athletics Concentration

SPMG 6200 – Intercollegiate Athletics Management (3/0/3) *NEW*

This course provides an overview of the inner-workings of an athletic department in a higher education setting. Students will study various models of intercollegiate athletic governance and the multiple units within the athletic department including academics, eligibility, business and finance, media relations, development, and student support services.

Learning Objectives

Upon successful completion of SPMG 6200 Intercollegiate Athletics Management, students will:

1. Demonstrate advanced knowledge of the role of intercollegiate athletics in higher education.
2. Differentiate between the various models of intercollegiate athletic department structure based on institutional characteristics and level of competition.
3. Demonstrate understanding of human resource management and personnel issues specific to intercollegiate athletics.
4. Demonstrate comprehension of the governance structure and the legislative process for multiple athletic associations.
5. Develop an outline for an intercollegiate athletics policy manual and student athlete handbook.

SPMG 6210 – Student-Athlete Development (3/0/3) *NEW*

This course provides an overview of the major college student development models and explores specifically how development theories are applied to student-athletes participating in intercollegiate athletics. Students will learn foundational theories, integrative theories, and social identity development concepts to address the developmental challenges facing college athletes and identify areas of support for this population of college students.

Learning Objectives

Upon successful completion of SPMG 6210 Student-Athlete Development, students will:

1. Analyze and evaluate key student development theories and the application to participants in intercollegiate athletics.
2. Demonstrate awareness and comprehension of physical and mental factors that affect athletic participation and safety.
3. Identify and combat risk for attrition, academic issues, and other barriers to student success.
4. Identify best practices used to support student-athlete well-being, academic success, and athletic attainment.
5. Develop a proposal for a program designed to support student-athlete development

SPMG 6220 – Compliance and Eligibility (3/0/3) *NEW*

This course will help students understand the regulations involving compliance and eligibility of intercollegiate athletes. Although multiple governing bodies will be examined, the primary focus will be on National Collegiate Athletic Association compliance regulations in all three divisions. Students will learn best practices for

monitoring eligibility and effective methods for ensuring athletic administration compliance with institutional, conference, and national association regulations.

Learning Objectives

Upon successful completion of SPMG 6220 Compliance and Eligibility, students will:

1. Articulate how institutional, conference, and national governing body policies govern intercollegiate athletics.
2. Describe the eligibility process from prospective student-athlete to post competition.
3. Differentiate between categories of policies that affect student-athlete eligibility to participate in intercollegiate athletics.
4. Navigate policy manuals and portals to locate relevant policies and sport specific rules.
5. Demonstrate the ability to review case studies and cite applicable policies.
6. Outline best practices for institutional control of intercollegiate athletics.

SPMG 6230 – Advanced Event Management and Operations (3/0/3) *NEW*

Students will learn procedures for planning and operating athletic competitions, championships, and tournaments. Topics include staffing, facility and venue management, the bid process, and sponsorship activation.

Learning Objectives

Upon successful completion of SPMG 6230 Advanced Event Management and Operations, students will:

1. Articulate how past and current sport events contributed to the evolution of sport event and operation management practices.
2. Demonstrate an advanced knowledge of customer service, planning, and, risk management for sport events and operations.
3. Navigate best practices regarding event development and implementation.
4. Develop a comprehensive sport event and operations project utilizing an advanced understanding of theory and field research.

Sport Analytics Concentration

SPMG 6300 – Introduction to Sport Analytics (3/0/3) *NEW*

This course covers fundamental principles of analytics applied to sports. In this course, students will be introduced to mathematical and statistical concepts and learn basic programming and coding skills to analyze sport-related data. Students will learn how to handle, code, and analyze large amounts of sport-related data. Specific course topics include the application of analytics in sports related to player performance, team management, operations, marketing, finances, fantasy sports, eSports, among other topics.

Learning Objectives:

Upon successful completion of SPMG 6300 Introduction to Sport Analytics, students will:

1. Demonstrate the understanding of principal analytical methods used in sports analytics.
2. Demonstrate the ability to interpret advanced statistics reported in the sport industry.
3. Apply inferential statistics, predictive analytics, and data mining to sport-related fields.
4. Identify, assess, and select appropriate data analytic methods and models for solving real-world problems.
5. Demonstrate critical thinking skills to make better business decisions associated with sports industry.

SPMG 6310 – Big Data and Statistical Analysis in Sport (3/0/3) NEW

This course covers statistical and mathematical concepts, applications, and models related to administration, marketing, and business management. The course gives students an opportunity to work with data relating to sports business tactics and strategy. Students will employ modeling methods in marketing communications, ticket pricing, sponsorship, market segmentation, and customer relationship marketing. This is a project-based course. Students will be involved in applying sport analytics concepts to solve sport business problems. ***Prerequisite: SPMG 6300 Introduction to Sport Analytics***

Learning Objectives:

Upon successful completion of SPMG 6310 Big Data and Statistical Analysis in Sport, students will:

1. Analyze large and complex datasets using descriptive statistics and graphs to make decisions.
2. Demonstrate advanced knowledge of the data science and sports business analytics tools.
3. Apply big data analytics tools to reveal business opportunities and threats in sport industry.
4. Apply advanced graphical and descriptive techniques commonly used to summarize in sport analytics.
5. Examine the accuracy, integrity, and comparability of sports-related data.

SPMG 6320 Analytics in Sport Business (3/0/3) NEW

This course is designed to help students to develop and apply analytical skills (e.g., statistical analysis, predictive analytics, mathematical modeling, critical thinking, game theory, simulation) that are useful in sport business. The course content will cover topics such as data management, statistical data analysis, modeling, and

decision making in various sports settings. Students will learn the ability to recognize, formulate, and analyze decision-making situations in sports as well as learn principles in sports performance analytics. ***Prerequisite: SPMG 6300 Introduction to Sport Analytics***

Learning Objectives:

Upon successful completion of SPMG 6320 Analytics in Sport Business, students will:

1. Identify assumptions and relevant information needed to analyze sport research, cases, or organizational problems.
2. Apply a systematic approach to analyzing sport-related data and information.
3. Derive solutions to a problem or case based on valid and reliable sport-related data and information.
4. Identify opportunities to use analytics to support decision-making.
5. Use data and forecasting techniques to develop and improve predictive capabilities in a sport organization.

SPMG 6330 Applied Network Analysis in Sport (3/0/3) NEW

This course introduces the network analysis as a research method to explore organizational/community structures and identify online/offline communication patterns. Students will learn key theories and measurements in the network analysis, master commonly-used procedures of data collection, and analyze and interpret real-world datasets. ***Prerequisite: SPMG 6300 Introduction to Sport Analytics***

Learning Objectives:

Upon successful completion of SPMG 6330 Applied Network Analysis in Sport, students will:

1. Master key theories, principles, and measurements in the network analysis.
2. Use analysis tools (e.g., NodeXL) to conduct network analysis.
3. Apply a systematic approach to collect, analyze, and report the real data in online communication.

GENERAL ELECTIVES

SPMG 7685 - Special Topics in Sport Management (1-3/0/1-3) NEW

This course allows students to explore in depth a variety of significant issues facing sport managers. It provides the opportunity to offer course content and topics that may not be covered by other course titles. Titles and descriptions of specific courses will be identified at the time of offering. This course may be repeated. Students may earn a maximum of 6 credits of special topics electives to count toward the degree requirement.

Learning Objectives:

Upon successful completion of SPMG 7685 Special Topics in Sport Management, students will:

1. Demonstrate advanced knowledge related to a specific topic in sport management using a variety of platforms.
2. Propose data-driven solutions to sport management problems.
3. Meet additional content specific learning objectives determined by the instructor as appropriate for the topic and in alignment with program, College of Education, and UWG core competencies.

EXPERIENTIAL LEARNING COURSES (3 credits)

Students may select either a research study or capstone project/experience to fulfill the degree requirement. The student must (1) have completed a minimum of 24 hours, (2) pass the comprehensive exam with a score of 80% or above and submit a research proposal or capstone proposal prior to enrolling. SPMG 6130 Research and Assessment in Sport is a prerequisite for both SPMG 7100 and SPMG 7110.

SPMG 7100 – Sport Management Research (3/0/3) NEW

This course provides an intensive survey of relevant research and professional practices in sport management. The course emphasizes practical issues related to planning, conducting, and interpreting sport related research. Students will learn advanced skills to evaluate, conduct, and present research findings. ***Prerequisite: A minimum of 24 hours of SPMG coursework completed, pass comprehensive examination with a score of 80% or above and SPMG 6120 Research and Assessment in Sport***

Learning Objectives:

Upon successful completion of SPMG 7100 Sport Management Research, students will:

1. Produce a research proposal paper of original scholarship to include introduction, a review of literature, research questions, methodological design and references.
2. Demonstrate knowledge of various research methods with particular emphasis on qualitative and quantitative research methods.
3. Demonstrate knowledge of appropriate statistical tests utilized in quantitative research.
4. Demonstrate knowledge of the appropriate steps for submitting a research study for institutional review board approval, the ethical considerations, and the responsibilities of conducting research involving human subjects.
5. Recognize the practical applications of research in the sport management industry

SPMG 7110 – Sport Management Capstone (3/0/3) NEW

This is a culminating experiential learning experience of the Sport Management Master's program. The Capstone course must be completed in the student's final term prior to graduation. Students will complete a professional or research project that integrates content and skills acquired in the core and concentration courses.

Prerequisite: A minimum of 24 hours of SPMG coursework completed, SPMG 6120 Research and Assessment in Sport, and pass SPMG Comprehensive Examination with a score of 80% or above.

Learning Objectives

Upon successful completion of SPMG 7110 Sport Management Capstone, students will:

1. Demonstrate the ability to take the knowledge and skills learned in the program and apply them to successfully complete a professional or research project.
2. Apply critical thinking skills to successfully complete a professional or research project.
3. Evaluate career options and explain personal and professional goals.
4. Articulate how the capstone project can help you advance your career in sports.

APPENDIX C – COSMA Statement of Academic Quality

The Commission on Sport Management Accreditation is a specialized accrediting body whose purpose is to promote and recognize excellence in sport management education worldwide in colleges and universities at the baccalaureate and master's levels through specialized accreditation.

Characteristics of Excellence in Sport Management Education

Excellence in sport management education has many different components that must be considered during the evaluation process.

Excellence in sport management education normally displays the following characteristics:

- The sport management program has a clearly defined and relevant mission and broad-based goals that are consistent with those of the institution.
- The sport management program has a strategic plan that is in touch with the realities of sport management education and the marketplace, and that is consistent with the strategic plan of the institution. This strategic plan is driven by the approved mission and broad-based goals of the sport management program.
- The sport management program has developed and implemented an outcomes assessment process that promotes continuous improvement in the sport management programs and operations, and that is linked to the strategic plan of the sport management program.
- Students in the sport management program develop, both personally and professionally, into well-educated, ethical, competent sport management professionals.
- The sport management program operates in an environment that encourages and promulgates innovation and creativity in sport management education.
- The sport management program has meaningful and effective linkages between the classroom and practitioners in the sport management community, thereby providing assurance of relevancy and currency in the academic programs.
- The sport management program encourages cooperative relationships with other educational units, both external and internal, which are consistent with its mission and broad-based goals.
- Faculty in the sport management program model ethical character and integrate ethical viewpoints and principles in their teaching.
- Faculty in the sport management program are effective teachers who are current in their fields and active in their professional contributions to their institution and discipline. Further, the faculty are positively engaged within their sport management program and contribute to its mission and broad-based goals through appropriate faculty development and faculty evaluation processes.
- The mix of academic and professional credentials of the sport management faculty is worthy of the respect of the academic and sport marketplace communities.
- The mission of the institution and its sport management program is effectively communicated to current and prospective students.
- The institution provides adequate resources to the sport management program to accomplish its mission and broad-based goals.
- The curricula in the sport management programs reflect the mission of the institution and its academic unit, and are consistent with current, acceptable practices and principles of professionals in the academic and sport marketplace communities.
- The curricula in the sport management programs ensure that students understand and are prepared to deal effectively with critical issues in a changing global environment.
- The content of sport management courses is delivered in a manner that is appropriate, effective, and stimulates learning.

- The sport management program recognizes the role of practical and experiential learning as a relevant component of sport management curricula.
- The institutional organizational structure supports excellence in sport management education.

Reference:

Commission on Sport Management Accreditation (2015).

<http://www.cosmaweb.org/academic-quality.html>

Proposal

Collaboration for Dual MPAcc/MBA Degree



Statement of Intent

The Richards College of Business is requesting approval to allow students completing the Master of Professional Accounting (MPAcc) or Master of Business (MBA) program to use graduate-level courses from one degree program as electives for a second degree program. This practice is consistent with peer institutions' policies and would allow us to meet the needs of our students.

Anticipated Start Date

We would begin offering this option to UWG students in Fall 2018.

Location of the Collaborative Activity

The MBA is offered in Carrollton, Newnan and Douglasville; the MPAcc is offered in Carrollton.

Contact information for the lead person of each department

MBA Jeannie Pridmore, Ph.D.
Associate Professor of MIS
Department of Management
Richards College of Business
1601 Maple Street
Carrollton, GA 30118

MPAcc Christine Haynes, Ph.D.
Professor of Accounting
Department of Accounting & Finance
Richards College of Business
1601 Maple Street
Carrollton, GA 30118

Description of the Proposed Collaborative Agreement

The following 42-credit hour program meets all course requirements for both MBA and MPAcc degrees. Because two required courses are common to both programs, two additional electives are added for students in the dual program. Learning goals and objectives for each program follow, along with coverage of the objectives in each program.

MPAcc/MBA Program Requirements

Course Number	Course Name	Credit Hours	MPAcc Program	MBA Program
ACCT 6216	Seminar in Financial Reporting	3	Required	Elective
ACCT 6233	Seminar in Strategic Cost Management	3	Required	Required
ACCT 6242	Strategic Information Systems	3	Required	Elective
ACCT 6253	Seminar in Tax Accounting	3	Required	Elective
ACCT 6263	Seminar in Assurance Services	3	Required	Elective
ACCT 6264	Nonprofit Accounting and Auditing	3	Required	Elective
ECON 6450	Managerial Economics	3	Elective	Required
ECON 6461	International Finance	3	Required	Elective
FINC 6532	Advanced Financial Management	3	Required	Required
MGNT 6670	Organizational Theory and Behavior	3	Elective	Required
MGNT 6681	Strategic, Ethical, and Global Management	3	Elective	Required
MKTG 6815	Marketing Strategy	3	Elective	Required
Accounting Elective	Please see the information below*	3	Added	Added
MBA Elective	Please see the information below**	3	Added	Added
Total Hours		42		

*Complete one 3 credit hour accounting elective from the list below.

ACCT 5265 Sustainability Accounting and Reporting
Study Abroad (requires approval)

** Complete one 3 credit hour MBA elective from the list or by approval.

ECON 6470 - Ethical Foundations of Capitalism
ABED 6100 - Strategic Business Communication
MKTG 6820 - International Business Strategy
ECON 6430 - Business Forecasting
FINC 6542 - Investment Analysis/Portfolio Management
CISM 6331 - Strategic Management of Information Technology

International MBA



Global knowledge is critical for today's global economy. The University of West Georgia offers students the opportunity receive an MBA with significant first hand international experience that will give them an advantage in this rapidly changing marketplace. Students can pick one of our international partner schools to attend for a semester and create an International Plan of study that fits their needs and desires. This is more than an International Management course or a study abroad program. This is an MBA designed for students who want to gain a deeper understanding of global business issues and develop intercultural management skills while spending a full semester studying abroad. For more information please contact us, UWG MBA.

*Resources needed: none we are already doing this.

Sustainability in Leadership



Course Information

MGNT 6685
Spring 2017

Instructor Information

Bradley J. Prince,

Ph.D. Adamson Hall

130

678-839-6467

bprince@westga.edu

Office Hours: By appointment

Course Description

This course will introduce students to concepts of sustainability in executive leadership by considering sustainability from many perspectives. Environmental is a consideration, but also the aspects of legal, ethical, risk management, planning, and partnerships. Once the “corporate sustainability” has been covered, the course forces students to consider personal sustainability by covering the material of the *7 Habits of Highly Effective People*, by Steven Covey. The completion of the course is reading the *4 Disciplines of Execution*, by Chris McChesney, Jim Huling, and Sean Covey. This last book ties the textbook concepts to the personal concepts to develop a broad view of true organizational sustainability in leadership.

Definition of Cheating

This is very heavily a thought-based course. Reflection, discussion, and writing are key components. Therefore, it will be considered cheating if you use someone else’s ideas, thoughts, or essays as your own. You are free to discuss ideas, but all submissions must be your own work and thoughts.

Course Objectives (Expected Outcomes)

It is expected that students will leave this course able to think very broadly about the impact of decisions and directions of an organization.

Text and Other Materials

Required texts:

Foundations of Sustainable Business: Theory, Function, and Strategy, by Sanders and Wood, Wiley, 978-1-118-44104-6

Seven Habits of Highly Effective People - Steven R. Covey

The Four Disciplines of Execution - Chris McChesney, Jim Huling, and Sean Covey

Course Calendar

Course Calendar will be presented in a separate document.

Other Important Information:

Student Handbook

Parking services: Row hall 678-839-6629 parking@westga.edu,

Campus police: Chief- Tom Mackel 678-839-6000

- wolf alert: <http://www.westga.edu/police/wolf-alert.php>,
- weather hotline: 678-839-6200

Health Services: Director- Leslie Cottrell, 678-839-6452

Registrar: Parker hall 678-839-6438 <http://www.westga.edu/registrar/766.php>

Financial Aid: Parker hall 678-839-6421

Counseling Center: Director- Lisa Somerlot Row hall 678-839-6428

Writing Center: TLC 1201, 678-839-6513

Center for Academic Success: UCC room 200, 678-839-6280

Accessibility Services:

<http://www.westga.edu/counseling/4486.php> Important dates:

April 1 - Priority deadline for 2015-2016 FAFSA completion.

July 1 - All Document Deadline for Financial Aid. The 2015-2016 FAFSA and all requested documents are due by this date in order to have financial aid in place by the fee payment deadline July 27, 2015.

July 27 - Fee payment deadline for tuition and fees for fall semester at 6:00 p.m.

August 11 - Fee payment deadline for Housing and Meal Plans. Students with balances of \$300 or more will be dropped from all Fall 2014 courses at 6 pm.

August 24-30 - Open Drop/Add - Classes dropped during Open Drop/Add will receive a refund of paid funds. Note: According to Federal Regulations, Financial Aid cannot be adjusted for courses added after August 30.

August 31 - Final fee payment deadline at 6:00 p.m. Students with account balances of \$300 or more will have all Fall 2015 courses dropped at 6:00 p.m.

September 7 - Labor Day Holiday, no classes, offices closed.

TBD - Financial Aid balances available via HigherOne no later than this

date. November 26-27 - Thanksgiving Holiday, no classes, offices closed.

ACADEMIC SUPPORT

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

Center for Academic Success: The Center for Academic Success provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu

University Writing Center: The University Writing Center assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu

ONLINE COURSES

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the UWG Online site. Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide. If a student is experiencing distress and needs help, please see the resources available at the UWG Cares site. Online counseling is also available for online students.

UWG EMAIL POLICY

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important

university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

CREDIT HOUR POLICY

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