Memorandum

To: General Faculty

Date: April 1, 2020

Regarding: Faculty Senate Agenda for April 3, 2020 via Google Meet

---

1. Call to Order

2. Roll Call

3. Minutes

   A) The February 21, 2020 meeting minutes were approved electronically on March 23, 2020.

4. Committee Reports

Committee I: Undergraduate Programs Committee (Nick Sterling, Chair)

Action Items: (Addendum I)

   A) College of Arts and Humanities

   1) Department of English and Philosophy

   a) Philosophy, B.A.

   Request: Modify

   b) Philosophy, Law, Justice, and Society Track, B.A.

   Request: Modify

   c) Philosophy, Religion Track, B.A.

   Request: Modify

   d) Religion Minor

   Request: Modify

   e) ENGL 4304 - Advanced Writing in Disciplines

   Request: Add

   B) College of Science and Mathematics

   a) BIOL 4134 - Advanced Molecular Biology & Bioinformatics

   Request: Add

   C) College of Social Sciences

1) Department of Anthropology

   a) Anthropology, B.S.

      Request: Modify

   b) Cultural Heritage Management Embedded Certificate

      Request: Modify

2) Department of Sociology

   a) Social Diversity Embedded Certificate

      Request: Modify

Information Item:

A) Rosemary Kellison will serve as Chair of UPC during the 2020-2021 academic year.

Committee II: Graduate Programs Committee (Ben Geyer, Chair)

Action Items: (Addendum II)

A) College of Arts and Humanities

   1) Department of Art

      a) Master of Fine Arts

         Request: Add

      b) ART 5000 - Graduate Drawing

         Request: Modify

      c) ART 5005 - Graduate Life Drawing

         Request: Modify

      d) ART 5007 - Graduate Digital Media

         Request: Add

      e) ART 5305 - Graduate Ceramics

         Request: Modify

      f) ART 5605 - Graduate Painting

         Request: Modify

      g) ART 5705 - Graduate Photography

         Request: Modify

      h) ART 5805 - Graduate Printmaking

         Request: Modify

      i) ART 5905 - Graduate Sculpture

Request: Modify

   j) [ART 6000 - Advanced Graduate Drawing](#)

Request: Add

   k) [ART 6001 - Professional Practices and Pedagogy](#)

Request: Add

   l) [ART 6002 - Professional Practices and Pedagogy II](#)

Request: Add

   m) [ART 6005 – Advanced Graduate Life Drawing](#)

Request: Add

   n) [ART 6078 - Graduate Mid-Program Review](#)

Request: Add

   o) [ART 6305 - Advanced Graduate Ceramics](#)

Request: Add

   p) [ART 6605 - Advanced Graduate Painting](#)

Request: Add

   q) [ART 6705 - Advanced Graduate Photography](#)

Request: Add

   r) [ART 6805 - Advanced Graduate Printmaking](#)

Request: Add

   s) [ART 6905 - Advanced Graduate Sculpture](#)

Request: Add

   t) [ART 7099 - Graduate Thesis](#)

Request: Add

2) Department of English

   a) [ENGL 5304 - Advanced Writing in Disciplines](#)

Request: Add

3) Department of History

   a) [HIST 6699 - Thesis](#)

Request: Modify

B) College of Education

1) Department of Educational Technology and Foundations

a) [Instructional Technology, Media and Design, M.Ed., Concentrations in Instructional Technology, School Library Media](#)

Request: Modify

b) [Media Specialist Educator Certification Program and Instructional Technology Educator Certification Program](#)

Request: Modify

c) [MEDT 7266 - Comprehensive Exam for M.Ed. or Non-Degree IT](#)

Request: Add

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

a) [PHED 7670 - Comprehensive Exam](#)

Request: Add

C) College of Science and Mathematics

1) Department of Mathematics

a) [Post-baccalaureate Certificate in Computational Mathematics](#)

Request: Add

b) [Post-baccalaureate Certificate in Discrete Mathematics](#)

Request: Add

c) [Post-baccalaureate Certificate in Statistics](#)

Request: Add

D) Tanner Health System School of Nursing

1) [Nurse Educator Post-Master's Certificate](#)

Request: Modify

E) University College

1) [Interdisciplinary Studies, M.I.S.](#)

Request: Add

2) [XIDS 6000 - Interdisciplinary Theory and Method](#)

Request: Add

3) [XIDS 6001 - Interdisciplinary Narrative Writing](#)

Request: Add

4) [XIDS 6999 - Interdisciplinary Capstone](#)

Request: Add

F) Graduate School

    1) ABM Program Proposal (**Addendum III**)

      Request: Add

Information Items:

A) College of Arts and Humanities

    1) Department of History

      a) [History, M.A.](#)

B) College of Education

    1) Department of Communication Sciences and Professional Counseling

      a) [Higher Education Administration, Ed.D.](#)

C) College of Social Sciences

    1) Department of Psychology

      a) [Psychology, Ph.D.](#)

D) Connie Barbour will serve as Chair of GPC during the 2020-2021 academic year.

Committee III: Academic Policies Committee (Agnieszka Chwialkowska, Chair)

Action Items:

A) UWG Academic Catalogs

    1) Undergraduate Catalog - Academic Programs and Units of Instruction

      a) Glossary (**Addendum IV**)

        Request: Add

      b) Specific Requirements for Embedded Certificates (**Addendum V**)

        Request: Add

      c) Specific Requirements for Stand-Alone Certificates (**Addendum VI**)

        Request: Add

      d) Specific Requirements for a Minor (**Addendum VII**)

        Request: Modify

    2) Undergraduate Catalog - Academic Programs and Units of Instruction

      a) Graduation Policies (**Addendum VIII**)

        Request: Modify

Information Item:

A) Nancy Pencoe will serve as Chair of APC during the 2020-2021 academic year.

Committee IV: Faculty Development Committee (Basu Dutt, Chair)

Information Item:

A) Mark Faucette will serve as Chair of FDC during the 2020-2021 academic year.

Committee V: Student Affairs Committee (Dawn Neely, Chair)

Information Item:

A) Ellie Towhidi will serve as Chair of the Student Affairs Committee during the 2020-2021 academic year.

Committee VI: Intercollegiate Athletics and University Advancement Committee (Scott Gordon, Chair)

Information Item:

A) Kathleen Barrett will serve as Chair of the Intercollegiate Athletics and University Advancement Committee during the 2020-2021 academic year.

Committee VII: Budget Committee (Shelly Elman, Chair)

Information Item:

A) Shelly Elman will serve as Chair of the Budget Committee during the 2020-2021 academic year.

Committee VIII: Rules Committee (Anja Remshagen, Chair)

Information Item:

A) Angela Branyon will serve as Chair of the Rules Committee during the 2020-2021 academic year.

Committee IX: Diversity and Inclusion Committee (Angela Pashia, Chair)

Information Item:

A) Nathan Rees will serve as Chair of the Diversity and Inclusion Committee during the 2020-2021 academic year.

5. Old Business

6. New Business

7. Announcements

8. Adjournment

Addendum I

Philosophy, B.A.

2020-2021 Undergraduate Revise Program Request

Introduction

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

Please TURN ON the help text before starting this proposal by clicking 🛈 next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

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

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

Desired Effective Semester * | Fall

Desired Effective Year * | 2020

Program Information

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

Type of Program * ⦿ Program
◯ Shared Core

If other, please identify.	

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

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

Program Name
Program Description

Program Name*	Philosophy, B.A.

Program ID - DO NOT EDIT*	2594

Program Code - DO NOT EDIT	

Program Type*	Bachelor

Degree Type*	Bachelor of Art

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

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Program Location*	Carrollton

Curriculum Information

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click here for a **video** demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

> First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the **X** and proceed.
> Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the **X** and proceed.

Step 2 - Adding New Courses to the Program

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

> If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia General Education Requirements."
> For courses already in the catalog, click on "Import Course" and find the courses needed.
> For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

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

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Prospective Curriculum *

Requirement

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

Core Curriculum

Core Area F: 18 Hours

PHIL 2010 Introduction to Philosophy
PHIL 2020 Critical Thinking
PHIL 2030 Introduction to Ethics
[After] Additional Humanities Course 3
[After] Foreign Language through 2002 3-6

Upper-Division Major Required Courses: 15 Hours

PHIL 3100 Ancient and Medieval Philosophy
PHIL 4300 Senior Seminar

Choose one (1) course from the following:

PHIL 3120 American Philosophy
PHIL 4150 Analytic Philosophy

Choose one (1) course from the following:

PHIL 3140 Existentialism
PHIL 4100 Phenomenology

Choose one (1) course from the following:

PHIL 3105 Medieval to Early Modern Philosophy

PHIL 3110 Modern Philosophy

Upper-Division Major Elective Courses (18 Hours): Choose an additional six (6) 3/4000-level PHIL courses, with a minimum of one (1) course from each of the following areas:

A.

PHIL 3120 American Philosophy

PHIL 3301 History and Philosophy of Science

PHIL 4150 Analytic Philosophy

PHIL 4160 Symbolic Logic

B.

PHIL 3140 Existentialism

PHIL 3160 Philosophy in Literature and Film

PHIL 4100 Phenomenology

PHIL 4220 Hermeneutics

PHIL 4240 Philosophy of Friendship and Love

C.

PHIL 4110 Philosophy of Law

PHIL 4120 Professional Ethics

PHIL 4130 Feminist Philosophy

PHIL 3115 Political Philosophy

PHIL 3180 Moral Theories

D.

PHIL 3205 Theories of Religion

PHIL 3220 Christian Thought

PHIL 3250 Islamic Thought

PHIL 4230 Philosophy of Religion

PHIL 3105 Medieval to Early Modern Philosophy

Minor (optional) and/or Electives: 27 Hours

Total: 120 Hours

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

Justification and Assessment

Rationale* The Philosophy Program deleting the course PHIL 4115 (Political Philosophy), so we have removed it from the curriculum schema. We are replacing it with the course PHIL 3115 (Political Philosophy), so we have added that course to the curriculum schema.

The Philosophy Program has also added two other new courses: PHIL 3105 (Medieval to Early Modern Philosophy) and PHIL 3180 (Moral Theories). We have adjusted the curriculum schema to include these new courses.

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

SACSCOC Substantive Change

Please review the **Policy Summary and Decision Matrix**
Send questions to **cjenks@westga.edu**

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

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

Please download the assessment template from here complete, and upload.

Program Map* ☑ I have attached the Program Map/Sheet.

☐ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☑ I have attached the Assessment Plan.

☐ N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

School/ Department - DO NOT EDIT* Department of English and Philosophy

Is this a School of ○ Yes ● No

Nursing Program? *

Is this a College of Education Program? ○ Yes ● No
*

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

Is Senate Review required? * ● Yes ○ No

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

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

2020-2021
Program Map
Program Map – B.A. Philosophy

YEAR 1

TERM 1

Course	Credits
Area A-1: ENGL 1101	3
Area A-2 (Recommended: MATH 1001 OR MATH 1111)	3
Area B-2 (Recommended: XIDS 2002)	2
Area E1: HIST 1111 or HIST 1112	3
Area E-4 (Recommended: PHIL 2130)	3
SEMESTER TOTAL	14

Milestones

- Complete ENGL 1101; Required to earn C or higher.

TERM 2

Course	Credits
Area A-1: ENGL 1102	3
Area D: Science + Lab	4
Area C-1: Fine Arts	3
Area E-2: HIST 2111 or HIST 2112	3
Area F-1: PHIL 2010	3
SEMESTER TOTAL	16

Milestones

- Complete ENGL 1102; Required to earn C or higher.
- Complete PHIL 2020
- Earn 15 or more credit hours

YEAR 2

TERM 1

Course	Credits
Area B-1: Foreign Language 1001 (SPAN, FREN, or GRMN)	3
Elective / Minor	3
Area D-2: Science	3
Area E-3: POLS 1101	3
Area F: PHIL 2020	3
SEMESTER TOTAL	15

Milestones

• Complete PHIL 2010
• Complete Foreign Language 1001
• Earn 15 or more credit hours

TERM 2

Course	Credits
Area C-2: Foreign Language 1002 (SPAN, FREN, or GRMN)	3
Elective / Minor	3
Area D-2: Science	3
Area F: Humanities Elective	3
Area F: PHIL 2030	3
SEMESTER TOTAL	15

Milestones

• Complete PHIL 2030
• Complete Foreign Language 1002
• Earn 15 or more credit hours

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

YEAR 3					

YEAR 3

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
PHIL 3100	3	PHIL 3105 or 3110	3
PHIL Major Upper Division Elective A-D	3	PHIL 3120 or 4150	3
PHIL Major Upper Division Elective A-D	3	PHIL Major Upper Division Elective A-D	3
Elective / Minor	3	Area F: Foreign Language 2002 (SPAN, FREN, or GRMN)	3
Area F: Foreign Language 2001 (SPAN, FREN, or GRMN)	3	Elective / Minor	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
• Complete PHIL 3100 • Complete Foreign Language 2001 • Earn 15 or more credit hours		• Complete PHIL 3105 or 3110 • Complete Foreign Language requirement (2002) • Earn 15 or more credit hours	

YEAR 4

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
PHIL 4300 Senior Seminar	3	PHIL Major Upper Division Elective	3
PHIL 3140 or 4100	3	PHIL Major Upper Division Elective	3
PHIL Major Upper Division Elective A-D	3	Elective / Minor	3
Elective / Minor	3	Elective / Minor	3
Elective / Minor	3	Elective / Minor	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
• Complete Senior Seminar • Earn 15 or more credit hours		• Earn 15 or more credit hours	

*Note: At least 6 hours of Elective / Minor credit must be at the 3000- or 4000-level.

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

Bachelor of Arts (BA)
Philosophy (380101)

Student Learning Outcomes	Strategic Plan	Measure/Method	Success Criterion	AY15	AY16	AY17	AY18	AY19	Interpretation & Use of Results	Improvement Plan
LO 1: Can discuss the views of at least three major historical figures of philosophy.	2.D.	To assess this learning outcome, we use data from the history courses in our curriculum (PHIL 3100, 3110, 3120, 3140, 4100, and 4150). In each of these courses, students write a final paper or complete a final essay exam in which they are expected to discuss the views of a major historical figure of philosophy. In last year's improvement plan, we noted our desire to capture data that better represents what students have learned by the end of their time in our program by shifting from assessing this LO using student data from PHIL 3100, 3110 and the last history course to assessing it using whichever three history courses were the last ones taken by the student. (Our previous method might have included scores from courses taken early in the student's time in the program, and therefore might not best represent the totality of student learning in relation to this LO over the course of completing the Philosophy B.A.) In last year's improvement plan, we also noted our intentions to use final paper scores whenever they are available, using final exam scores only for courses that did not include a final paper assignment, because papers better represent a student's full range of achievement in discussing the views of a philosophical figure. The AY19 data presented here reflects these promised changes. The scores provided are an average of the students' scores on their final papers in whichever three history courses the student took last; no exam scores are included in this year's data. Papers and exams are assessed by the faculty member teaching the course. We have a rubric that explains what these scores represent in terms of a student's success in achieving the learning outcome of discussing the views of a major historical figure of philosophy; the two rubric criteria have to do with the accuracy and the clarity of the discussion. See attached rubric. We assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's Senior Seminar cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program.	90% of students will have earned an A or B average (80% or higher) on their final essays (take-home or in-class) in the last three history courses (PHIL 3100, 3110, 3120, 3140, 4100, or 4150) they took as a student in the program. These criteria have been identified because earning a B or higher demonstrates competency on this LO, and because we would like to improve the overall percentage of students attaining this comptency.	71% of students earned an A or B average (80% or higher) on their final essays in their history courses.	73% of students earned an A or B average (80% or higher) on their final essays in their history courses.	100% (7 of 7) students earned an A or B average (80% or higher) on their final essays in their history courses.	100% (11 of 11) students earned an A or B average (80% or higher) on their final essays in PHIL 3100, 3110, and the last history course taken.	71% (5 of 7) students earned an A or B average (80% or higher) on their final essays in the last three history courses taken.	We revised the way we assess this learning outcome for AY19. We had been averaging the final essay or exam grades for all of a student's history courses. However, because some students take significantly more history courses than others do, we decided to shift to averaging just three scores. In AY18, we averaged the score from final essays in PHIL 3100, 3110, and the last history course taken. However, as noted in last year's improvement plan, we realized that a better measure of student learning over the course of the B.A. program would be the scores in the last three history courses the student takes, whichever those are. Finally, though we previously had used scores from either final papers or final exams, we now use scores from exams only in cases in which no final paper was assigned, because when papers are available, they provide a more accurate portrait of students' written communication skills. The data presented for AY19 reflect these changes, which we believe provide a more reliable measure of student achievement overall. Based on this more reliable data, in AY19, in contrast to AY17 and AY18, we did not meet our success criterion for this LO; only 71%, short of our benchmark of 90%, of students earned an A or B average for their final essays in these courses. Part of the reason for this significant change in the percentage is that we are a small program in which the scores of one student can have a significant positive or negative effect on the overall data. In this case, we had a student who failed to complete final essays for several courses. Even with this caveat regarding the small number of students being assessed, we recognize room for improvement in teaching philosophical writing to students. We also see the potential for curricular modifications to contribute to increased success in achieving accurate knowledge of historical figures' views, as described in our improvement plan.	Student writing is an area of weakness contributing to the failure to meet our success criterion for this LO, and therefore represents an area for potential improvement in our program. To that end, we will continue our practice, implemented in support of the latest QEP, of designating more of our courses as DSW (discipline-specific writing) courses to give students more practice writing as well as more opportunities for feedback during the drafting process. We will also continue to emphasize development of writing skills in all of our courses, including non-DSW courses, by providing ample opportunities for written work. In last year's improvement plan, we noted our intention to add a new history course to our current offerings, giving our students another opportunity to learn about and discuss major historical figures of philosophy. We are now implementing this plan; we are in the process of submitting a new course proposal on Medieval & Renaissance Philosophy, which will enable our students to learn about the views of more figures from the history of philosophy. We are also lacking in indirect evidence regarding this LO. We plan to improve in this area by adding new questions about student perceptions of their ability to describe the views of major historical figures of philosophy to our existing Philosophy Program exit survey, which is administered to students at the end of their Senior Seminar course. These new questions will be asked of students beginning in the Fall 2019 semester for the AY20 report.
LO 2: Can critically analyze and explain a philosophical issue in written communications.	2.D.	To assess this learning outcome, we use data from PHIL 4300 (Senior Seminar), the required capstone course each Philosophy major takes in the fall of the academic year in which they intend to graduate. The objective of this course is professionalization of the students through research in the field leading to the production and presentation of a very high-quality paper in which students critically analyze and explain a philosophical issue. The data presented here are the scores for their final papers. Papers are assessed by the faculty member teaching the course. We have a rubric that explains what these scores represent in terms of a student's success in achieving the learning outcome of critically analyzing and explaining a philosophical issue in written communications; the four rubric criteria have to do with the student's independence of thought, strength of critical reasoning, accuracy in explaining a philosophical issue, and clarity of writing as evidenced in the paper. See attached rubric. We assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's Senior Seminar cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program.	90% of students will have earned an A or B (80% or higher) on their final senior seminar essay. These criteria have been identified because earning a B or higher demonstrates competency on this LO, and because we would like to improve the overall percentage of students attaining this comptency.	100% of students earned an A or B (80% or higher) on their final senior seminar essay.	73% of students earned an A or B (80% or higher) on their final senior seminar essay.	71% (5 of 7) students earned an A or B (80% or higher) on their final senior seminar essay.	64% (7 of 11) students earned an A or B (80% or higher) on their final senior seminar essay.	57% of students (4 of 7) earned an A or B (80% or higher) on their final senior seminar essay.	We have not met our success criterion for this LO for the past several years, including AY19, in which 57% of students met our scoring benchmark. In fact, we see a pattern of declining success on this LO over the past few years. As noted above, one reason for significant changes in percentages from year to year is that we are a small program in which the scores of one student can have a significant positive or negative effect on the overall data. For example, the instructor of this year's senior seminar course noted that 2 of the 3 students who failed to meet the success benchmark on this assignment did so primarily due to non-academic factors relating to challenges in their personal lives. However, in spite of this caveat, we do see the downward trend on this LO as an area of concern and potential improvement of our program. The instructor of the AY19 Senior Seminar noted that students' general writing skill and clarity were strong, suggesting that they had indeed made progress in writing skill over the course o the program. However, we note that for the past several years, the percentage of students meeting our scoring benchmark is lower for this LO than for LO1, even though both are assessed using writing assignments. We believe that one reason for this is that the writing assignment assessed for LO2 is one with significantly higher expectations and involving significantly more independent research, along with more critical thinking and independence of thought, than the assignments for the history courses. We have plans to address this challenge, as described in our improvement plan.	In last year's improvement plan, we stated our intention to better communicate to students in Senior Seminar the unique expectations for the final paper in that course, including the greater emphasis on independent research and critical thinking, as well as to better assist students in preparing for these aspects of the paper. We have begun to implement these changes in this year's Senior Seminar, which is currently in progress (FA19), by adding in-class writing workshops and additional drafting assignments to this year's syllabus. Also in this year's Senior Seminar, the instructor is working closely with students who have outside-of-school challenges to provide accommodations (such as extensions) when possible to help promote successful completion of this assignment. We are also lacking in indirect evidence regarding this LO. We plan to improve in this area by adding new questions about student perceptions of their ability to critically analyze and explain a philosophical issue in written communications to our existing Philosophy Program exit survey, which is administered to students at the end of their Senior Seminar course. These new questions will be asked of students beginning in the Fall 2019 semester for the AY20 report. Finally, to help us better identify more specific student strengths and weaknesses related to this LO, starting in Fall 2019 we will record separate scores for each of the four rubric criteria.
LO 3: Can incorporate and defend a philosophical position in oral communications.		To assess this learning outcome, we use data from PHIL 4300 (Senior Seminar), the required capstone course each Philosophy major takes in the fall of the academic year in which they intend to graduate. The objective of this course is professionalization of the students through research in the field leading to the production and presentation of a very high-quality paper in which students critically analyze and explain a philosophical issue. The data presented here are the scores for the oral presentations of these papers. In these presentations, students present and defend a philosophical position regarding the issue being analyzed in their papers. Presentations are assessed by the faculty member teaching the course. We have a rubric that explains what these scores represent in terms of a student's success in achieving the learning outcome of incorporating and defending a philosophical position in oral communications; the two rubric criteria have to do with the strength of the defense of the position and the clarity of the presentation. See attached rubric. We assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's Senior Seminar cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program.	90% of students will have earned an A or B (80% or higher) on this oral presentation. These criteria have been identified because earning a B or higher demonstrates competency on this LO, and because we would like to improve the overall percentage of students attaining this comptency.	100% (7 of 7) students earned an A or B (80% or higher) on this oral presentation.	91% (10 of 11) students earned an A or B (80% or higher) on this oral presentation.	86% (6 of 7) students earned an A or B (80% or higher) on this oral presentation.	100% (11 of 11) students earned an A or B (80% or higher) on this oral presentation.	71% (5 of 7) students earned an A or B (80% or higher) on this oral presentation.	We did not meet our success criterion for this LO for AY19. However, this is one case in which the small size of our cohort, and the ability of one student to significantly positively or negatively impact results, is very clear. In AY19, two students failed to give an oral presentation in this course. They are the 2 of 7 who did not earn an A or B on this assignment. The 5 of 7 who did complete this presentation all earned an A or B.Therefore, we have good reason to believe that we are doing a good job of preparing students to achieve LO3 by the time they complete our program. The instructor of the AY19 Senior Seminar noted that the students who completed this presentation were generally skilled at orally describing both their own arguments and other philosophers' arguments. However, we may be able to further promote student success by doing everything we can to ensure that students complete all the required assignments in Senior Seminar.	Given that each of the students who completed the oral presentation in AY19 earned an A or B, we plan to continue with our current strategies for promoting success with respect to this LO. Thus, this year's Senior Seminar continues to offer students numerous chances to practice oral presentation prior to the assessed presentation, as well as many opportunities for feedback on drafts of the presentation content. We will also continue to reach out to individual students who are having difficulty completing assignments in order to find out why and do what we can to aid their successful completion of required Senior Seminar activities. We are also lacking in indirect evidence regarding this LO. We plan to improve in this area by adding new questions about student perceptions of their ability to incorporate and defend a philosophical position in oral communications to our existing Philosophy Program exit survey, which is administered to students at the end of their Senior Seminar course. These new questions will be asked of students beginning in the Fall 2019 semester for the AY20 report. Finally, to help us better identify more specific student strengths and weaknesses related to this LO, starting in Fall 2019 we will record separate scores for each of the two rubric criteria.

CURRICULUM MAPPING TEMPLATE

INSTRUCTIONS

1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)

2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)

3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)

4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.

In the corresponding aligned box, mark the level of instruction for a SLO: Introduced **"I"**, Reinforced **"R"**, or Mastered **"M"** within the course.

6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.

INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.

REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.

MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.

**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.

DEPARTMENT:	English & Philosophy		PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
PROGRAM:	BA Philosophy	**COURSES**	Can discuss the views of a least major historical figures of philosophy	Can critically analyze and explain a philosophical issue in written communications	Can incorporate and defend a philosophical position in oral communications		
		1 PHIL 2010	I	I			
		2 PHIL 2020		I	I		
		3 PHIL 2030	I	I			
		4 PHIL 2130	I	I			
		5 PHIL 3100	R, A	R			
		6 PHIL 3105	R, A	R			
		7 PHIL 3110	R, A	R			
		8 PHIL 3115		R			
		9 PHIL 3120	R, A	R			
		10 PHIL 3140	R, A	R	R		
		11 PHIL 3160		R			
		12 PHIL 3180	R	R	R		
		13 PHIL 3205	R	R	R		
		14 PHIL 3220	R	R	R		
		15 PHIL 3250	R	R	R		
		16 PHIL 4100	R, A	R			
		17 PHIL 4110		R			
		18 PHIL 4120		R	R		
		19 PHIL 4130	R	R	R		
		20 PHIL 4150	R, A	R			
		21 PHIL 4160		R			
		PHIL 4220	R	R	R		
		PHIL 4230		R			
		PHIL 4240		R	R		
		PHIL 4385		R	R		
		22 PHIL 4300	M	M, A	M, A		

Philosophy, Law, Justice, and Society Track, B.A.

2020-2021 Undergraduate Revise Program Request

Introduction

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

Please TURN ON the help text before starting this proposal by clicking 🛈 next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

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

Modifications (Check all that apply)*

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

Desired Effective Semester * | Fall

Desired Effective Year * | 2020

Program Information

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

Type of Program* ○ Program
○ Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name* Philosophy, Law, Justice, and Society Track, B.A.

Program ID - DO NOT EDIT* 2595

Program Code - DO NOT EDIT

Program Type* | Bachelor |

Degree Type* | Bachelor of Art |

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

Status* ◉ Active-Visible ○ Inactive-Hidden

Program Location* | Carrollton |

Curriculum Information

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click here for a **<u>video</u>** demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

> First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the **X** and proceed.
> Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the **X** and proceed.

Step 2 - Adding New Courses to the Program

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

> If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ↓ icon to import the "University of West Georgia General Education Requirements."
> For courses already in the catalog, click on "Import Course" and find the courses needed.
> For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

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

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Prospective Curriculum*

Requirement

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

Core Curriculum

Core Area F: 18 Hours

PHIL 2010 Introduction to Philosophy
PHIL 2020 Critical Thinking
PHIL 2030 Introduction to Ethics
[After] Additional Humanities Course 3
[After] Foreign Language through 2002 3-6

Upper-Division Major Required Courses: 9 Hours

PHIL 3100 Ancient and Medieval Philosophy
PHIL 4300 Senior Seminar

Choose one (1) of the following courses:

PHIL 3105 Medieval to Early Modern
Philosophy
PHIL 3110 Modern Philosophy

Upper-Division Major Elective Courses (15 Hours): Choose an additional five (5) 3/4000-level PHIL courses, with a minimum of one (1) course from each of the following areas:

A

A.

PHIL 3120 American Philosophy
PHIL 3301 History and Philosophy of Science
PHIL 4150 Analytic Philosophy
PHIL 4160 Symbolic Logic
[Right] *

Note:

* Because Symbolic Logic enhances one's abilities in skills necessary for the LSAT, Law and Justice students are encouraged to take this course

B.

PHIL 3140 Existentialism
PHIL 3160 Philosophy in Literature and Film
PHIL 4100 Phenomenology
PHIL 4220 Hermeneutics
PHIL 4240 Philosophy of Friendship and Love

C.

PHIL 3205 Theories of Religion
PHIL 3220 Christian Thought
PHIL 3250 Islamic Thought
PHIL 4230 Philosophy of Religion
PHIL 3105 Medieval to Early Modern Philosophy

Minor (optional) and/or Electives: 27 Hours

Upper-Division Major Track Courses (9 Hours): Choose three (3) of the following courses:

PHIL 3115 Political Philosophy

PHIL 3180 Moral Theories
PHIL 4110 Philosophy of Law

PHIL 4120 Professional Ethics
PHIL 4130 Feminist Philosophy
PHIL 4220 Hermeneutics

Total: 120 Hours

Justification and Assessment

Rationale* We want to broaden the focus of this track somewhat to attract not only students interested in law, but also students interested in other related questions of philosophy and politics, justice, and society. The name change reflects this broadening, as do the addition of more options for courses students can take in this track.

The changes also reflect the Philosophy Program's deletion of one course (PHIL 4115) and addition of three courses (PHIL 3105, PHIL 3115, and PHIL 3180). We have deleted PHIL 4115 from the options for this program and added the three new courses as options in the curriculum schema.

We have changed the catalog description to reflect the change in name and curriculum.

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

SACSCOC Substantive Change

Please review the **Policy Summary and Decision Matrix**
Send questions to **cjenks@westga.edu**

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

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

Please download the assessment template from here complete, and upload.

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

Assessment Plan*	☑ I have attached the Assessment Plan.
	☐ N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

School/ Department - DO NOT EDIT*	Department of English and Philosophy

Is this a School of ○ Yes ⦿ No

Nursing Program?*   **Is this a College of Education Program?** ⚪ Yes 🔘 No
*

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

Is Senate Review required?*   🔘 Yes   ⚪ No

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

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

/

2020-2021
Program Map
Program Map – B.A. Philosophy (Law, Justice, and Society Track)

YEAR 1			

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
Area A-1: ENGL 1101	3	Area A-1: ENGL 1102	3
Area A-2 (Recommended: MATH 1001 OR MATH 1111)	3	Area D: Science + Lab	4
Area B-2 (Recommended: XIDS 2002)	2	Area C-1: Fine Arts	3
Area E1: HIST 1111 or HIST 1112	3	Area E-2: HIST 2111 or HIST 2112	3
Area E-4 (Recommended: PHIL 2130)	3	Area F-1: PHIL 2010	3
SEMESTER TOTAL	14	SEMESTER TOTAL	16
Milestones		**Milestones**	
• Complete ENGL 1101; Required to earn C or higher.		• Complete ENGL 1102; Required to earn C or higher. • Complete PHIL 2020 • Earn 15 or more credit hours	

YEAR 2			

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
Area B-1: Foreign Language 1001 (SPAN, FREN, or GRMN)	3	Area C-2: Foreign Language 1002 (SPAN, FREN, or GRMN)	3
Elective / Minor	3	Elective / Minor	3
Area D-2: Science	3	Area D-2: Science	3
Area E-3: POLS 1101	3	Area F: Humanities Elective	3
Area F: PHIL 2020	3	Area F: PHIL 2030	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
• Complete PHIL 2010 • Complete Foreign Language 1001 • Earn 15 or more credit hours		• Complete PHIL 2030 • Complete Foreign Language 1002 • Earn 15 or more credit hours	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

YEAR 3					

TERM 1			TERM 2		
Course	**Credits**		**Course**	**Credits**	
PHIL 3100	3		PHIL 3105 or 3110	3	
PHIL Major Upper Division Elective A-C	3		PHIL Major Track (3115, 3180, 4110, 4120, 4130, or 4220)	3	
PHIL Major Upper Division Elective A-C	3		PHIL Major Upper Division Elective A-C	3	
Elective / Minor	3		Area F: Foreign Language 2002 (SPAN, FREN, or GRMN)	3	
Area F: Foreign Language 2001 (SPAN, FREN, or GRMN)	3		Elective / Minor	3	
SEMESTER TOTAL	15		SEMESTER TOTAL	15	

Milestones			Milestones		
• Complete PHIL 3100 • Complete Foreign Language 2001 • Earn 15 or more credit hours			• Complete PHIL 3105 or 3110 • Complete Foreign Language requirement (2002) • Earn 15 or more credit hours		

YEAR 4					

TERM 1			TERM 2		
Course	**Credits**		**Course**	**Credits**	
PHIL 4300 Senior Seminar	3		PHIL Major Track (3115, 3180, 4110, 4120, 4130, or 4220)	3	
PHIL Major Track (3115, 3180, 4110, 4120, 4130, or 4220)	3		PHIL Major Upper Division Elective (3XXX or 4XXX)	3	
PHIL Major Upper Division Elective (3XXX or 4XXX)	3		Elective / Minor	3	
Elective / Minor	3		Elective / Minor	3	
Elective / Minor	3		Elective / Minor	3	
SEMESTER TOTAL	15		SEMESTER TOTAL	15	

Milestones			Milestones		
• Complete Senior Seminar • Earn 15 or more credit hours			• Earn 15 or more credit hours		

*Note: At least 6 hours of Elective / Minor credit must be at the 3000- or 4000-level.

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

Bachelor of Arts (BA)
Philosophy (380101)

Student Learning Outcomes	Strategic Plan	Measure/Method	Success Criterion	AY15	AY16	AY17	AY18	AY19	Interpretation & Use of Results	Improvement Plan
LO 1: Can discuss the views of at least three major historical figures of philosophy.	2.D.	To assess this learning outcome, we use data from the history courses in our curriculum (PHIL 3100, 3110, 3120, 3140, 4100, and 4150). In each of these courses, students write a final paper or complete a final essay exam in which they are expected to discuss the views of a major historical figure of philosophy. In last year's improvement plan, we noted our desire to capture data that better represents what students have learned by the end of their time in our program by shifting from assessing this LO using student data from PHIL 3100, 3110 and the last history course taken to assessing it using whichever three history courses were the last ones taken by the student. (Our previous method might have included scores from courses taken early in the student's time in the program, and therefore might not best represent the totality of student learning in relation to this LO over the course of completing the Philosophy B.A.) In last year's improvement plan, we also noted our intentions to use final paper scores whenever they are available, using final exam scores only for courses that did not include a final paper assignment, because papers better represent a student's full range of achievement in discussing the views of a philosophical figure. The AY19 data presented here reflects these promised changes. The scores provided are an average of the students' scores on their final papers in whichever three history courses the student took last; no exam scores are included in this year's data. Papers and exams are assessed by the faculty member teaching the course. We have a rubric that explains what these scores represent in terms of a student's success in achieving the learning outcome of discussing the views of a major historical figure of philosophy; the two rubric criteria have to do with the accuracy and the clarity of the discussion. See attached rubric. We assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's Senior Seminar cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program.	90% of students will have earned an A or B average (80% or higher) on their final essays (take-home or in-class) in the last three history courses (PHIL 3100, 3110, 3120, 3140, 4100, or 4150) they took as a student in the program. These criteria have been identified because earning a B or higher demonstrates competency on this LO, and because we would like to improve the overall percentage of students attaining this comptency.	71% of students earned an A or B average (80% or higher) on their final essays in their history courses.	73% of students earned an A or B average (80% or higher) on their final essays in their history courses.	100% (7 of 7) students earned an A or B average (80% or higher) on their final essays in their history courses.	100% (11 of 11) students earned an A or B average (80% or higher) on their final essays in PHIL 3100, 3110, and the last history course taken.	71% (5 of 7) students earned an A or B average (80% or higher) on their final essays in the last three history courses taken.	We revised the way we assess this SLO for AY18, and then made a further revision for AY19. We had been averaging the final essay or exam grades for all of a student's history courses. However, because some students take significantly more history courses than others do, we decided to shift to averaging just three scores. In AY18, we averaged the score from final essays in PHIL 3100, 3110, and the last history course taken. However, as noted in last year's improvement plan, we realized that a better measure of student learning over the course of the B.A. program would be the scores in the last three history courses the student takes, whichever those are. Finally, though we previously had used scores from either final papers or final exams, we now use scores from exams only in cases in which no final paper was assigned, because when papers are available, they provide a more accurate portrait of students' written communication skills. The data presented for AY19 reflect these changes, which we believe provide a more reliable measure of student achievement overall. Based on this more reliable data, in AY19, in contrast to AY17 and AY18, we did not meet our success criterion for this LO; only 71%, short of our benchmark of 90%, of students earned an A or B average for their final essays in these courses. Part of the reason for this significant change in the percentage is that we are a small program in which the scores of one student can have a significant positive or negative effect on the overall data. In this case, we had a student who failed to complete final essays for several courses. Even with this caveat regarding the small number of students being assessed, we recognize room for improvement in teaching philosophical writing to students. We also see the potential for curricular modifications to contribute to increased success in achieving accurate knowledge of historical figures' views, as described in our improvement plan.	Student writing is an area of weakness contributing to the failure to meet our success criterion for this LO, and therefore represents an area for potential improvement in our program. To that end, we will continue our practice, implemented in support of the latest QEP, of designating more of our courses as DSW (discipline-specific writing) courses to give students more practice writing as well as more opportunities for feedback during the drafting process. We will also continue to emphasize development of writing skills in all of our courses, including non-DSW courses, by providing ample opportunities for written work. In last year's improvement plan, we noted our intention to add a new history course to our current offerings, giving our students another opportunity to learn about and discuss major historical figures of philosophy. We are now implementing this plan; we are in the process of submitting a new course proposal on Medieval & Renaissance Philosophy, which will enable our students to learn about the views of more figures from the history of philosophy. We are also lacking in indirect evidence regarding this LO. We plan to improve in this area by adding new questions about student perceptions of their ability to describe the views of major historical figures of philosophy to our existing Philosophy Program exit survey, which is administered to students at the end of their Senior Seminar course. These new questions will be asked of students beginning in the Fall 2019 semester for the AY20 report.
LO 2: Can critically analyze and explain a philosophical issue in written communications.	2.D.	To assess this learning outcome, we use data from PHIL 4300 (Senior Seminar), the required capstone course each Philosophy major takes in the fall of the academic year in which they intend to graduate. The objective of this course is professionalization of the students through research in the field leading to the production and presentation of a very high-quality paper in which students critically analyze and explain a philosophical issue. The data presented here are the scores for these final papers. Papers are assessed by the faculty member teaching the course. We have a rubric that explains what these scores represent in terms of a student's success in achieving the learning outcome of critically analyzing and explaining a philosophical issue in written communications; the four rubric criteria have to do with the student's independence of thought, strength of critical reasoning, accuracy in explaining a philosophical issue, and clarity of writing as evidenced in the paper. See attached rubric. We assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's Senior Seminar cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program.	90% of students will have earned an A or B (80% or higher) on their final senior seminar essay. These criteria have been identified because earning a B or higher demonstrates competency on this LO, and because we would like to improve the overall percentage of students attaining this comptency.	100% of students earned an A or B (80% or higher) on their final senior seminar essay.	73% of students earned an A or B (80% or higher) on their final senior seminar essay.	71% (5 of 7) students earned an A or B (80% or higher) on their final senior seminar essay.	64% (7 of 11) students earned an A or B (80% or higher) on their final senior seminar essay.	57% of students (4 of 7) earned an A or B (80% or higher) on their final senior seminar essay.	We have not met our success criterion for this LO for the past several years, including AY19, in which 57% of students met our scoring benchmark. In fact, we see a pattern of declining success on this LO over the past few years. As noted above, one reason for significant changes in percentages from year to year is that we are a small program in which the scores of one student can have a significant positive or negative effect on the overall data. For example, the instructor of this year's senior seminar course noted that 2 of the 3 students who failed to meet the success benchmark on this assignment did so primarily due to non-academic factors relating to challenges in their personal lives. However, in spite of this caveat, we do see the downward trend on this LO as an area of concern and potential improvement of our program. The instructor of the AY19 Senior Seminar noted that students' general writing skill and clarity were strong, suggesting that they had indeed made progress in writing skill over the course o the program. However, we note that for the past several years, the percentage of students meeting our scoring benchmark is lower for this LO than for LO1, even though both are assessed using writing assignments. We believe that one reason for this is that the writing assignment assessed for LO2 is one with significantly higher expectations and involving significantly more independent research, along with more critical thinking and independence o thought, than the assignments for the history courses. We have plans to address this challenge, as described in our improvement plan.	In last year's improvement plan, we stated our intention to better communicate to students in Senior Seminar the unique expectations for the final paper in that course, including the greater emphasis on independent research and critical thinking, as well as to better assist students in preparing for these aspects of the paper. We have begun to implement these changes in this year's Senior Seminar, which is currently in progress (FA19), by adding in-class writing workshops and additional drafting assignments to this year's syllabus. Also in this year's Senior Seminar, the instructor is working closely with students who have outside-of-school challenges to provide accommodations (such as extensions) when possible to help promote successful completion of this assignment. We are also lacking in indirect evidence regarding this LO. We plan to improve in this area by adding new questions about student perceptions of their ability to critically analyze and explain a philosophical issue in written communications to our existing Philosophy Program exit survey, which is administered to students at the end of their Senior Seminar course. These new questions will be asked of students beginning in the Fall 2019 semester for the AY20 report. Finally, to help us better identify more specific student strengths and weaknesses related to this LO, starting in Fall 2019 we will record separate scores for each of the four rubric criteria.
LO 3: Can incorporate and defend a philosophical position in oral communications.		To assess this learning outcome, we use data from PHIL 4300 (Senior Seminar), the required capstone course each Philosophy major takes in the fall of the academic year in which they intend to graduate. The objective of this course is professionalization of the students through research in the field leading to the production and presentation of a very high-quality paper in which students critically analyze and explain a philosophical issue. The data presented here are the scores for the oral presentations of these papers. In these presentations, students present and defend a philosophical position regarding the issue being analyzed in their papers. Presentations are assessed by the faculty member teaching the course. We have a rubric that explains what these scores represent in terms of a student's success in achieving the learning outcome of incorporating and defending a philosophical position in oral communications; the two rubric criteria have to do with the strength of the defense of the position and the clarity of the presentation. See attached rubric. We assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's Senior Seminar cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program.	90% of students will have earned an A or B (80% or higher) on this oral presentation. These criteria have been identified because earning a B or higher demonstrates competency on this LO, and because we would like to improve the overall percentage of students attaining this comptency.	100% (7 of 7) students earned an A or B (80% or higher) on this oral presentation.	91% (10 of 11) students earned an A or B (80% or higher) on this oral presentation.	86% (6 of 7) students earned an A or B (80% or higher) on this oral presentation.	100% (11 of 11) students earned an A or B (80% or higher) on this oral presentation.	71% (5 of 7) students earned an A or B (80% or higher) on this oral presentation.	We did not meet our success criterion for this LO for AY19. However, this is one case in which the small size of our cohort, and the ability of one student to significantly positively or negatively impact results, is very clear. In AY19, two students failed to give an oral presentation in this course. They are the 2 of 7 who did not earn an A or B on this assignment The 5 of 7 who did complete this presentation all earned an A or B.Therefore, we have good reason to believe that we are doing a good job of preparing students to achieve LO3 by the time they complete our program. The instructor of the AY19 Senior Seminar noted that the students who completed this presentation were generally skilled at orally describing both their own arguments and other philosophers' arguments. However, we may be able to further promote student success by doing everything we can to ensure that students complete all the required assignments in Senior Seminar.	Given that each of the students who completed the oral presentation in AY19 earned an A or B, we plan to continue with our current strategies for promoting success with respect to this LO. Thus, this year's Senior Seminar continues to offer students numerous chances to practice oral presentation prior to the assessed presentation, as well as many opportunities for feedback on drafts of the presentation content. We will also continue to reach out to individual students who are having difficulty completing assignments in order to find out why and do what we can to aid their successful completion of required Senior Seminar activities. We are also lacking in indirect evidence regarding this LO. We plan to improve in this area by adding new questions about student perceptions of their ability to incorporate and defend a philosophical position in oral communications to our existing Philosophy Program exit survey, which is administered to students at the end of their Senior Seminar course. These new questions will be asked of students beginning in the Fall 2019 semester for the AY20 report. Finally, to help us better identify more specific student strengths and weaknesses related to this LO, starting in Fall 2019 we will record separate scores for each of the two rubric criteria.

CURRICULUM MAPPING TEMPLATE

INSTRUCTIONS
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)
2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)
3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)
4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)
5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.
In the corresponding aligned box, mark the level of instruction for a SLO: Introduced **"I"**, Reinforced **"R"**, or Mastered **"M"** within the course.
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.

DEPARTMENT: English & Philosophy

PROGRAM: BA Philosophy

INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.

REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.

MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.

**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.

COURSES		PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
		Can discuss the views of a least major historical figures of philosophy	Can critically analyze and explain a philosophical issue in written communications	Can incorporate and defend a philosophical position in oral communications		
1	PHIL 2010	I	I			
2	PHIL 2020		I	I		
3	PHIL 2030	I	I			
4	PHIL 2130	I	I			
5	PHIL 3100	R, A	R			
6	PHIL 3105	R, A	R			
7	PHIL 3110	R, A	R			
8	PHIL 3115		R			
9	PHIL 3120	R, A	R			
10	PHIL 3140	R, A	R	R		
11	PHIL 3160		R			
12	PHIL 3180	R	R	R		
13	PHIL 3205	R	R	R		
14	PHIL 3220	R	R	R		
15	PHIL 3250	R	R	R		
16	PHIL 4100	R, A	R			
17	PHIL 4110		R			
18	PHIL 4120		R	R		
19	PHIL 4130	R	R	R		
20	PHIL 4150	R, A	R			
21	PHIL 4160		R			
	PHIL 4220	R	R	R		
	PHIL 4230		R			
	PHIL 4240		R	R		
	PHIL 4385		R	R		
22	PHIL 4300	M	M, A	M, A		

Philosophy, Religion Track, B.A.

2020-2021 Undergraduate Revise Program Request

Introduction

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

Please TURN ON the help text before starting this proposal by clicking 🛈 next to the print icon directly above this message.

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

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

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

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

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

Desired Effective Semester * `Fall`

Desired Effective Year * `2020`

Program Information

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

Type of Program*
- ⦿ Program
- ○ Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name* Philosophy, Religion Track, B.A.

Program ID - DO NOT EDIT* 2596

Program Code - DO NOT EDIT

Program Type*
[Bachelor]

Degree Type*
[Bachelor of Art]

Program Description* In addition to Core and elective hours, the B.A. in philosophy with a concentration in religion requires 33 hours of upper-level (3/4000) coursework in philosophy. Students engage in the academic study of religion and philosophy in courses such as Theories of Religion, Christian Thought, Islamic Thought, and Philosophy of Religion. To complete their degree, students may choose from among a variety of other classes covering the history of philosophy and a wide range of philosophical questions and issues.

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Program Location*
[Carrollton]

Curriculum Information

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

> **First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the ✖ and proceed.**
> **Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the ✖ and proceed.**

Step 2 - Adding New Courses to the Program

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

> **If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ↓ icon to import the "University of West Georgia General Education Requirements."**
> **For courses already in the catalog, click on "Import Course" and find the courses needed.**
> **For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.**

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

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Prospective Curriculum*

Requirement

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

Core Curriculum

Core Area F: 18 Hours

PHIL 2010 Introduction to Philosophy
PHIL 2020 Critical Thinking
PHIL 2030 Introduction to Ethics
PHIL 2130 Introduction to World Religions
[After] Foreign Language through 2002 3-6

Upper-Division Major Required Courses: 9 Hours

PHIL 3100 Ancient and Medieval Philosophy
PHIL 4300 Senior Seminar

Choose one (1) of the following courses:

PHIL 3105 Medieval to Early Modern
Philosophy
PHIL 3110 Modern Philosophy

Upper-Division Major Elective Courses (15 Hours): Choose an additional five (5) 3/4000-level PHIL courses, including at least one (1) from each of the following areas:

A

A.

PHIL 3120 American Philosophy

PHIL 3301 History and Philosophy of Science

PHIL 4150 Analytic Philosophy

PHIL 4160 Symbolic Logic

B.

PHIL 3140 Existentialism

PHIL 3160 Philosophy in Literature and Film

PHIL 4100 Phenomenology

PHIL 4220 Hermeneutics

PHIL 4240 Philosophy of Friendship and Love

C.

PHIL 3115 Political Philosophy

PHIL 3180 Moral Theories

PHIL 4110 Philosophy of Law

PHIL 4120 Professional Ethics

PHIL 4130 Feminist Philosophy

Minor (optional) and/or Electives: 27 Hours

Upper-Division Major Track Courses (9 Hours): Choose three (3) of the following courses:

PHIL 3105 Medieval to Early Modern Philosophy

PHIL 3205 Theories of Religion

PHIL 3220 Christian Thought

PHIL 3250 Islamic Thought

PHIL 4220 Hermeneutics

PHIL 4230 Philosophy of Religion

Total: 120 Hours

Justification and Assessment

Rationale*   These changes reflect the Philosophy Program's deletion of one course (PHIL 4115) and addition of three courses (PHIL 3105, PHIL 3115, and PHIL 3180). We have deleted PHIL 4115 from the options for this program and added the three new courses as options in the curriculum schema.

We have changed the catalog description to reflect changes in the courses offered.

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

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

Check all that apply to this program*

- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☐ Change in credit hours required to complete the program
- ☑ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

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

Please download the assessment template from [here](#) complete, and upload.

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

Assessment Plan*	☑ I have attached the Assessment Plan.
	☐ N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being <u>rejected</u> and a new proposal will be required.

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

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

School/ Department - DO NOT EDIT*	Department of English and Philosophy

Is this a School of	○ Yes ● No

Nursing Program? *

Is this a College of Education Program? ◯ Yes ⦿ No
*

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

Is Senate Review required? * ⦿ Yes ◯ No

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

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

2020-2021
Program Map
Program Map – B.A. Philosophy

YEAR 1

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
Area A-1: ENGL 1101	3	Area A-1: ENGL 1102	3
Area A-2 (Recommended: MATH 1001 OR MATH 1111)	3	Area D: Science + Lab	4
Area B-2 (Recommended: XIDS 2002)	2	Area C-1: Fine Arts	3
Area E1: HIST 1111 or HIST 1112	3	Area E-2: HIST 2111 or HIST 2112	3
Area E-4 (Recommended: PHIL 2130)	3	Area F-1: PHIL 2010	3
SEMESTER TOTAL	14	SEMESTER TOTAL	16
Milestones		**Milestones**	
• Complete ENGL 1101; Required to earn C or higher.		• Complete ENGL 1102; Required to earn C or higher. • Complete PHIL 2020 • Earn 15 or more credit hours	

YEAR 2

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
Area B-1: Foreign Language 1001 (SPAN, FREN, or GRMN)	3	Area C-2: Foreign Language 1002 (SPAN, FREN, or GRMN)	3
Elective / Minor	3	Elective / Minor	3
Area D-2: Science	3	Area D-2: Science	3
Area E-3: POLS 1101	3	Area F: Humanities Elective	3
Area F: PHIL 2020	3	Area F: PHIL 2030	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
• Complete PHIL 2010 • Complete Foreign Language 1001 • Earn 15 or more credit hours		• Complete PHIL 2030 • Complete Foreign Language 1002 • Earn 15 or more credit hours	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

YEAR 3					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
PHIL 3100	3		PHIL 3105 or 3110	3	
PHIL Major Upper Division Elective A-D	3		PHIL 3120 or 4150	3	
PHIL Major Upper Division Elective A-D	3		PHIL Major Upper Division Elective A-D	3	
Elective / Minor	3		Area F: Foreign Language 2002 (SPAN, FREN, or GRMN)	3	
Area F: Foreign Language 2001 (SPAN, FREN, or GRMN)	3		Elective / Minor	3	
SEMESTER TOTAL	15		SEMESTER TOTAL	15	
Milestones			**Milestones**		
• Complete PHIL 3100 • Complete Foreign Language 2001 • Earn 15 or more credit hours			• Complete PHIL 3105 or 3110 • Complete Foreign Language requirement (2002) • Earn 15 or more credit hours		

YEAR 4					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
PHIL 4300 Senior Seminar	3		PHIL Major Upper Division Elective	3	
PHIL 3140 or 4100	3		PHIL Major Upper Division Elective	3	
PHIL Major Upper Division Elective A-D	3		Elective / Minor	3	
Elective / Minor	3		Elective / Minor	3	
Elective / Minor	3		Elective / Minor	3	
SEMESTER TOTAL	15		SEMESTER TOTAL	15	
Milestones			**Milestones**		
• Complete Senior Seminar • Earn 15 or more credit hours			• Earn 15 or more credit hours		

*Note: At least 6 hours of Elective / Minor credit must be at the 3000- or 4000-level.

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

Bachelor of Arts (BA)
Philosophy (380101)

Student Learning Outcomes	Strategic Plan	Measure/Method	Success Criterion	AY15	AY16	AY17	AY18	AY19	Interpretation & Use of Results	Improvement Plan
LO 1: Can discuss the views of at least three major historical figures of philosophy.	2.D.	To assess this learning outcome, we use data from the history courses in our curriculum (PHIL 3100, 3110, 3120, 3140, 4100, and 4150). In each of these courses, students write a final paper or complete a final essay exam in which they are expected to discuss the views of a major historical figure of philosophy. In last year's improvement plan, we noted our desire to capture data that better represents what students have learned by the end of their time in our program by shifting from assessing this LO using student data from PHIL 3100, 3110 and the last history course to assessing it using whichever three history courses were the last ones taken by the student. (Our previous method might have included scores from courses taken early in the student's time in the program, and therefore might not best represent the totality of student learning in relation to this LO over the course of completing the Philosophy B.A.) In last year's improvement plan, we also noted our intentions to use final paper scores whenever they are available, using final exam scores only for courses that did not include a final paper assignment, because papers better represent a student's full range of achievement in discussing the views of a philosophical figure. The AY19 data presented here reflects these promised changes. The scores provided are an average of the students' scores on their final papers in whichever three history courses the student took last; no exam scores are included in this year's data.\n\nPapers and exams are assessed by the faculty member teaching the course. We have a rubric that explains what these scores represent in terms of a student's success in achieving the learning outcome of discussing the views of a major historical figure of philosophy; the two rubric criteria have to do with the accuracy and the clarity of the discussion. See attached rubric.\n\nWe assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's Senior Seminar cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program.	90% of students will have earned an A or B average (80% or higher) on their final essays (take-home or in-class) in the last three history courses (PHIL 3100, 3110, 3120, 3140, 4100, or 4150) they took as a student in the program. These criteria have been identified because earning a B or higher demonstrates competency on this LO, and because we would like to improve the overall percentage of students attaining this comptency.	71% of students earned an A or B average (80% or higher) on their final essays in their history courses.	73% of students earned an A or B average (80% or higher) on their final essays in their history courses.	100% (7 of 7) students earned an A or B average (80% or higher) on their final essays in their history courses.	100% (11 of 11) students earned an A or B average (80% or higher) on their final essays in PHIL 3100, 3110, and the last history course taken.	71% (5 of 7) students earned an A or B average (80% or higher) on their final essays in the last three history courses taken.	We revised the way we assess this learning outcome for AY19. We had been averaging the final essay or exam grades for all of a student's history courses. However, because some students take significantly more history courses than others do, we decided to shift to averaging just three scores. In AY18, we averaged the score from final essays in PHIL 3100, 3110, and the last history course taken. However, as noted in last year's improvement plan, we realized that a better measure of student learning over the course of the B.A. program would be the scores in the last three history courses the student takes, whichever those are. Finally, though we previously had used scores from either final papers or final exams, we now use scores from exams only in cases in which no final paper was assigned, because when papers are available, they provide a more accurate portrait of students' written communication skills. The data presented for AY19 reflect these changes, which we believe provide a more reliable measure of student achievement overall.\n\nBased on this more reliable data, in AY19, in contrast to AY17 and AY18, we did not meet our success criterion for this LO; only 71%, short of our benchmark of 90%, of students earned an A or B average for their final essays in these courses. Part of the reason for this significant change in the percentage is that we are a small program in which the scores of one student can have a significant positive or negative effect on the overall data. In this case, we had a student who failed to complete final essays for several courses. Even with this caveat regarding the small number of students being assessed, we recognize room for improvement in teaching philosophical writing to students. We also see the potential for curricular modifications to contribute to increased success in achieving accurate knowledge of historical figures' views, as described in our improvement plan.	Student writing is an area of weakness contributing to the failure to meet our success criterion for this LO, and therefore represents an area for potential improvement in our program. To that end, we will continue our practice, implemented in support of the latest QEP, of designating more of our courses as DSW (discipline-specific writing) courses to give students more practice writing as well as more opportunities for feedback during the drafting process. We will also continue to emphasize development of writing skills in all of our courses, including non-DSW courses, by providing ample opportunities for written work.\nIn last year's improvement plan, we noted our intention to add a new history course to our current offerings, giving our students another opportunity to learn about and discuss major historical figures of philosophy. We are now implementing this plan; we are in the process of submitting a new course proposal on Medieval & Renaissance Philosophy, which will enable our students to learn about the views of more figures from the history of philosophy.\nWe are also lacking in indirect evidence regarding this LO. We plan to improve in this area by adding new questions about student perceptions of their ability to describe the views of major historical figures of philosophy to our existing Philosophy Program exit survey, which is administered to students at the end of their Senior Seminar course. These new questions will be asked of students beginning in the Fall 2019 semester for the AY20 report.
LO 2: Can critically analyze and explain a philosophical issue in written communications.	2.D.	To assess this learning outcome, we use data from PHIL 4300 (Senior Seminar), the required capstone course each Philosophy major takes in the fall of the academic year in which they intend to graduate. The objective of this course is professionalization of the students through research in the field leading to the production and presentation of a very high-quality paper in which students critically analyze and explain a philosophical issue. The data presented here are the scores for these final papers.\n\nPapers are assessed by the faculty member teaching the course. We have a rubric that explains what these scores represent in terms of a student's success in achieving the learning outcome of critically analyzing and explaining a philosophical issue in written communications; the four rubric criteria have to do with the student's independence of thought, strength of critical reasoning, accuracy in explaining a philosophical issue, and clarity of writing as evidenced in the paper. See attached rubric.\n\nWe assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's Senior Seminar cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program.	90% of students will have earned an A or B (80% or higher) on their final senior seminar essay. These criteria have been identified because earning a B or higher demonstrates competency on this LO, and because we would like to improve the overall percentage of students attaining this comptency.	100% of students earned an A or B (80% or higher) on their final senior seminar essay.	73% of students earned an A or B (80% or higher) on their final senior seminar essay.	71% (5 of 7) students earned an A or B (80% or higher) on their final senior seminar essay.	64% (7 of 11) students earned an A or B (80% or higher) on their final senior seminar essay.	57% of students (4 of 7) earned an A or B (80% or higher) on their final senior seminar essay.	We have not met our success criterion for this LO for the past several years, including AY19, in which 57% of students met our scoring benchmark. In fact, we see a pattern of declining success on this LO over the past few years. As noted above, one reason for significant changes in percentages from year to year is that we are a small program in which the scores of one student can have a significant positive or negative effect on the overall data. For example, the instructor of this year's senior seminar course noted that 2 of the 3 students who failed to meet the success benchmark on this assignment did so primarily due to non-academic factors relating to challenges in their personal lives. However, in spite of this caveat, we do see the downward trend on this LO as an area of concern and potential improvement of our program.\n\nThe instructor of the AY19 Senior Seminar noted that students' general writing skill and clarity were strong, suggesting that they had indeed made progress in writing skill over the course o the program. However, we note that for the past several years, the percentage of students meeting our scoring benchmark is lower for this LO than for LO1, even though both are assessed using writing assignments. We believe that one reason for this is that the writing assignment assessed for LO2 is one with significantly higher expectations and involving significantly more independent research, along with more critical thinking and independence o thought, than the assignments for the history courses. We have plans to address this challenge, as described in our improvement plan.	In last year's improvement plan, we stated our intention to better communicate to students in Senior Seminar the unique expectations for the final paper in that course, including the greater emphasis on independent research and critical thinking, as well as to better assist students in preparing for these aspects of the paper. We have begun to implement these changes in this year's Senior Seminar, which is currently in progress (FA19), by adding in-class writing workshops and additional drafting assignments to this year's syllabus. Also in this year's Senior Seminar, the instructor is working closely with students who have outside-of-school challenges to provide accommodations (such as extensions) when possible to help promote successful completion of this assignment.\nWe are also lacking in indirect evidence regarding this LO. We plan to improve in this area by adding new questions about student perceptions of their ability to critically analyze and explain a philosophical issue in written communications to our existing Philosophy Program exit survey, which is administered to students at the end of their Senior Seminar course. These new questions will be asked of students beginning in the Fall 2019 semester for the AY20 report.\nFinally, to help us better identify more specific student strengths and weaknesses related to this LO, starting in Fall 2019 we will record separate scores for each of the four rubric criteria.
LO 3: Can incorporate and defend a philosophical position in oral communications.		To assess this learning outcome, we use data from PHIL 4300 (Senior Seminar), the required capstone course each Philosophy major takes in the fall of the academic year in which they intend to graduate. The objective of this course is professionalization of the students through research in the field leading to the production and presentation of a very high-quality paper in which students critically analyze and explain a philosophical issue. The data presented here are the scores for the oral presentations of these papers. In these presentations, students present and defend a philosophical position regarding the issue being analyzed in their papers.\n\nPresentations are assessed by the faculty member teaching the course. We have a rubric that explains what these scores represent in terms of a student's success in achieving the learning outcome of incorporating and defending a philosophical position in oral communications; the two rubric criteria have to do with the strength of the defense of the position and the clarity of the presentation. See attached rubric.\n\nWe assess achievement of this learning outcome annually by gathering the relevant scores from faculty for each of the students in the year's Senior Seminar cohort. We report this data to the assessment office and also use it internally to guide program-level discussions regarding continuous improvement of our program.	90% of students will have earned an A or B (80% or higher) on this oral presentation. These criteria have been identified because earning a B or higher demonstrates competency on this LO, and because we would like to improve the overall percentage of students attaining this comptency.	100% (7 of 7) students earned an A or B (80% or higher) on this oral presentation.	91% (10 of 11) students earned an A or B (80% or higher) on this oral presentation.	86% (6 of 7) students earned an A or B (80% or higher) on this oral presentation.	100% (11 of 11) students earned an A or B (80% or higher) on this oral presentation.	71% (5 of 7) students earned an A or B (80% or higher) on this oral presentation.	We did not meet our success criterion for this LO for AY19. However, this is one case in which the small size of our cohort, and the ability of one student to significantly positively or negatively impact results, is very clear. In AY19, two students failed to give an oral presentation in this course. They are the 2 of 7 who did not earn an A or B on this assignment The 5 of 7 who did complete this presentation all earned an A or B.Therefore, we have good reason to believe that we are doing a good job of preparing students to achieve LO3 by the time they complete our program. The instructor of the AY19 Senior Seminar noted that the students who completed this presentation were generally skilled at orally describing both their own arguments and other philosophers' arguments. However, we may be able to further promote student success by doing everything we can to ensure that students complete all the required assignments in Senior Seminar.	Given that each of the students who completed the oral presentation in AY19 earned an A or B, we plan to continue with our current strategies for promoting success with respect to this LO. Thus, this year's Senior Seminar continues to offer students numerous chances to practice oral presentation prior to the assessed presentation, as well as many opportunities for feedback on drafts of the presentation content. We will also continue to reach out to individual students who are having difficulty completing assignments in order to find out why and do what we can to aid their successful completion of required Senior Seminar activities.\nWe are also lacking in indirect evidence regarding this LO. We plan to improve in this area by adding new questions about student perceptions of their ability to incorporate and defend a philosophical position in oral communications to our existing Philosophy Program exit survey, which is administered to students at the end of their Senior Seminar course. These new questions will be asked of students beginning in the Fall 2019 semester for the AY20 report.\nFinally, to help us better identify more specific student strengths and weaknesses related to this LO, starting in Fall 2019 we will record separate scores for each of the two rubric criteria.

CURRICULUM MAPPING TEMPLATE

INSTRUCTIONS

1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)

2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)

3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)

4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.

In the corresponding aligned box, mark the level of instruction for a SLO: Introduced **"I"**, Reinforced **"R"**, or Mastered **"M"** within the course.

6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.

INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.

REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.

MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.

**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.

DEPARTMENT:	English & Philosophy						

PROGRAM:	BA Philosophy	COURSES	PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
			Can discuss the views of a least major historical figures of philosophy	Can critically analyze and explain a philosophical issue in written communications	Can incorporate and defend a philosophical position in oral communications		
	1	PHIL 2010	I	I			
	2	PHIL 2020		I	I		
	3	PHIL 2030	I	I			
	4	PHIL 2130	I	I			
	5	PHIL 3100	R, A	R			
	6	PHIL 3105	R, A	R			
	7	PHIL 3110	R, A	R			
	8	PHIL 3115		R			
	9	PHIL 3120	R, A	R			
	10	PHIL 3140	R, A	R	R		
	11	PHIL 3160		R			
	12	PHIL 3180	R	R	R		
	13	PHIL 3205	R	R	R		
	14	PHIL 3220	R	R	R		
	15	PHIL 3250	R	R	R		
	16	PHIL 4100	R, A	R			
	17	PHIL 4110		R			
	18	PHIL 4120		R	R		
	19	PHIL 4130	R	R	R		
	20	PHIL 4150	R, A	R			
	21	PHIL 4160		R			
		PHIL 4220	R	R	R		
		PHIL 4230		R			
		PHIL 4240		R	R		
		PHIL 4385		R	R		
	22	PHIL 4300	M	M, A	M, A		

Religion Minor

2020-2021 Undergraduate Revise Program Request

Introduction

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

Please TURN ON the help text before starting this proposal by clicking 🛈 next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

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

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

Desired Effective Semester * | Fall |

Desired Effective Year * | 2020 |

Program Information

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

Type of Program * ◉ Program
　　　　　　　　　　 ◯ Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name*	Religion Minor
Program ID - DO NOT EDIT*	2598
Program Code - DO NOT EDIT	
Program Type*	Minor
Degree Type*	Minor
Program Description*	The Religion minor requires six (6) courses for a total of 18 credit hours. Religion minors take Introduction to World Religions along with two other introductory courses in Philosophy. They can then choose from a variety of upper-level courses in the study of religion, including some from other departments.
Status*	⦿ Active-Visible ◯ Inactive-Hidden
Program Location*	Carrollton

Curriculum Information

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

> First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the **X** and proceed.
> Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the **X** and proceed.

Step 2 - Adding New Courses to the Program

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

> If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ↓ icon to import the "University of West Georgia General Education Requirements."
> For courses already in the catalog, click on "Import Course" and find the courses needed.
> For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

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

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Prospective Curriculum*

Required Courses: 9 Hours

PHIL 2130 Introduction to World Religions

Two (2) of the following courses:

PHIL 2010 Introduction to Philosophy
PHIL 2020 Critical Thinking
PHIL 2030 Introduction to Ethics

Elective Upper-Division Courses: 9 Hours

Three (3) of the following courses, at least two (2) of which must be PHIL courses:

ANTH 4170 Myth, Magic and Religion
HIST 4478 American Religion to 1800
HIST 4479 American Religion Since 1800
PHIL 3105 Medieval to Early Modern Philosophy
PHIL 3205 Theories of Religion
PHIL 3220 Christian Thought
PHIL 3250 Islamic Thought
PHIL 4220 Hermeneutics
PHIL 4230 Philosophy of Religion
PSYC 4130 Eastern and Transpersonal Psychologies
SOCI 3543 Sociology of Religion

Total: 18 Hours

Justification and Assessment

Rationale* These changes give students in the Religion minor more choice and flexibility in building their curriculum. First, we expand the options for the required introductory courses. Second, we add as an elective option a new PHIL course (PHIL 3105) that deals with a significant amount of religion-related content.

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

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to [cjenks@westga.edu](#)

Check all that apply to this program*

- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☐ Change in credit hours required to complete the program
- ☑ None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

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

Please download the assessment template from [here](#) complete, and upload.

Program Map* ☑ I have attached the Program Map/Sheet.

☐ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☑ I have attached the Assessment Plan.

☐ N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being <u>rejected</u> and a new proposal will be required.

Please refer to this document for additional information: <u>UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs</u>**.**

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

School/ Department - DO NOT EDIT* [Department of English and Philosophy]

Is this a School of Nursing Program?* ○ Yes ◉ No

Is this a College of Education Program? ○ Yes ◉ No
*

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

Is Senate Review required?* ◉ Yes ○ No

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

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

2020-2021
Program Map
Program Map – Minor in Religion

YEAR 1			

TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
Area A-1: ENGL 1101	3	Area A-1: ENGL 1102	3
Area A-2: Quantitative Skills	3	Area D: Science + Lab	4
Area B-2 (Recommended: XIDS 2002)	2	Area C-1: Fine Arts	3
Area E1: HIST 1111 or HIST 1112	3	Area E-2: HIST 2111 or HIST 2112	3
Area E-4: Social Science Elective	3	Area F: Major-Specific	3
SEMESTER TOTAL	14	SEMESTER TOTAL	16
Milestones		**Milestones**	
• Complete ENGL 1101; Required to earn C or higher.		• Complete ENGL 1102; Required to earn C or higher. • Earn 15 or more credit hours	

YEAR 2			

TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
Area B-1: Written and Oral Communication	3	Area C-2: Other Institutional Options	3
Religion Minor: PHIL 2130	3	Religion Minor: PHIL 2010 or PHIL 2020 or PHIL 2030	3
Area D-2: Science	3	Area D-2: Science	3
Area E-3: POLS 1101	3	Area F: Major-Specific	3
Area F: Major-Specific	3	Area F: Major-Specific	3
SEMESTER TOTAL	15	SEMESTER TOTAL	15
Milestones		**Milestones**	
• Begin Religion minor • Earn 15 or more credit hours		• Earn 15 or more credit hours	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

YEAR 3				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
Major	3		Major	3
Major	3		Major	3
Major	3		Major	3
Religion Minor: PHIL 2010 or PHIL 2020 or PHIL 2030	3		Area F: Major-Specific	3
Area F: Major-Specific	3		Religion Minor Elective	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			**Milestones**	
• Earn 15 or more credit hours			• Earn 15 or more credit hours	

YEAR 4				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
Major	3		Major	3
Major	3		Major	3
Major	3		Religion Minor Elective	3
Religion Minor Elective	3		Elective	3
Elective	3		Elective	3
SEMESTER TOTAL	15		SEMESTER TOTAL	15
Milestones			**Milestones**	
• Earn 15 or more credit hours			• Complete Religion minor	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

Minor
Religion (2598)

Student Learning Outcomes	Strategic Plan	Measure/Method	Success Criterion	AY15	AY16	AY17	AY18	AY19	Interpretation & Use of Results	Improvement Plan
LO 1: Recognize and describe some central concepts and practices of at least three religious communities.	2.D.	To assess this learning outcome, we use data from students' final exam or essay grades in PHIL 2130 (Introduction to World Religions). Success on the World Religions final exam/essay demonstrates proficiency in recognition and description of some central concepts and practices of at least three religious communities. Students who earn over 90% on this exam/essay demonstrate exemplary achievement of this learning outcome; students who earn 80–90% demonstrate proficient achievement; students who earn 60–79% demonstrate developing achievement; and students who earn under 60% demonstrate unacceptable achievement. See attached rubric.	90% of students will have demonstrated proficient or exemplary achievement of this learning outcome, as demonstrated by scoring 80% or higher on their final exam or essay.	This LO did not yet exist.	This LO did not yet exist.	This LO did not yet exist.	50% (1 of 2) students demonstrated proficient or examplary achievement of this learning outcome, as demonstrated by scoring 80% or higher on their final exam or essay.	67% (2 of 3) students demonstrated proficient or examplary achievement of this learning outcome, as demonstrated by scoring 80% or higher on their final exam or essay.	We did not meet our success criterion for this LO for AY19 or AY18. While we did see an improvement from AY18 to AY19 in the overall percentage of students who successfully achieved this learning outcome, the very small numbers of students being assessed may produce unreliable data for making broad conclusions about this learnign outcome.	We have made significant changes to the assignments in this course in recent semesters to better promote student learning. New daily review quizzes have been introduced to promote regular reading and continuous review of course materials. Additionally, new midterm essays have been introduced to help students continue to review and deveop their knowledge of basic concepts and practices of various religious communities over the course of the semester. We expect these changes to result in improved student performance on the final essay in this course.
LO 2: Describe how at least one religious tradition has changed and adapted over time, space, and culture, as well as the resulting diversity within that religious community.	2.D.	To assess this learning outcome, we assess the final paper or project from the student's two upper-level PHIL courses in the Religion minor, using a rubric that assesses how well achievement of this learning outcome is demonstrated in the paper or project. We average the rubric scores from the two papers or projects to produce an overall score of exemplary, proficient, developing, or unacceptable achievement of this learning outcome. See attached rubric.	90% of students will have demonstrated proficient or exemplary achievement of this learning outcome.	This LO did not yet exist.	This LO did not yet exist.	This LO did not yet exist.	100% (2 of 2) students demonstrated proficient or exemplary achievement of this learning outcome.	100% (3 of 3) students demonstrated proficient or exemplary achievement of this learning outcome.	We have met our success criterior for this LO for the past two years. Understanding of the diversity of religious communities across space, time, etc., is one of the strengths of our curriculum.	We will continue to emphasize the diversity of religious communities and traditions in our religion course syllabi and readings as a counter to the essentialism that students sometimes bring to the classroom when it comes to the study of religion.

| LO 3: Describe and critically analyze a philosophical question in relation to a figure or community representing a particular religious tradition. | | To assess this learning outcome, we assess the final paper or project from the student's two upper-level PHIL courses in the Religion minor, using a rubric that assesses how well achievement of this learning outcome is demonstrated in the paper or project. We average the rubric scores from the two papers or projects to produce an overall score of exemplary, proficient, developing, or unacceptable achievement of this learning outcome. See attached rubric. | 90% of students will have demonstrated proficient or exemplary achievement of this learning outcome | This LO did not yet exist. | This LO did not yet exist. | This LO did not yet exist. | 100% (2 of 2) students demonstrated proficient or exemplary achievement of this learning outcome. | 100% (3 of 3) students demonstrated proficient or exemplary achievement of this learning outcome. | We have met our success criterion for this LO for the past two years. The location of our Religion minor within the Philosophy Program has contributed to our students' strength in thinking about religion and religious topics from a philosophical perspective. | We will continue to ask students in our religion courses to think critically and philosophically about religion, and to write philosophical essays and papers or the topics of religion and religious studies. |
| LO 4: Use concepts and approaches from the academic discipline of religious studies to write about religion in a critical manner. | | To assess this learning outcome, we assess the final paper or project from the student's two upper-level PHIL courses in the Religion minor, using a rubric that assesses how well achievement of this learning outcome is demonstrated in the paper or project. We average the rubric scores from the two papers or projects to produce an overall score of exemplary, proficient, developing, or unacceptable achievement of this learning outcome. See attached rubric. | 90% of students will have demonstrated proficient or exemplary achievement of this learning outcome | This LO did not yet exist. | This LO did not yet exist. | This LO did not yet exist. | 100% (2 of 2) students demonstrated proficient or exemplary achievement of this learning outcome. | 67% (2 of 3) students demonstrated proficient or exemplary achievement of this learning outcome. | We did not meet our success criterion for this LO for AY19. The one student who did not demonstrate proficient achievement of this learning outcome demonstrated difficulty with writing about religion in a manner consistent with disciplinary practices. | One way we seek to improve on this LO is with the recent major revision of a course, PHIL 3205. This course has been retitled Theories of Religion and more explicitly focuses on introducing students to historical and contemporary theoretical approaches and debates within the discipline of religious studies. We have only been able to offer this new course once so far, but we hope that as we offer it more frequently, students' competence in approaching the study of religion from a religious studies disciplinary perspective will increase. We will also continue to include a brief introduction to the discipline in our introductory course (PHIL 2130) and to emphasize concepts of the discipline in other upper-level religion courses. |

CURRICULUM MAPPING TEMPLATE

INSTRUCTIONS

1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)

2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)

3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)

4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.

In the corresponding aligned box, mark the level of instruction for a SLO: Introduced **"I"**, Reinforced **"R"**, or Mastered **"M"** within the course.

6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.

INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.

REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.

MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.

**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.

DEPARTMENT:	Weaving						
PROGRAM:	Underwater basket weaving	**COURSES**	**PL-SLO 1** Recognize and describe some central concepts and practices of at least three religious communities	**PL-SLO 2** Describe how at least one religious tradition has changed and adapted over time, space, and culture, as well as the resulting diversity within	**PL-SLO 3** Describe and critically analyze a philosophical question in relation to a figure or community representing a particular religious tradition	**PL-SLO 4** Use concepts and approaches from the academic discipline of religious studies to write about religion in a critical manner	**PL-SLO 5**
	1	PHIL 2010					
	2	PHIL 2020					
	3	PHIL 2030					
	4	PHIL 2130	I, A	I	I	I	
	5	PHIL 3105		R, A	R, A		
	6	PHIL 3205			R, A	M, A	
	7	PHIL 3220	R	R, A	R, A	R, A	
	8	PHIL 3250	R	R, A	R, A	R, A	
	9	PHIL 4220			R, A	R, A	
	10	PHIL 4230	R		M, A		
	11	ANTH 4170	R	R		R	
	12	HIST 4478		R			
	13	HIST 4479		R			
	14	PSYC 4130	R				
	15	SOCI 3543	R	R		R	
	16						
	17						
	18						
	19						
	20						
	21						
	22						

ENGL - 4304 - Advanced Writing in Disciplines

2020-2021 Undergraduate New Course Request

Introduction

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

Please TURN ON the help text before starting this proposal by clicking 🛈 next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester*	Fall

Desired Effective Year*	2020

Course Information

Course Prefix*	ENGL

Course Number*	4304

Course Title*	Advanced Writing in Disciplines

Long Course Title	

Course Type*	English

Catalog Course Description*	Advanced composition course focusing on syntactical and rhetorical skills necessary for effective communication in a variety of professional settings and disciplines. Students will study the principles of sentence construction and persuasion, and learn to perform structural and functional analyses of both in order to address particular audiences in specific situations. They will also explore the relationship between multimodality and accessibility in the creation and reception of meaning. Can be taken in lieu of ENGL 4300 for purposes of Publishing and Editing Certificate and English B.A., Education Track. Open to non-majors.

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

Is this a variable credit hour course?*	☐ Yes ☑ No

Lec Hrs*	3

Lab Hrs*	0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	○ Yes ◉ No	**If yes, indicate maximum number of credit hours counted toward graduation.*** n/a

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

Prerequisites	Prerequisite: ENGL 1101 and ENGL 1102

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Is this a General Education course?*	○ Yes ◉ No

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

Status*	◉ Active-Visible ○ Inactive-Hidden

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

☑ Fully Online

Frequency - How many semesters per year will this course be offered?	1		Grading*	Graduate Standard Letter
				Undergraduate Standard Letter

Justifications and Assessment

Rationale*   Job managers who oversee the employment of recent college graduates routinely assert that their analytical thinking and communication skills are lacking. According Forbes, 60% of managers surveyed in 2016 claim that new graduates do not have "the critical thinking and problem-solving skills" necessary to succeed at the jobs for which they are hiring, 56% said new graduates do not pay sufficient attention to detail, and 44% said new graduates were lacking in writing proficiency specifically. In addressing these concerns, this class confronts the reality that knowledge of grammar alone will not improve writing style. Near unanimous research in writing studies concludes that in order for knowledge of grammar to materially improve writing style, students must be given repeated opportunities to practice making conscious connections between the two.

This course aims to both strengthen students' understanding of language's syntactical functions and to apply that understanding of language to a variety of rhetorical purposes. To that end, students will use the course's provided technologies to support their writing and not the other way around. The foundational rhetorical and writing strategies that have proved effective in onsite classes have been migrated online in order to reach a broader, more interdisciplinary audience.

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

Student Learning Outcomes

Students will…

- Practice syntactical analysis through the study of structural "templates."
- Practice rhetorical analysis of varied and increasingly complex texts.
- Create written artifacts that demonstrate the connection between syntactical awareness and rhetorical purpose.
- Develop the understanding of writing as a process, which for professionals tends to involve multiple drafts as well as peer feedback.
- Produce field-specific projects that combine syntactical and rhetorical awareness to emphasize how different disciplines use language for different purposes.

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
⦾ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 22

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

If yes, what will the fee be?* 0

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

College - School/ Department* Department of English and Philosophy

Is this a School of Nursing or ⦾ Yes ⦿ No

Nursing or University College course? *

Is this a College of Education course? * ◯ Yes ⦿ No

Is this an Honors College course? * ☐ Yes ☑ No

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

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

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

/

SYLLABUS

ENGL 4305: Advanced Writing in Disciplines

"Readers and writers meet at the sentence."—Stephen Lewis

Course Description

How do we process language and intention? What patterns and strategies are employed by readers and writers across disciplines to effectively give or exchange information with different audiences? This course approaches these questions from the perspective that writing well and communicating productively is of paramount importance in the professional world. Feedback from Fortune 500 executives lament the lack of candidates possessing the "soft skills" invaluable to the 21st-century workforce, a workforce where the static, stable skill sets from the past no longer apply in our dynamically changing global economic and cultural landscape. Being "future proof" today means being able to critically and thoughtfully react to unknown and unfamiliar contexts and to reinvent and reimagine our thinking on the fly; this kind of work *is* what work itself is becoming. Given these high-stakes writing expectations, it's understandable that some anxiety may linger, even amongst students closing in on graduation, around what it *really* means to learn to write with an effective style.

By pairing a deliberate, technical examination of English language syntax with an applied, productive practice of rhetorical theory, English 4305 will help students become more confident in both their understanding of how the English language functions and their abilities to compose with that language to meet myriad rhetorical purposes. After completing a series of modules focused on specific syntactical patterns and rhetorical strategies, students will apply these refined skills to two practical, professionally oriented analytical projects, thereby empowering them to feel better prepared to start their chosen careers. Thus, students from all departments will benefit from this course's focused, upper-division study of some of the more technical aspects English language structure and usage, and how this language actually gets applied to critical thinking and writing in the real-world disciplines they are preparing to enter.

Learning Outcomes

Students will learn to:

- Identify and analyze the appeals through which writers and speakers work to inform, persuade, and/or motivate audiences according to context;
- Recognize and apply the rules and conventions that govern the structure of sentences in the modern English language;
- Examine the general principles of multimodal composition and persuasion;
- Demonstrate in writing discipline-specific critical facilities in convincing and well-supported analyses of course material.

Course Format

This course is delivered entirely online through CourseDen, using online readings, videos, and discussions as well as assigned readings and weekly exercises from the one required book listed below. It cannot be taken on your phone. You will need a computer, preferably with good Wi-Fi or ethernet connectivity. Chrome is the best browser for being able to "see" everything correctly.

If you choose to use the library or lab to take this course, please be sure to bring earphones; there are voiced videos associated with many of the modules.

You will progress through a series of modules designed to familiarize you with increasingly complex sentence structures as well as the rhetorical possibilities associated with how we choose to present our ideas to others. You may proceed at your own pace within the given timeframe for each unit, though you must have finished the work for each module by the date listed in the schedule below. The final two units are composed of your longer projects, each of which will have multiple due dates before completion.

Potential Texts

Students will read a variety of texts that provide foundational knowledge in syntax and rhetoric. Everything will be provided online or through CourseDen except the following book, which all students will need to purchase.

Lewis, Stephen. *Templates of Style and Usage for Writers*. Broadview, 2015. 978-1-55481-142-7.

Assignment Overview
- **Weekly syntax exercises**: a series of multiple choice and fill in the blank exercises that focus on the syntactical "templates" covered by the assigned reading for each week.
- **Weekly rhetorical exercises:** a series of short written responses designed to have students reflect on a variety of persuasive texts and practice composing writing for different persuasive purposes.
- **Ad analysis project:** a comparative analysis of two magazine articles that focuses on purpose, audience, rhetorical appeals, tone, design, and identity.
- **Disciplinary analysis project:** a comparative analysis of one scholarly and one popular representation of your field that focuses on the syntactical and rhetorical strategies employed by each. Project involves research, a proposal, multiple drafts, and peer review.
- **Issue analysis project:** a rhetorical analysis of an issue of importance or controversy within your discipline that both joins a conversation with experts inside the field and translates it to an audience outside the filed. Project involves research, a proposal, multiple drafts, and peer review.

Grading
Grades are assigned on the basis of weekly exercises and formal on written assignments.

Weekly syntax exercises	16%
Weekly rhetorical exercises	16%
Ad analysis project	18%
Disciplinary analysis project	25%
Issue analysis project	25%
Total:	100 %

Letter grades are assigned according to the following grading scale:

A: 90-100%   B: 80-89%   C: 70-79%   D: 60-69%   F: 59% or less

Potential Schedule with Assignments

When?	What?
Introduction	Read syllabus, take syllabus quiz, and post your self-introduction
Unit 1 ~1 week	Read Chapter One of *Templates* and "Introduction to Rhetorical Situation" Due at end of unit: weekly exercises
Unit 2 ~1 week	Read: Chapter Two of *Templates* and "Rhetorical Situation: Dialect and Style" Due at end of unit: weekly exercises
Unit 3 ~1 week	Read: Chapter Three of *Templates* and "Rhetorical Situation Concluded" Due at end of unit: weekly exercises
Unit 4 ~1 week	Read: Chapter Four of *Templates* and "Persuasive Genres: Advertising" Due at end of unit: weekly exercises
Unit 5 ~1 week	Read: Chapter Five of *Templates* and "Sample Ad Analysis and Strategies" Due at end of unit: syntax exercises and Ad Analysis
Unit 6 ~1 week	Read: Chapter Six of *Templates* and "Listening to a Text" Due at end of unit: weekly exercises
Unit 7 ~1 week	Read: Chapters Seven and Eight of *Templates* and "Questioning a Text" Due at end of unit: weekly exercises
Unit 8 ~1 week	Read: Chapters Nine and Ten of *Templates* and "Literacy Narratives and Memoir" Due at end of unit: weekly exercises
Unit 9 ~2-3 weeks	Disciplinary Analysis Project: completed in steps with intermediate deadlines Due at end of unit: finalized project
Unit 10 ~4-5 weeks	Issue Analysis Project: completed in steps with intermediate deadlines Due at end of unit: finalized project

BIOL - 4134 - Advanced Molecular Biology & Bioinformatics

2020-2021 Undergraduate New Course Request

Introduction

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

Please TURN ON the help text before starting this proposal by clicking 🛈 next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester*	Fall

Desired Effective Year*	2020

Course Information

Course Prefix*	BIOL

Course Number*	4134

Course Title*	Advanced Molecular Biology & Bioinformatics

Long Course Title	

Course Type*	Biology

Catalog Course Description*	This is a hands-on Molecular Biology and Bioinformatics (Computational Molecular Biology) course centered on learning advanced inter-disciplinary concepts and techniques in Molecular Biology. Students will learn molecular techniques used for nucleic acid studies and proteomics. Students will learn to employ bioinformatics tools to analyze nucleotide and protein sequences using gene/protein databases, genomic portals. Additionally, students will analyze gene expression and gene co-expression patterns using RNA seq and microarray data available on public data repository. Students will work on an independent specific Molecular and Bioinformatics project

outside of regular class time.

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

Is this a variable credit hour course?*	☐ Yes ☑ No

Lec Hrs*	3

Lab Hrs*	1

Credit Hrs*	4

Can a student take this course multiple times, each attempt counting separately toward graduation? *	○ Yes ⦿ No	**If yes, indicate maximum number of credit hours counted toward graduation.***	4

For definitions of prerequiste, concurrent prerequisite, and corequisite, please see the Curriculog Terminology/Icon Guide.

Prerequisites	BIOL 3134 Minimum grade: C and CHEM 1211K or (CHEM 1211 and CHEM 1211L) Minimum Grade: C and CHEM 1212K or (CHEM 1212 and CHEM 1212L) Minimum Grade: C.

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	Instructor permission is required

Is this a General Education course?*	○ Yes ⦿ No

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

Status*	⦿ Active-Visible ○ Inactive-Hidden

Type of Delivery (Select all that apply)*

☑ Carrollton or Newnan Campus: Face-to-Face

☐ Entirely Online

☐ Hybrid

☐ Fully Online

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

`1`

Grading*

Undergraduate Standard Letter

Justifications and Assessment

Rationale* This course will serve as an upper level biology elective and discipline specific writing course option. It provides a unique hands-on opportunity for students to learn cutting edge molecular technologies and bioinformatics tools. Students will apply these technologies in classroom to work on research projects that are components of the course work to develop critical thinking for solving of complex biological problems. The training that students will receive will make them competitive for admission in professional and graduate schools and for careers in fields like allied health, medicine, biotechnology, bioenergy and agriculture in government, industrial and academic settings.

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

1. Students will be able to describe fundamental concepts and techniques in Molecular Biology and Bioinformatics (Computational Molecular Biology).

2. Students will be able to demonstrate mastery to map concepts from different science disciplines (Biology, Chemistry, Physics and Mathematics).

3. Students will demonstrate ability to analyze and interpret experimental data and handle detailed work.

4. Students will be able to propose a new hypothesis based on obtained experimental results and will be able to design new experiments to test out the proposed hypothesis.

5. Students will be able to apply inter-disciplinary concepts and diverse molecular tools to solve cell biology, microbiology, genetics and biochemistry problems in the laboratory.

6. Students will demonstrate ability to work safely and effectively in a collaborative team environment in a laboratory.

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ⊙	I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⊙	Library Resources are Adequate
○	Library Resources Need Enhancement

Present or Projected Annual Enrollment*	3-12

Will this course have special fees or tuition required?*	☐ Yes ☑ No	**If yes, what will the fee be?***	0

Fee Justification	No fee

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

College - School/ Department*	**Department of Biology**

Is this a School of	○ Yes ⊙ No

Nursing or University College course? *

Is this a College of Education course? * ◯ Yes ◉ No

Is this an Honors College course? *
☐ Yes
☑ No

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

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

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

/

BIOL 4134 Course Syllabus

A note from UWG: All Students Please Note:
For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at
https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
Additions and updates are made as institution, state, and federal standards change, so please review it each semester.
A link to the Campus Carry Policy: https://www.westga.edu/police/campus-carry.php

Course Name: Advanced Molecular Biology & Bioinformatics
Course Number: BIOL 4134
Lecture with lab: 4 credits
Lecture hours: 3 hours
Lab hours: 3 hours

Prerequisites for undergraduates: BIOL 3134 Minimum grade: C and CHEM 1211K or (CHEM 1211 and CHEM 1211L) Minimum Grade: C and CHEM 1212K or (CHEM 1212 and CHEM 1212L) Minimum Grade: C.

Restriction: Instructor permission is required.

Class time: TBD; class meets twice a week

Place: Room 253, Biology building

Instructor: Dr. Mautusi Mitra

Office hours (appointment needed): TBD

Office: Room 221(office) and **Room 253** (research lab) in the Biology Building (Note: Check both rooms if you have not made an appointment).

COMMUNICATIONS: Via face to face interactions and via COURSE DEN (D2L) e-mail only. I am most easily contacted either in person immediately **after the class** or **during my office hours**. If these times are not sufficient, I will be more than happy to meet with you at another time in my office. Just e-mail me via **Course Den (D2L) at least one week ahead of time** and we will set up an appointment that works for both of us. If you have any kind of disability that might affect your learning for this course, please make an appointment with me ASAP.

Students will have to check regularly the syllabus, course lecture materials, study guides, grade book, announcements and discussion area on the Course Den (D2L) throughout the semester. **It is your responsibility to log in at least once every day. Failure to read my emails or**

announcements on Course Den (D2L), will not be an excuse if a lack of response from you, results in a lower grade in this course.

Text Book Requirement: <u>None as the course is basically a hands-on course.</u> Instructor will provide necessary online links to protocols, databases and other web-based tools and also provide hardcopies of additional information handouts.

Course Description: <u>This course is for juniors and seniors majoring in Biology and/ Chemistry. This course will serve as an upper level biology elective and discipline specific writing course option. In this course, students will have to conduct lab activities to learn core scientific concepts and lab techniques associated with advanced Molecular Biology, Biochemistry and, master different free web-based Bioinformatics tools to analyze nucleotide sequences, protein sequences and gene expression and gene co-expressions.</u> Lectures involve introduction of the theoretical background for the hands-on-activities ahead of the specific lab activities. <u>This course will employ both eukaryotic and prokaryotic systems for hands-on activities as described below.</u>

Chlamydomonas reinhardtii is a unicellular micro-green alga (a Chlorophyte) that retains many of the features of green plants and of the common ancestor of plants and animals, although its lineage diverged from land plants (Streptophytes) over one billion years ago. *Chlamydomonas* is used to study eukaryotic photosynthesis because, unlike angiosperms, it can use acetate to grow in the dark while maintaining a functional photosynthetic apparatus. It is also a model for elucidating eukaryotic flagella and basal body structure and functions which can be linked to various ciliopathies. More recently, *Chlamydomonas* research has been developed for bioremediation purposes, generation of biofuels and has led to breakthroughs in Optogenetics. In this course, three novel species of bacteria will be also used for hands-on-activities. These three strains have immense potential to be used for bio-remediation for removing cyclic alkanes, polycyclic aromatic hydrocarbons (PAH), car and lawn mower engine used motor oil and polyhydroxyalkanoids (PHA) from the environment.

In this course different genetically engineered *Chlamydomonas* and bacterial strains and/or plasmids/DNA constructs will be used in eight to ten hands-on- Molecular and Biochemistry-based lab activities teach core concepts and lab techniques employed in Molecular Biology and Biochemistry. Additionally, students will be taught basic bioinformatics tools to analyze genome and protein databases. Biology topic that will be the focus in this course are the followings: **1)** photosynthesis and alternative sugar biosynthesis (glyoxylate cycle) in plants and microbes, **2)** sexual and asexual reproduction, **3)** Mendelian genetics and cytoplasmic inheritance **4)** cilia/flagella structure and function and how it relates to different ciliopathies and neurological problem in humans, **5)** eyespot, light sensing & Optogenetics, **6)** reactive oxygen species (ROS) generation & photo-protective mechanisms in plants, microbes and animals, **7)** photosynthetic pigments and greening process with special focus on tetrapyrrole and carotenoid metabolism, **8)** functional coordination/cross talk between mitochondria and chloroplast, **9)** cell division & cancer and, **10)** plant and microbial biotechnology (e.g. Optogenetics, biofuel production, bioremediation).

Students will work in groups. Hands-on activities will involve detailed observations and the following molecular tools/skills: isolation of genomic and plasmid DNA, isolation of total RNA, synthesis of cDNA, quantification and checking purity of isolated DNA and RNA, designing of

PCR primers, PCR, Reverse–transcription PCR, real time PCR, gene cloning, protein gel electrophoresis, Western blotting, spectrophotometric and paper chromatographic analyses of photosynthetic pigments, measurements of rates of O_2 evolution and cellular respiration using an O_2 electrode, counting cells using hemocytometer and several web-based free bioinformatics programs.

Each lab instruction handout will contain the necessary background information for the topic, instructions for the experimental set-ups, (including strain information media recipe, reagents and links for any resources needed), pre-and post-lab quizzes, result-based questions, concept mapping, and guidelines to troubleshoot failed experiments. Each lab activity topic has been aligned with the Next Generation Science Standards (NGSS) Life Science Disciplinary Core Ideas and with the 12 principles of Plant Biology from ASPB [American Society of Plant Biologists] (https://www.westga.edu/academics/cosm/biology/mitra-lab/assets/docs/topic-alignment.pdf).

An essential component of this course is concept mapping. Each activity will be used to connect concepts across related topics taught in the class and across different science disciplines. Given below is an example of concept mapping using three labs based on light sensing, photo-protection and greening.

A Concept Mapping Example:

Lab Background: Eyespots in *Chlamydomonas* are enriched in carotenoids that sense light and enables it to swim towards or away from the light by photo-taxis. Photosynthetic organisms dissipate excess absorbed solar energy as heat via a photo-protective mechanism called non-photochemical quenching (NPQ). Carotenoids lutein and zeaxanthins play a major role in NPQ by quenching the energy of singlet oxygen. *Chlamydomonas* mutants defective in carotenoid biosynthesis show variable levels of photo-bleaching and chlorophyll deficiencies. *Chlamydomonas* has two distinct pathways to make chlorophyll: light-independent and light dependent like many gymnosperms; angiosperms have lost the light-independent chlorophyll biosynthetic pathway. *Chlamydomonas* mutants, defective in carotenoid and chlorophyll biosynthesis can be used in conjunction with molecular and biochemical kits/ tools (e.g. PCR, DNA gel electrophoresis, DNA sequence analyses using NCBI BLAST, paper chromatography, etc.) to study eyespot structure and function, photo-protection and greening process in plants by setting the following learning objectives (LO) for each of the above mentioned three labs in the previous paragraph.

LO for eye spot structure and function lab (can be also connected to a motility lab)**:** Which structure helps algae in sensing light? Does this structure have any resemblance to human eye? What is photo-taxis? Which pigments play a role in photo-taxis? Can photo-taxis be redox-regulated? Compare light-sensing of algae with that of plants (phototropism).

LO for photo-protection lab: How do plants protect themselves against high light stress? What is the actual cause of photo-oxidative stress in plants under high light? Which cell organelles are the major sites of ROS in plants and animals and, why? Which pigments help in photo-protection and/or ROS quenching in plants? Are similar ROS quenching pigments present in animals?

LO for "greening" lab: Which pigments help in photosynthesis? Where are these pigments located? Which are the most abundant photosynthetic pigments? Do these pigments have any additional functional roles? Compare chlorophyll biosynthesis in algae, cyanobacteria, evergreen plants and angiosperms. Can a defect in carotenoid biosynthesis affect chlorophyll biosynthesis or vice versa? How can we measure plant pigments qualitatively and quantitatively? After attaining the stated LOs, students should be able to understand that plants and animals use similar components to sense light, combat high light stress and de-toxify ROS; plants coordinate chlorophyll and carotenoid biosynthesis & makes chlorophyll differently from green algae.

Learning Objectives for Undergraduates:

1. Students will be able to describe fundamental concepts and techniques in Molecular Biology and Bioinformatics (Computational Molecular Biology).

2. Students will be able to demonstrate mastery to map concepts from different science disciplines (Biology, Chemistry, Physics and Mathematics).

3. Students will demonstrate ability to analyze and interpret experimental data and handle detailed work.

4. Students will be able to propose a new hypothesis based on obtained experimental results and will be able to design new experiments to test out the proposed hypothesis at least theoretically, if not via bench experiments.

5. Students will be able to apply inter-disciplinary concepts and diverse molecular tools to solve cell biology, microbiology, genetics and biochemistry problems in the laboratory.

6. Students will demonstrate ability to work safely and effectively in a collaborative team environment in a laboratory.

Assessment Plan for Undergraduates: There are no traditional exams. There will lab assignments based on the hands-on activities which are not pre-prepped labs. Each assignment

will have application-based questions. Assignment will be due in the following week, immediately after the completion of the lab activity. Grading is based on how well the hands-on-activities were conducted, whether the student can successfully interpret the results, can logically explain negative results (if any) and trouble shoot problems (if any) associated with the experiment. If results obtained are significant, students will have the opportunity to be a co-author in research publications in peer reviewed journals. Furthermore, students will get an opportunity in future to further investigate these small research projects as an undergrad research student, depending on the significance of the findings in the classroom. After the completion of each lab, students will design new hypothesis based on the obtained results and will come up with an experimental design to test out the new hypothesis. Each lab activity will be worth 50 points.

The final exam will be a take home exam. This exam will be a case study of a well characterized *Chlamydomonas* mutant strain or a gene that was not previously given to the students in the class (worth 100 points). Students will be given the sequence of the gene that is defective in the given

mutant. Students will observe the phenotype of the mutant, analyze the gene sequence using bioinformatics tools, will logically formulate hypothesis and will design a detailed experimental plan to test out the proposed hypothesis. No actual experiments will be conducted by students in the final exam (other than observation, microscopy and bioinformatics analyses).

Exams, Grades and Grading Scale (total score and distribution of points subject to change):

Assignments based on ten lab activities (each worth 50 points): 500 points
Final Take Home Exam: 100 points
Total score: 600 points

Grading Scale: Percentage of all possible points

A = 90% - 100%
B = 80% - 89.9%
C = 70% - 79.9%
D = 60% - 69.9%
F = less than 60%

Tentative Exam date (TBD)

Academic Dishonesty (cheating):

Cheating and **plagiarism** will **not** be tolerated. Any student caught cheating will receive a grade of 0 points on that exam and that exam grade will not be dropped from the calculation of the course average. An **F grade** for the course may be assigned at the instructor's discretion and the student may be subject to further **disciplinary action** from **the university**. **Please check the following link to the university's statement on academic dishonesty and the honor code.https://www.westga.edu/administration/vpsa/ocs/assets/docs/2016_2017_uwg_student_planner.pdf**

FINAL TAKE HOME MESSAGE:

Please note that there will be no curving of grades. There are no extra credits for participating in activities that do not involve meaningful learning of materials involved in this course. Hence please do not request them. You will have to earn your grades in my class. Molecular Biology and Bioinformatics based-lab activities can be fun but, will tax your observation power and brain and will require analytical skills, critical thinking and ability to handle detailed work. It is my commitment to help you succeed. Please do not misuse this opportunity. Have a great semester!!!

Anthropology, B.S.

2020-2021 Undergraduate Revise Program Request

Introduction

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

Please TURN ON the help text before starting this proposal by clicking 🛈 **next to the print icon directly above this message.**

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

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

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

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

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

Desired Effective Semester * | Fall

Desired Effective Year * | 2020

Program Information

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

Type of Program * ⦿ Program
○ Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name* Anthropology, B.S.

Program ID - DO NOT EDIT* 1980

Program Code - DO NOT EDIT

Program Type*
Bachelor

Degree Type*
Bachelor of Science

Program Description* The Anthropology major aims to provide its undergraduate anthropology students with a comprehensive introduction to anthropological knowledge through classroom instruction, experiential learning, and directed research opportunities. It provides extra curriculum learning experiences in our courses and laboratories (Biological and Forensic Anthropology Laboratory [BAFAL] and Antonio J. Waring, Jr. Archaeological Laboratory). We are committed to providing learning skills necessary for continued success in academic and workplace environments, as well as for personal and civic enrichment.

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Program Location*
Carrollton

Curriculum Information

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click here for a <u>video</u> demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

> **First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the X and proceed.**
> **Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the X and proceed.**

Step 2 - Adding New Courses to the Program

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

> **If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia General Education Requirements."**
> **For courses already in the catalog, click on "Import Course" and find the courses needed.**
> **For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.**

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

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Prospective Curriculum *

Requirements

Core Areas A through E: 42 Hours

Core Curriculum

Core Area F, Major Specific Courses: 18 Hours

ANTH 1102 Introduction to Anthropology

Choose two:

ANTH 1105 Introduction to Physical Anthropology

ANTH 2001 Introduction to Archaeology

ANTH 2002 Introduction to Cultural Anthropology

Remaining Hours selected from: 9 Hours

Choose one or two from the following list: 3 to 6 Hours

ANTH 2004 Statistical Methods Anthropology

ECON 2105 Principles of Macroeconomics

[After] Or

ECON 2106 Principles of Microeconomics

GEOG 2553 Introduction to GIS and Mapping Sciences

MATH 1001 Quantitative Skills and Reasoning

MATH 1401 Elementary Statistics

PSYC 2003 Statistics in Psychology

POLS 2601 Introduction to Political Science Inquiry

Choose one or two from the following list: 3 to 6 Hours

1000 or 2000-level courses from FILM, FORL, FREN, GRMN, PHIL, SPAN.

[Before]As well as:

ART 1201 Introduction to Art

ART 2201 History of Western Art I

ART 2202 History of Western Art II

GEOG 1013 World Geography

ENGL 2110 World Literature

ENGL 2190 Studies in Literature by Women

ENGL 2180 Studies in African-American Literature

HIST 1111 Survey of World History/Civilization I

HIST 1112 Survey of World History/Civilization II

SOCI 2203 Introduction to Women's Studies

THEA 2214 Concepts in Theatre and Film Design

XIDS 2100 Arts and Ideas: Special Topics

[After] (No more than three of these hours may be ANTH)

Major Courses Required: 34 Hours

Anthropological Thought: 3 Hours

ANTH 4100 History of Anthropological Thought

Archaeology: 3-4 Hours

ANTH 4181 Cultural Resources Management

ANTH 4201 Artifact Analysis

ANTH 4202 Rise and Fall of Ancient Civilizations

Lin....istics, 2 H.....

Linguistics: 3 Hours

ANTH 4173 Language and Culture

Physical Anthropology: 3-4 Hours

ANTH 3110 Human Osteology
ANTH 4122 Bioarchaeology
ANTH 4125 Forensic Anthropology
ANTH 4150 Human Evolution
ANTH 4165 Primatology

Cultural Anthropology: 3-4 Hours

ANTH 3170 Religion in America: The Shakers and Other Utopian Societies
ANTH 3186 Anthropology of Gender
ANTH 4130 Medical Anthropology
ANTH 4132 Human Life Cycle in Cross-Cultural Perspective
ANTH 4134 Animals and Culture
ANTH 4144 Peoples and Cultures of Latin America
ANTH 4146 Latin@s in the United States
ANTH 4155 Peoples and Cultures of Sub-Saharan Africa
ANTH 4170 Myth, Magic and Religion

Methods Course: 4 Hours

ANTH 3188 Ethnographic Field Methods
ANTH 3250 Field Methods in Physical Anthropology
ANTH 4102 Archaeological Field Research

Anthropology Capstone: 3 Hours

ANTH 4184 Anthropology Capstone

Anthropology Upper Division Electives: 9-12 Hours

Numbered 3000 or higher

Minor or Electives (8 of these hours must be at or above the 3000 level): 26 Hours

Total: 120 Hours

No more than 4 individualized study hours from the following count toward the BS in Anthropology.

ANTH 4186 Internship
ANTH 4881 Independent Study
ANTH 4900 Directed Reading
ANTH 4983 Directed Research

Justification and Assessment

Rationale* We are modifying the curriculum to accommodate the increase in credit hours for ANTH 4184 Anthropology Capstone, which has passed the UPC at this point. This increase in credit hours for the degree will reduce the available electives and will not make the degree take more than 120 hours total.

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

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

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

<div align="center">**REQUIRED ATTACHMENTS**</div>

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking [icon] in the top right corner.

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

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

Please download the assessment template from here complete, and upload.

Program Map* ☑ I have attached the Program Map/Sheet.

☐ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☑ I have attached the Assessment Plan.

☐ N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

School/ Department - DO NOT EDIT* | Department of Anthropology

Is this a School of ○ Yes ◉ No

Nursing Program? *

Is this a College of Education Program? *   ○ Yes   ◉ No

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

Is Senate Review required? *   ◉ Yes   ○ No

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

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

2019/2020
ANTHROPOLOGY
Anthropology 01-B ─ 678-839-6455
http://www.anthropology.westga.edu

Professors:
L. Gezon (Chair)
M. Snipes

Assistant Professor:
Corey Maggiano (Co-Director of the Biological and Forensic Anthropology Laboratory)
Nathan Lawres

Lecturers:
E. Falconi
I. Maggiano (Co-Director of the Biological and Forensic Anthropology Laboratory)

Learning Outcomes
Students completing the B.S. degree with a major in Anthropology should be able:
- Demonstrate a broad base of anthropological knowledge
- Compare the diversity of cultural practices through time and space
- Analyze anthropological topics through oral and written communication
- Collect and assess data ethically[1] using anthropological methods

B.S. Degree with a Major in ANTHROPOLOGY

Requirement		Hours
Core Areas A through E (on page 102)		42
Core Area F, Major Specific Courses		18
ANTH 1102 (Introduction to Anthropology)	3	
Choose two of three: ANTH 1105; ANTH 2001; ANTH 2002;	6	
Remaining Hours selected from:		9

Choose <u>one or two</u> from the following list: (3 to 6 hours)
ANTH 2004; ECON 2105 or ECON 2106; GEOG 2553; MATH 1001, MATH 2063; PSYC 2003; POLS 2601
Choose <u>one or two</u> from the following list: (3 to 6 hours)
1000 or 2000-level courses from FILM, FORL, FREN, GRMN, PHIL, SPAN.
As well as: ANTH 1101, ANTH 1105, ANTH 2001, ANTH 2002[2]; ART 1201, ART 2201/2202; GEOG 1013; ENGL 2110, ENGL 2190, ENGL 2180;
HIST 1111 or 1112; SOCI 2203; THEA 2214; XIDS 2100.
(No more than three of these hours may be ANTH)[3]

Requirements for the Major:
Major Courses Required   34
Anthropological Thought (ANTH 4100)   3
Archaeology, choose one: (ANTH 4181, ANTH 4201; ANTH 4202; ANTH 3104, ANTH 4175[4], ANTH 4102[5], ot ANTH 4103[6]) 3-4
Linguistics (ANTH 4173 - Language and Culture)   3
Physical Anthropology, choose one: (ANTH 3110; ANTH 4125; ANTH 4150; ANTH 4165; ANTH 4122, or ANTH 3250[7])
3-4
Cultural Anthropology choose one: (ANTH 3170; ANTH 3186; ANTH 3188[8]; ANTH 4130;   3-4
ANTH 4132; ANTH 4134; ANTH 4144; ANTH 4146; ANTH 4155; ANTH 4170; or ANTH 4176[9]

---

[1] We have requested a change in Learning Outcomes to include the word 'ethically.'
[2] Add ANTH 1101, ANTH 1105, ANTH 2001, ANTH 2002 to the list of possible options.
[3] Delete this text.
[4] Add new archaeology courses: 3104 and 4175.
[5] We are requesting that ANTH 4102 be added to the list of options for the Archaeology section.
[6] We are proposing 4103 as a new course that we are requesting count in this category of the major.
[7] We are requesting that ANTH 3250 be added to the list of options for the Physical Anthropology section.
[8] We are requesting that ANTH 3188 be added to the list of options for the Cultural Anthropology section.

3/31/2020

4   Methods Course, choose one: (ANTH 3188; ANTH 4102; ANTH 3250, ANTH 4176)

Anthropology Capstone (ANTH 4184)   3
Anthropology Upper Division Electives
Numbered 3000 or higher   9-12
Minor or Electives (12 of these hours must be at or above the 3000 level)   26

TOTAL   **120**

No more than 4 individualized study hours (ANTH 4186 Internship, ANTH 4881 Independent Study,
ANTH 4900 Directed Reading, ANTH 4983 Directed Research) count toward the BS in Anthropology. Other courses of
appropriate content must be approved by the department.

*

9 Add ANTH 4176 as a Methods course.

3/31/2020

LO1: Demonstrate a broad base of anthropological knowledge across subfields: cultural anthropology, biological anthropology, archaeology, linguistic anthropology (Part 2) -- Direct measure	2D	Students in ANTH 4184 (Anthropology Capstone) took a written exam in the Fall. It is based on the average of the answers to 7 questions designed to test knowledge of the various subfields in anthropology . It was graded on a 5 point rubric. Criteria for scoring is in a document available to the two anthropology faculty who evaluate it. The results are reported in the percent of students with a score of 3, 4, or 5, indicating Satisfactory, Strong grasp of the material, or Exceeds expectations. The exam is graded by a team of two faculty members using a rubric.
LO1: Demonstrate a broad base of anthropological knowledge across subfields: cultural anthropology, biological anthropology, archaeology, linguistic anthropology (Part 2) -- Indirect Measure	2D	Students in ANTH 4184 (Anthropology Capstone) took a written exam in the Fall. For each Learning Outcome, there is at least one self-reported item (used as an indirect measure). For the self-reported question, students rank their abilities on a scale of 1 (low) - 5.

LO2: Identify human cultural and biological diversity across time and space - direct measure (Part I) -- Direct Measure	2A, 2D	Students in ANTH 4184 (Anthropology Capstone) took a written exam. For each Learning Outcome, there is at least one self-reported item (used as an indirect measure) and at least one question that is graded for content. This section comprises 3 questions: comparative cultural practices, skin color variation, and evolution.The exam is graded by a team of two faculty members using a rubric. The results are reported in the percent of students with a score of 3, 4, or 5, indicating Satisfactory, Strong grasp of the material, or Exceeds expectations.
LO2: Identify human cultural and biological diversity across time and space (Part I) -- Indirect Measure	2A, 2D	Students in ANTH 4184 (Anthropology Capstone) took a written exam. For each Learning Outcome, there is at least one self-reported item (used as an indirect measure) and at least one question that is graded for content. For the self-reported question, students rank their abilities on a scale of 1 (low) - 5.

LO3a: Demonstrate written understanding of anthropological issues (Part 4) -- Direct Measure	2D	Students in ANTH 4184 (Anthropology Capstone) took a written exam in the Fall. For each Learning Outcome, there is at least one self-reported item (used as an indirect measure) and at least one question that is graded for content. The written portion was rated on a 5 point rubric, considering writing conventions, including grammar and argument structure. The results are reported in the percent of students with a score of 3, 4, or 5, indicating Satisfactory, Strong grasp of the material, or Exceeds expectations. This measure was based on responses to a prompt concerning anthropology in current events.
LO3a: Demonstrate written understanding of anthropological issues (Part 4) -- Indirect Measure	2D	Students in ANTH 4184 (Anthropology Capstone) took a written exam in the Fall. For each Learning Outcome, there is at least one self-reported item (used as an indirect measure) and at least one question that is graded for content. For the self-reported question, students rank their abilities on a scale of 1 (low) - 5.

LO3b: Demonstrate oral understanding of anthropological issues (Part 4) -- Direct Measure		Students in ANTH 4184 (Anthropology Capstone) took a written exam in the Fall, where they reported their experience with and self-assessment of their oral understanding. To measure the oral part, we used an indirect measure by asking the students to report their participation in both formal and informal oral presentations and to assess whether they felt it enhanced public speaking skills and their understanding of anthropological issues. We created a rubric (attached) to measure on a scale of 1-5 the amount and types of participation, and whether they felt it enhanced their understandings and abilities.
LO3b: Demonstrate oral understanding of anthropological issues (Part 4) -- Indirect Measure	2	Students in ANTH 4184 (Anthropology Capstone) took a written exam in the Fall, where they reported their experience with and self-assessment of their oral understanding. In the exam, we used an indirect measure by asking the students to report their participation in both formal and informal oral presentations and to assess whether they felt it enhanced public speaking skills and their understanding of anthropological issues. We created a rubric (attached) to measure on a scale of 1-5 the amount and types of participation, and whether they felt it enhanced their understandings and abilities.

LO4a: Collect data using anthropological methods (Part 3) -- Direct Measure	2C, 2D	Students in ANTH 4184 (Anthropology Capstone) took a written exam in the Fall. For each Learning Outcome, there is at least one self-reported item (used as an indirect measure) and at least one question that is graded for content. The content section of this Learning Outcome is based on 1 question, where students describe methods from one of the subdisciplines. The results are reported in the percent of students with a score of 3, 4, or 5, indicating Satisfactory, Strong grasp of the material, or Exceeds expectations. The exam is graded by a team of two faculty members using a rubric.

75% scoring at least a 3. We designed our rubric to represent the knowledge we expect students to have. 3 represents the minimum acceptable knowledge/achievement level for any given item. This is a standard we expect from year to year. We expect that 75% of our students should achieve the equivalent of a 3 out of 5, which would be a 2.5 on a 4 point scale (2.0/4 GPA is required for graduation). The faculty agree that this is the minimum acceptable level of performance based on our knowledge of the discipline. There are no externally imposed criteria available.	54%	69%	77%
75% marking at least a 4. A score of 4 indicates satisfaction.	N/A	100%	100%

75% scoring at least a 3 indicates success. We designed our rubric to represent the knowledge we expect students to have. 3 represents the minimum acceptable knowledge/achievement level for any given item. This is a standard we expect from year to year. We expect that 75% of our students should achieve the equivalent of a 3 out of 5, which would be a 2.5 on a 4 point scale (2.0/4 GPA is required for graduation). The faculty agree that this is the minimum acceptable level of performance based on our knowledge of the discipline. There are no externally imposed criteria available.	44%	55%	67%
75% marking at least a 4. A score of 4 indicates satisfaction.			100%

75% scoring at least a 3 indicates success. We designed our rubric to represent the knowledge we expect students to have. 3 represents the minimum acceptable knowledge/achievement level for any given item. This is a standard we expect from year to year. We expect that 75% of our students should achieve the equivalent of a 3 out of 5, which would be a 2.5 on a 4 point scale (2.0/4 GPA is required for graduation). The faculty agree that this is the minimum acceptable level of performance based on our knowledge of the discipline. There are no externally imposed criteria available.	69%	76%	100%
75% marking at least a 4. A score of 4 indicates satisfaction.	N/A	100%	100%

75% scoring at least a 3 indicates success. We designed our rubric to represent the knowledge we expect students to have. 3 represents the minimum acceptable knowledge/achievement level for any given item. This is a standard we expect from year to year. We expect that 75% of our students should achieve the equivalent of a 3 out of 5, which would be a 2.5 on a 4 point scale (2.0/4 GPA is required for graduation). The faculty agree that this is the minimum acceptable level of performance based on our knowledge of the discipline. There are no externally imposed criteria available.	N/A	N/A	87%
75% marking at least a 4. A score of 4 indicates satisfaction.	NA	NA	95%

75% scoring at least a 3 indicates success. We designed our rubric to represent the knowledge we expect students to have. 3 represents the minimum acceptable knowledge/achievement level for any given item. This is a standard we expect from year to year. We expect that 75% of our students should achieve the equivalent of a 3 out of 5, which would be a 2.5 on a 4 point scale (2.0/4 GPA is required for graduation). The faculty agree that this is the minimum acceptable level of performance based on our knowledge of the discipline. There are no externally imposed criteria available.	62%	90%	100%

This LO demonstrates whether the students have a broad base of anthropological knowledge across subfields. We are pleased to see the score for this question increase (from 69% to 77% of students scoring at least a 3 out of 5). A concern we have with such a dramatic change in score is the effect of a small population. We had 11 students take the exam in 2018 (the basis of this report) and 21 in 2017. Since the questions are short answer and not objective, there is also the chance of inter/intra-grader reliability. That said, we will look to see where there are relative strengths and weaknesses for the students. The question with the highest score asked them to identify the four subfields of anthropology, and 100% (up from 95% last year) of the students performed in a satisfactory way. A significant improvement was in answering a question about ethics and human rights, which was 73% this year, up from 52% last year. Another improved high score was on the definition of code switching (91%, up from 61% last year). The lowest score (significantly lower than last year) was in demonstrating knowledge of why diversity is important in the world today (45% down from 67% last year). A score that was slightly down from last year (73% this year compared with 76% last year) asks about students' understanding of the concept of adaptation. They scored adequately on the question asking them to describe the effects of the development of agriculture. Last year, we wrote that we intended to have conversations among faculty about what we want our students to know, to re-design the Capstone course to better meet the LO, and teach additional upper division courses to reinforce subject matter. We interpret the improvement in the scores for the questions about ethics to intentional teaching about the topic in the classroom by framing and flagging key concepts across our courses. The improvement in the score on code switching may be partially due to the increased use of the term in popular culture. We interpret the drop in the scores on diversity and adaptation as a gap in their ability to translate knowledge from one context to another: we discuss cultural practices without always flagging a discussion about why diversity and adaptation are important, per se. We will address this in the improvement plan. We also reviewed the questions and will make minor adjustments for clarity.

In response to the self-reported assessment about how well they feel they are able to meet the Learning Outcome 100% marked at least a 3, with 0 marking 3, 36% marking 4, and 63% marking 5. This contrasts with last year's scores: 23% marking 3 (5/21) and 50% marking 4. We interpret this to mean that students tend to overestimate their own ability in this area, and that more students felt good about their ability this year than last year. We will use these results to encourage this self-confidence while simultaneously working on improving our perception of their mastery of anthropological knowledge.

This LO assessed whether students can identify human cultural and biological diversity across time and space. We will interpret these scores to evaluate our pedagogy and other programmatic efforts to teach diversity, and we will use the information to evaluate strengths and challenges as we build an improvement plan. While we are pleased to see an increase in the overall score in this area (from 55% to 67%), the scores for the individual questions raise some concern. The highest score showed a significant improvement from last year: The question requiring a cross-cultural comparison between two cultural groups improved from 33% to 82%. We believe this improvement is because, in accordance with our improvement plan, we intentionally emphasized cross-cultural comparison in our teaching. The score may have been particularly high, because some of the students were currently taking a class that explicitly emphasizes cross-cultural comparison (Introduction to Cultural Anthropology). Our challenge is the same as LO 1: we need to train students to translate knowledge (in this case about cultural diversity) into new analytical frameworks. The lowest score was higher than the previous year, but still low (55% this year vs. 52% last year), in a question about human evolution. Last year, we proposed reinforcing concepts in evolution through additional courses covering the topic and through an open lab initiative at the Biological and Forensic Anthropology Laboratory (BAFAL). Those initiatives have not yet had the desired effect. We realize that the question is far too specifically focused on evolutionary timeline (memorization-based), and a revision of the question will focus more broadly on evolutionary principles (analysis-based). The other low score was on the question asking the students to explain variation in skin color (64% this year versus 81% last year). The lower score perhaps reflects different standards applied between the two years, but it points to a general problem similar to the one on human evolution: we have been asking them to tell us biological facts, whereas we really want them to tell us about the broader application of the question to questions about the lack of biological basis of race. We will re-word the question to reflect that, and address the need to teach the concept in our improvement plan.

In response to the self-reported assessment about how well they feel they are able to meet the Learning Outcome 100% indicated 3 or above, with 1% marking 3, 63% marking 4, and 27% marking 5. Last year, 95% marked at least a 3, with 38% (8) marking 5, and 43% (9) marking 4. Three students marked 3, and one marked 2. While the numbers are higher this year than last, the numbers signify less confidence in this LO than in the first LO. We interpret this to mean that this lower score is because LO2 requires more specific knowledge. We will use this information to help students build confidence in what they are learning.

This LO examines our students' ability to analyze anthropological topics through written communication. Despite the increase in the score, we strive for improvements in the overall quality of writing. The prompt asked students to relate anthropological knowledge to current events. That means that we must also be emphasizing this connection between the material and current events in our teaching. This year's score is a dramatic increase from last year (100% this year versus 76% last year). This may reflect a difference in grading standards from one year to the next (requiring less rigor and depth in this year's grading). Also, we altered the exam question to give more specific expectations for the formatting of the answer so that we can grade more consistently, and this may explain the improved results. We also recognize that our efforts at including writing requirements in all of our classes may be paying off. We will use these results to identify strengths in what students have learned in our program as well as to continue our efforts identified in the improvement plan from last year to have faculty discussions about writing assignments and emphasize career readiness through professional competencies.

In response to the self-reported assessment about how well they feel they are able to write well, 100% indicated 3 or above, with 2/11 (18%) indicating 3, 7/11 indicating 4 (63%), and 2 indicating 5. We interpret this to mean that students have confidence in their abilities. We will use this information to help them identify areas of strength and opportunities for improvement.

We are in the process of implementing 2 parts to a direct measure. One will be an assessment of an oral performance. The other one is based on self-reports of numbers of formal presentations given at conferences or in class. For this report, we are only able to report on the latter. For the following year, we will be able to report on both. In one question, we asked them about the number of formal conference and classroom presentations they made, as well as their assessment of whether they participated in informal classroom discussions. A score of 5 indicated that they had made formal presentations in both class and in a professional setting, and that they were given the opportunity to contribute to informal classroom discussions. 4 indicated that they had at least 7 classroom presentations and agreed that they were given the opportunity to contribute to informal classroom discussions. 3 indicated that they had done 3-4 classroom presentations and agreed that they were given the opportunity to contribute to informal classroom discussions. Only one student had given formal conference presentation, and everyone had given at least 2 classroom presentations. Everyone agreed or strongly agreed that they were given the opportunity to contribute to informal classroom discussions. This provides an overall score of 87% succeeding. This contrasts with last year, where 9 out of 21 indicated that they had given a formal presentation at a conference. We interpret these results to mean that we are doing a good job of giving opportunities for informal oral communication in class, requiring formal classroom presentations, and that few people are giving formal conference presentations. The lower number of conference presentations could be a factor of the small sample size – we only had 11 students take the 2018 exam. We will use these results to reinforce the value of giving formal classroom presentations and to encourage greater participation in giving conference presentations.

This is the second year we have assessed separated oral and written competencies. This LO examines our students ability to analyze anthropological topics through oral communication. For the last two years, we only had a self-reported assessment. We will add a direct measure of oral communication this year (for the 2020 report). In the current assessment, we asked them about the number of formal conference and classroom presentations, as well as their assessment of whether they participated in informal classroom discussions. In this year's assessment report, we are including these as part of a Direct Measure, since it is an actual report of formal oral presentation requirements while in the program. For the Indirect Measure, we are counting questions assessing their subjective understanding and experience with oral communication (whether they took advantage of opportunities to speak informally in class, whether their oral contributions enhanced their abilities and understandings), 99% of students responded with a 4 or above. We interpret that to mean that students feel comfortable and confident in the extent to which the program is helping them build their oral communication skills and using them to help build comprehension. Qualitative comments reveal that some students feel a great deal of anxiety about formal presentations and most if not all appreciate opportunities for informal classroom discussions and feel it helped their comprehension. We will also use these results to devise an improvement plan that helps students increase their professional speaking abilities, in both formal and informal contexts.

This LO examines the students' ability to collect and assess data using anthropological methods. We are pleased to see that students improved greatly on this question (from 90% to 100%). On the one hand, we are pleased that we are teaching methods effectively in many of our classes. On the other hand, we are concerned that almost all students wrote about either cultural anthropology or linguistic anthropology methods. This contrasts with last year, when students writing about forensic (physical) anthropology methods performed considerably better than the other subdisciplinary methods. We tend to see increased abilities in students who have recently taken classes where methods are explicitly discussed. We will therefore continue "to integrate discussion of methods in [all] classes." We will use all this information to both revise the way we ask the question and to use our improvement plan to apply sound pedagogical techniques to make sure students understand the methods and can apply them in a broader range of subdisciplines.

In keeping with our Improvement Plan from last year, we continued to address four-fields, cultural relativism, human rights, and ethics in each of our courses. Many courses, as well as informal conversations and anthropology club events, present cultural diversity. Certain courses reinforce knowledge of the effects of the development of agriculture. We also proposed to 1. have intentional faculty conversations about what we want our students to know. 2. continue to re-design Capstone to better meet this LO. 3. In addition, we have broadened students' exposure to the subdisciplines by putting lecturers in regular rotation to teach upper division courses. We succeeded in having informal faculty conversations; redesigning Capstone to review major disciplinary concepts and analyses, and having lecturers teach upper division courses. For our Improvement Plan this year, we want to 1. Intentionally flag/frame/emphasize key concepts (adaptation and intrinsic importance of cultural diversity in our classes) in our classes. 2. We want to have intentional faculty discussions about what we mean by 'adaptation,' what we find to be

We plan to encourage this self-confidence through mentoring and class feedback, while simultaneously working on improving our perception of their mastery of anthropological knowledge, as stated in the direct measure improvement plan.

Last year, we proposed to 1. Continue those emphasize cross-cultural comparison in our teaching and continue discussions at the faculty level to hone in on what we want the students to know. 2. We also proposed to reinforce concepts in evolution in both lower and upper-level classes and assess whether adding ANTH 1105 (Intro to Physical Anth) and 4150 (Human Evolution) to the curriculum, in addition to the new BAFAL open labs, helps produce better results. We feel confident that emphasizing cross-cultural comparison in classes has paid off. Meanwhile, the added courses and labs have not increased awareness of evolutionary trajectories. For this year's improvement plan, we want to: 1. Aim in our teaching toward a broader approach to anthropological perspectives on race that include social construction of race. We will emphasize that through a re-wording of the question; 2. Focus on core narratives of human evolutionary history that is accessible to students and allows them to apply and critically analyze evolutionary concepts. We will also re-word questions based on that.

While the score is satisfactory, we will continue to instill confidence in our students that they understand cultural and biological diversity by reinforcing these concepts in our classes and helping students gain a meta-understanding of what they know.

In keeping with previous year's improvement plan, we continue to include written assessments in each of our classes at all levels of instruction. In last year's plan, we identified the following: 1. faculty discussions about writing assignments in our classes, considering what kinds of writing students will need in their careers and how best to teach it; 2. Emphasis on professional competencies and preparing students for various kinds of writing in their careers. While we began each of these activities, we need to continue them this year. While these conversations were primarily informal this year, we would like to make them more intentional group discussions this year. It is difficult to find time for these, but we would like to attempt it. So, this year's improvement plan is the same as last year's report.

We will guide them in identifying areas of strength and opportunities for improvement through feedback given on written assignments in class, as well as in general classroom instructional presentations on writing.

1. We will make a more robust measure by adding a direct evaluation of an oral presentation. 2. We will encourage more oral communication opportunities through our Waring Research Scholarships, which require a formal presentation. 3. We will also work on making more formal public speaking opportunities available to students. 4. We will also adjust the question to measure public speaking opportunities as well as conference presentations.

While our score indicates that we met our objective, there are two items we will do to continuously improve this measure. 1. We will make a program modification to make ANTH 1101 Voices of Culture, a course that emphasizes public speaking, count in Area F for the Anthropology major. We will encourage students to take it through advising. We introduced this course last year, and indicated so in our previous improvement plan. 2. We will address the qualitative comments by continuing to discuss ways of teaching speaking skills in all of our classes by requiring formal presentations in some and by encouraging quiet students to share more in informal settings in class, for example, in small group discussions.

Last year, we proposed to discuss methods in each of our classes. We have done that. We also have more students taking methods classes, since we are now regularly offering a new methods class in linguistic anthropology. We have also succeeded in making our summer field methods classes more viable through a policy that allows flexible enrollment numbers. For this coming year, 1. we are making a program modification that allows students to count methods courses in multiple places in the major requirements, making it possible for students to take more than one methods class for credit in required categories in the major. 2. We plan to continue to teach methods in each of our classes. 3. We will have a faculty book club where we discuss a book that presents a four-fields approach to methods for understanding undocumented migration across the Sonoran Desert. This will make us all more broadly familiar with methods across subdisciplines. 4. We will increase the rigor of the exam question to ensure that students not only know how to list methods, but also to apply them to solving a specific problem. We will do this by breaking the

INSTRUCTIONS		
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)		

	DEPARTMENT:	Anthropology

2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)

	PROGRAM:	**BS Anthropology**	**COURSES**

3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)

4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.

In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced

INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.

REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.

MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.

#	Course
1	ANTH 1100 Faces of Culture
2	ANTH 1101 Voices of Culture
3	ANTH 1102 Introduction to Anthropology
4	ANTH-1105 Introduction to Physical Anthropology
5	ANTH 2001 Introduction to Archaeology
6	ANTH 2002 Introduction to Cultural Anthropology
7	ANTH 2004 Statistical Methods in Anthropology
8	ANTH-3103 Archaeological Laboratory Methods
	ANTH 3104 Survivalists' Toolkit
10	ANTH 3158 Economic Anthropology
11	ANTH 3170 Religion in America: The Shakers and
12	ANTH-3180 Environmental Anthropology
13	ANTH-3186 Anthropology of Gender
14	ANTH 3188 Ethnographic Field Methods
15	ANTH 3200 Directed Research
16	ANTH 3250 Field Methods in Physical Anthropology
17	ANTH 4100 History of Anthropological Thought

"R", or Mastered "M" within the course.			18	ANTH-4102 Archaeological Field Research	
				ANTH 4103 Field Methods in Cultural Resources Management	
			19	ANTH 4105 Environmental Archaeology	
			20	ANTH-4115 North American Archaeology	
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.	**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.		21	ANTH 3110 Human Osteology	
			22	ANTH 4122 Bioarchaeology	
			23	ANTH 4125 Forensic Anthropology	
			24	ANTH 4130 Medical Anthropology	
			25	Cycle in Cross-Cultural	
			26	ANTH 4134 Animals and Culture	
			27	ANTH 4135 Genes and Genomania	
			28	ANTH 4144 Peoples and Cultures of Latin America	
			29	ANTH 3180 Environmental Anthropology: Local-Global Connections	
			30	ANTH 4146 Latin@s in the United States	
			31	Evolution	
			32	ANTH 4155 Peoples and Cultures of Sub-Saharan	
			33	ANTH 4165 Primatology	
			34	ANTH 4170 Myth, Magic and Religion	
			35	ANTH 4175 Culture	
			36	ANTH 4176 Narrative and Storytelling in Ethnography	
			37	ANTH 4181 Cultural Resources Management	
			38	Capstone	
			39	ANTH 4186 Internship	
			40	ANTH 4201 Artifact Analysis	
			41	Ancient Civilizations	
			42	of North America	
			43	Study	
			44	ANTH 4885 Special Topics	
			45	Reading	
			46	Research	

| | | | 47 | ANTH 4175 |
| 48 | | | | |

JLUM MAPPING TEMPLATE

PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4
Demonstrate a broad base of anthropological knowledge	Compare the diversity of cultural practices through time and space	Analyze anthropological topics through oral and written communication	Collect and assess data using anthropological methods
I	I	I	
I	I	I	I
I	I	I	I
I	I	R	R
R	R	R	R
R	R	R	R
	R	R	R
			M
R		M	M
R	R	R	
R	M	M	R
R	R	R	
R	R	R	
R	R	R	M
			M
		M	M
M	R	R	R

			M
			M
M	M	M	R
M	M	M	
		R	M
M	M	M	R
		M	M
M	M	M	R
M	M	M	
M	M	M	R
M	M	M	R
M	M	M	R
M	M	M	R
R	M	M	R
M	M	M	R
M	M	M	R
M	M	M	R
M	M	R	R
M	M	M	
M	M	M	
M	M	M	M
R	R	M	R
M	M	M	M
R	M	M	M
M	M	M	R
M	M	M	R
		M	
R	R	R	
R	R	M	
		M	

M   M   M

PL-SLO 5

I = Introducing

R = Reinforcing

M = Mastery

INSTRUCTIONS		
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	**DEPARTMENT:**	Anthropology
2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)	**PROGRAM:**	**BS Anthropology**

COURSES

	Course
1	ANTH 1100 Faces of Culture
2	ANTH 1101 Voices of Culture
3	ANTH 1102 Introduction to Anthropology
4	ANTH-1105 Introduction to Physical Anthropology
5	ANTH 2001 Introduction to Archaeology
6	ANTH 2002 Introduction to Cultural Anthropology
7	ANTH 2004 Statistical Methods in Anthropology
8	ANTH-3103 Archaeological Laboratory Methods
	ANTH 3104 Survivalists' Toolkit
10	ANTH 3158 Economic Anthropology
11	ANTH 3170 Religion in America: The Shakers and
12	ANTH-3180 Environmental Anthropology
13	ANTH-3186 Anthropology of Gender
14	ANTH 3188 Ethnographic Field Methods
15	ANTH 3200 Directed Research
16	ANTH 3250 Field Methods in Physical Anthropology
17	ANTH 4100 History of Anthropological Thought

Instructions (left column continued):

3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)

4. **Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)**

5. **In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.**

In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced

INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.

REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.

MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.

"R", or Mastered "M" within the course.			18	ANTH-4102 Archaeological Field Research	
				ANTH 4103 Field Methods in Cultural Resources Management	
			19	ANTH 4105 Environmental Archaeology	
			20	ANTH-4115 North American Archaeology	
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.	****Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.**		21	ANTH 3110 Human Osteology	
			22	ANTH 4122 Bioarchaeology	
			23	ANTH 4125 Forensic Anthropology	
			24	ANTH 4130 Medical Anthropology	
			25	Cycle in Cross-Cultural	
			26	ANTH 4134 Animals and Culture	
			27	ANTH 4135 Genes and Genomania	
			28	ANTH 4144 Peoples and Cultures of Latin America	
			29	ANTH 3180 Environmental Anthropology: Local-Global Connections	
			30	ANTH 4146 Latin@s in the United States	
			31	Evolution	
			32	ANTH 4155 Peoples and Cultures of Sub-Saharan	
			33	ANTH 4165 Primatology	
			34	ANTH 4170 Myth, Magic and Religion	
			35	ANTH 4175 Culture	
			36	ANTH 4176 Narrative and Storytelling in Ethnography	
			37	ANTH 4181 Cultural Resources Management	
			38	Capstone	
			39	ANTH 4186 Internship	
			40	ANTH 4201 Artifact Analysis	
			41	Ancient Civilizations	
			42	of North America	
			43	Study	
			44	ANTH 4885 Special Topics	
			45	Reading	
			46	Research	

			47 ANTH 4175
			48

JLUM MAPPING TEMPLATE

PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4
Demonstrate a broad base of anthropological knowledge	Compare the diversity of cultural practices through time and space	Analyze anthropological topics through oral and written communication	Collect and assess data using anthropological methods
I	I	I	
I	I	I	I
I	I	I	I
I	I	R	R
R	R	R	R
R	R	R	R
	R	R	R
			M
R		M	M
R	R	R	
R	M	M	R
R	R	R	
R	R	R	
R	R	R	M
			M
		M	M
M	R	R	R

			M
			M
M	M	M	R
M	M	M	
		R	M
M	M	M	R
		M	M
M	M	M	R
M	M	M	
M	M	M	R
M	M	M	R
M	M	M	R
M	M	M	R
R	M	M	R
M	M	M	R
M	M	M	R
M	M	M	R
M	M	R	R
M	M	M	
M	M	M	
M	M	M	M
R	R	M	R
M	M	M	M
R	M	M	M
M	M	M	R
M	M	M	R
		M	
R	R	R	
R	R	M	
		M	

M   M   M

PL-SLO 5

I = Introducing

R = Reinforcing

M = Mastery

Cultural Heritage Management Certificate

2020-2021 Undergraduate Revise Program Request

Introduction

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

Please TURN ON the help text before starting this proposal by clicking 🛈 **next to the print icon directly above this message.**

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

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

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

Desired Effective Semester * | Fall

Desired Effective Year * | 2020

Program Information

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

Type of Program*
- ⦿ Program
- ◯ Shared Core

If other, please identify.	Certificate

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

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

Program Name
Program Description

Program Name*	Cultural Heritage Management Certificate

Program ID - DO NOT EDIT*	2681

Program Code - DO NOT EDIT	

Program Type*	Certificate

Degree Type*	Certificate

Program Description*	Cultural Heritage Management (CHM) is defined as anthropological, archaeological, and historical research carried out to document, preserve, and protect significant places, properties, and objects of cultural heritage. CHM offers high-quality employment opportunities for Anthropology graduates in the private sector and in federal, state, and local governments. A certificate in CHM will provide students with the specific training necessary to be successful in the field, and will make them more attractive to potential employers. The completion of a certificate program will give students an edge in today's highly competitive labor market. The program includes three areas of concentration—heritage and history, cultural resources management, and management—that offers students the opportunity to receive training in different aspects of the discipline. The training for the certificate program will encourage students to engage in interdisciplinary research and community outreach activities that are consistent with the university's strategic plan.

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Program Location*	Carrollton

Curriculum Information

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click here for a <u>video</u> demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

> **First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the X and proceed.**
> **Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the X and proceed.**

Step 2 - Adding New Courses to the Program

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

> **If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia General Education Requirements."**
> **For courses already in the catalog, click on "Import Course" and find the courses needed.**
> **For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.**

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

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Prospective Curriculum*

Requirements

A. Eligibility

A "Certificate in Cultural Heritage Management" can be completed by either an Anthropology major or a non-Anthropology major who has completed ANTH 1102 Introduction to . Note that any student who has completed or is currently enrolled in ANTH 1102 Introduction to Anthropology.

Prerequisite or co-requisite course (3 credit hours):

ANTH 1102 Introduction to Anthropology

B. Course Requirements (15-18 credit hours)

[Before] Part I: Required Anthropology Courses (Pick Two) (6 credit hours): Students interested in Heritage and History are recommended to take ANTH 2002. Students interested in Cultural Resource Management are recommended to take ANTH 2001 and ANTH 4181.

ANTH 2001 Introduction to Archaeology

ANTH 2002 Introduction to Cultural Anthropology

ANTH 4181 Cultural Resources Management

[Before] Part II: Focus Areas (9-12 credit hours) Choose any three courses below to complete the certificate, or, to concentrate in one area, choose two from the same category. Each of the courses is 3 credit hours unless otherwise marked.

[Before] Heritage and History

ANTH 3170 Religion in America: The Shakers and Other Utopian Societies

ANTH 4144 Peoples and Cultures of Latin America

ANTH 4176 Narrative and Storytelling in Ethnography

ANTH 4885 Special Topics

HIST 4400 Introduction to Public History

HIST 4403 Introduction to Museum Studies

HIST 4405 Introduction to Museum Studies

[Before]Cultural Resource Management

ANTH 4102 Archaeological Field Research

ANTH 4103 Field Methods in Cultural
Resource Management

ANTH 4175 Southeastern Archaeology &
Ethnohistory

ANTH 4201 Artifact Analysis

[Before]Management

ENGL 3405 Professional and Technical
Writing

GEOG 2553 Introduction to GIS and Mapping
Sciences

MGNT 3600 Management

MGNT 3627 Managing Cultural Differences

New Core

New Core

Justification and Assessment

Rationale* The change in this certificate program is to broaden the opportunities for students to include both cultural resource management and heritage management to increase job placement. Including heritage management as an option is a distinct opportunity for undergraduates because certificates in this field are typically limited to graduate programs.

The purpose of this certificate program is to provide the necessary training for a successful career in the fields of heritage management and cultural resource management, which are fields with a projected 10% job growth during 2018-2028 (U.S. Bureau of Labor Statistics, 2019). Providing UWG students with training focused on these fields will help students with this certificate training to capitalize on this job growth and retain positions within this industry.

A summary of the changes:
1. There is one fewer prerequisite course, and we have reduced the overall number of credits from 19 to 15-18 (any number more than 15 would be if they take courses that are 4 credit hours)
2. Students have more choice in their foundation courses (Part I) to allow them to focus on either cultural resource management (archaeology) or cultural heritage management (also includes linguistic and cultural anthropology).
3. Focus areas (Part II) encourage students to concentrate on a topical area of their choosing, reflecting the different career opportunities in the field.
4. The description has been altered to reflect the broader focus of the program.
5. Name change from Cultural Resource Management to Cultural Heritage Management Certificate.

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

SACSCOC Substantive Change

Please review the **Policy Summary and Decision Matrix**
Send questions to **cjenks@westga.edu**

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

| SACSCOC Comments | The reduction in credit hours makes the certificate more in line with other undergraduate certificates at UWG. |

<u>**REQUIRED ATTACHMENTS**</u>

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

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

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

Please download the assessment template from here complete, and upload.

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

| Assessment Plan* | ☐ I have attached the Assessment Plan. |

☑ N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected **and a new proposal will be required.**

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

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

School/ Department - DO NOT EDIT*	Department of Anthropology

Is this a School of Nursing Program?* ○ Yes ● No

Is this a College of Education Program? ○ Yes ● No *

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

Is Senate Review required?* ● Yes ○ No

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

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

Department of Anthropology
Certificate in Cultural Resource Management

Justification

Cultural Resource Management (CRM) is defined as anthropological and archaeological research carried out to document and preserve significant places, properties, and objects of cultural heritage. CRM offers high-quality employment opportunities for Anthropology graduates in the private sector and in federal, state, and local governments. Recent discussions with members of the Georgia Council of Professional Archaeologists, archaeologists for the U.S. Forest Service and National Park Service, archaeologists for private CRM firms, and archaeologists at other academic institutions indicate that employers are very interested in hiring students with knowledge and skills in CRM.

A certificate in CRM will provide students with the specific training necessary to be successful in the field, and will make them more attractive to potential employers. The completion of a certificate program will give our students an edge in today's highly competitive labor market.

The program will include courses in the Anthropology department, courses in other departments that teach skills relevant to CRM, and internship hours in a CRM setting. The training for the certificate program will encourage students to engage in interdisciplinary research and community outreach activities that are consistent with the university's strategic plan.

Program

A. Eligibility

A "Certificate in Cultural Resource Management" can be completed by either an Anthropology major or a non-Anthropology major who has completed the appropriate prerequisite or corequisite courses. Note that any student who completes the certificate program will also earn a minor in Anthropology. Students can formally apply to enroll in the certificate program in the Department of Anthropology.

Prerequisite or corequisite courses (6 credit hours):

- ANTH 1102 Introduction to Anthropology
- ANTH 2001 Introduction to Archaeology

B. Course Requirements (19 credit hours)

- ANTH 4181 Cultural Resources Management (3.00 credits).
- ANTH 4102 Archaeological Field Research (4.00 credits, offered in the Summer semester).
- ANTH 4186 Internship (3.00 credits).
- One additional 4000-level anthropology course relevant to CRM (3.00 credits, see Appendix A).

- One skills course in business, management, or policy (3.00 credits, see Appendix B), or a related course approved by an Anthropology Department faculty advisor.
- One skills course in history, biology, or geosciences (3.00 credits, see Appendix C), or a related course approved by an Anthropology Department faculty advisor.

C. Certification

The Registrar will be notified by the Anthropology Department Chair after a student completes all requirements for the certificate program. Completion will be noted on the student's transcript and the student will be awarded a certificate from the Anthropology Department.

Appendix A.
Anthropology courses relevant to CRM

ANTH 4105 Environmental Archaeology
ANTH 4120 Indians of the Southeastern U.S.
ANTH 4125 Forensic Anthropology
ANTH 4201 Artifact Analysis
ANTH 4202 Rise and Fall of Ancient Civilizations
ANTH 4203 Indigenous Archaeology
ANTH 4885 Special Topics (if subject is relevant to CRM)

Appendix B.
Skills courses in business, management, or policy relevant to CRM

ABED 3100 Business Communication
ACCT 2101 Principles of Accounting
MGNT 3600 Management
MGNT 3630 Environmental Law
MKTG 3803 Principles of Marketing
MKTG 4808 Marketing Research
MKTG 4861 Services Marketing
PLAN 3701 Intro to Urban & Regional Planning
PLAN 3702 Land Use Planning & Controls
PLAN 4722 Environmental Planning
POLS 4209 Environmental Policy

Appendix C.
Skills courses in biology, geosciences, or history relevant to CRM

BIOL 3226 Natural History of Vertebrates
BIOL 3231 Comparative Vertebrate Anatomy
BIOL 3232 Vertebrate Evolution
GEOG 2553 Intro to GIS and Mapping Science
GEOG 3563 Introduction to Remote Sensing
GEOG 4103 Geography of Soils and Water

GEOG 4553 Geographic Information Systems
GEOL 3003 Field Methods
GEOL 3004 Field Geology and Geologic Mapping
GEOL 3043 Optic Mineralogy & Petrography
GEOL 3603 Environmental Geology
GEOL 4003 Geomorphology
GEOL 4014 Geochemistry
GEOL 4033 Stratigraphy and Geochronology
GEOL 4034 Sedimentation and Stratigraphy
MATH 1401 Introduction to Statistics
HIST 4400 Introduction to Public History
HIST 4403 Intro to Museum Studies

Certificate in Cultural Heritage Management (15-18 credit hours*)

Curriculum Map:

Course	Year 1 (even)			Year 2 (odd)		
	Fall	**Spring**	**Summer**	**Fall**	**Spring**	**Summer**
Required Anthropology Courses (pick two)						
ANTH 1102	X	X	X	X	X	X
ANTH 2001	X			X		
ANTH 2002		X			X	
ANTH 4181					X	
Choose any three below to complete the certificate, or, to concentrate in one area, choose two from the same category.						
Area of Concentration 1: Heritage and History (pick two)						
ANTH 3170						
ANTH 4144	X	X	X	X	X	X
ANTH 4176						
ANTH 4885						
HIST 4400		X			X	
HIST 4403						
Area of Concentration 2: Cultural Resource Management (pick two)						
ANTH 4102			X			
ANTH 4103						X
ANTH 4201		X				
ANTH 4175				X		
ANTH 4885						
Area of Concentration 3: Management (pick two)						
ENGL 3405	X	X		X	X	
GEOG 2553	X	X	X	X	X	
MGNT 3600	X	X		X	X	
MGNT 3627	X			X		

CRM Certificate
Proposed Structural Changes
Draft 3 – 1/29/2020

<u>Certificate in Cultural Heritage Management (15-18 credit hours*)</u>

Description:

Cultural Heritage Management (CHM) is defined as anthropological, archaeological, and historical research carried out to document, preserve, and protect significant places, properties, and objects of cultural heritage. CHM offers high-quality employment opportunities for Anthropology graduates in the private sector and in federal, state, and local governments. A certificate in CHM will provide students with the specific training necessary to be successful in the field, and will make them more attractive to potential employers. The completion of a certificate program will give students an edge in today's highly competitive labor market. The program includes three areas of concentration—heritage and history, cultural resources management, and management—that offers students the opportunity to receive training in different aspects of the discipline. The training for the certificate program will encourage students to engage in interdisciplinary research and community outreach activities that are consistent with the university's strategic plan.

Rationale:

The change in this certificate program is to broaden the opportunities for students to include both cultural resource management and heritage management to increase job placement. Including heritage management as an option is a distinct opportunity for undergraduates because certificates in this field are typically limited to graduate programs.

The purpose of this certificate program is to provide the necessary training for a successful career in the fields of heritage management and cultural resource management, which are fields with a projected 10% job growth during 2018-2028 (U.S. Bureau of Labor Statistics, 2019). Providing UWG students with training focused on these fields will help students with this certificate training to capitalize on this job growth and retain positions within this industry.

A summary of the changes:

1. There is one fewer prerequisite course, and we have reduced the overall number of credits from 19 to 15-18 (any number more than 15 would be if they take courses that are 4 credit hours)
2. Students have more choice in their foundation courses (Part I) to allow them to focus on either cultural resource management (archaeology) or cultural heritage management (also includes linguistic and cultural anthropology).
3. Focus areas (Part II) encourage students to concentrate on a topical area of their choosing, reflecting the different career opportunities in the field.
4. The description has been altered to reflect the broader focus of the program.

5. Name change from Cultural Resource Management to Cultural Heritage Management Certificate.

Prerequisite or corequisite courses (3 credit hours):

- ANTH 1102 Introduction to Anthropology

Part I: Required Anthropology Courses (Pick Two) (6 credit hours):
ANTH 2001 – Introduction to Archaeology
ANTH 2002 – Introduction to Cultural Anthropology
ANTH 4181 – Cultural Resource Management

Part II: Focus Areas (9-12 credit hours)
Choose any three courses below to complete the certificate, or, to concentrate in one area, choose two from the same category. Each of the courses is 3 credit hours unless otherwise marked.

Heritage and History
- ANTH 3170 Shakers
- ANTH 4144 Peoples of Latin America
- ANTH 4176 Narrative and Story Telling (4 credit hours)
- ANTH 4885 Special Topics**
- HIST 4400 Introduction to Public History
- HIST 4403 Introduction to Museum Studies

Cultural Resource Management
- ANTH 4102 Archaeological Field Methods (4 credit hours)
- ANTH 4103 Field Methods in Cultural Resource Management (4 credit hours)
- ANTH 4175 Southeastern Archaeology & Ethnohistory
- ANTH 4201 Artifact Analysis
- ANTH 4885 Special Topics**

Management
- GEOG 2553 Introduction to GIS and Mapping Science
- ENGL 3405 Professional and Technical Writing
- MGNT 3600 Management
- MGNT 3627 Managing Cultural Differences

*The certificate will be 18 credit hours if students take three classes worth 4 credit hours in Part II.

**ANTH 4885 Special Topics courses may count towards the certificate with advisor approval.

Curriculum Map:

Course	Year 1 (even)			Year 2 (odd)		
	Fall	Spring	Summer	Fall	Spring	Summer
Required Anthropology Courses (pick two)						
ANTH 1102	X	X	X	X	X	X
ANTH 2001	X			X		
ANTH 2002		X			X	
ANTH 4181					X	
Choose any three below to complete the certificate, or, to concentrate in one area, choose two from the same category.						
Area of Concentration 1: Heritage and History (pick two)						
ANTH 3170						
ANTH 4144	X	X	X	X	X	X
ANTH 4176						
ANTH 4885						
HIST 4400		X			X	
HIST 4403						
Area of Concentration 2: Cultural Resource Management (pick two)						
ANTH 4102			X			
ANTH 4103						X
ANTH 4201		X				
ANTH 4175				X		
ANTH 4885						
Area of Concentration 3: Management (pick two)						
ENGL 3405	X	X		X	X	
GEOG 2553	X	X	X	X	X	
MGNT 3600	X	X		X	X	
MGNT 3627	X			X		

Social Diversity Certificate

2020-2021 Undergraduate Revise Program Request

Introduction

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

Please TURN ON the help text before starting this proposal by clicking ⓘ **next to the print icon directly above this message.**

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

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

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

Desired Effective Semester * | Spring

Desired Effective Year * | 2020

Program Information

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

Type of Program* ⦿ Program
○ Shared Core

If other, please identify.

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

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

Program Name

Program Description

Program Name*	Social Diversity Certificate

Program ID - DO NOT EDIT*	2686

Program Code - DO NOT EDIT	

Program Type*	Certificate

Degree Type*	Certificate

Program Description*	The Social Diversity Certificate is a foundation for understanding the forms, consequences, and impact of diversity in modern society. The certificate facilitates awareness of how cultures vary and shape the human experience. Coursework also evaluates the social benefits of diversity and the individual, interactional, and structural factors that link it to enduring forms of social inequality. This certificate is available to all students, regardless of major. Sociology courses taken to receive this certificate will also count toward the Sociology major or minor.

Status*	⦿ Active-Visible ○ Inactive-Hidden

Program Location*	Carrollton Online

Curriculum Information

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

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

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the ✖ and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the ✖ and proceed.

Step 2 - Adding New Courses to the Program

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

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

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

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

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

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Prospective Curriculum*

Requirements

Students must receive a grade of C or higher in all coursework applied to the certificate.

SOCI 1101 Introductory Sociology

Upper level sociology: 12 hours

List of Upper Level Sociology Courses Approved for Certificate in Social Diversity

SOCI 3603 Sociology of Gender
SOCI 3623 Social Inequality
SOCI 3954 Sociology of Aging
SOCI 4333 Urban Sociology
SOCI 4323 Cultural and Racial Minorities
SOCI 3943 American Class System
SOCI 4543 Deviant and Alternative Behavior
SOCI 4700 Sociology of Emotions
SOCI 3543 Sociology of Religion
SOCI 3293 Sociology of Family
SOCI 3733 Social Psychology: The Sociological Tradition
[After] SOCI 4999 courses approved for this certificate

Total: 15 hours

Justification and Assessment

Rationale* Curriculog won't let us make any other changes to the certificates that we have agreed upon without also adding descriptions. Description for the Social Diversity Certificate is attached. Also attached is a list of the SOCI 4999 courses approved for this certificate.

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

format.

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to [cjenks@westga.edu](#)

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

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

Please download the assessment template from [here](#) complete, and upload.

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

Assessment Plan*   ☐ I have attached the Assessment Plan.
                      ☑ N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being <u>rejected</u> **and a new proposal will be required.**

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

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

School/ Department - DO NOT EDIT*	Department of Sociology

Is this a School of Nursing Program?* ⚪ Yes ⦿ No		**Is this a College of Education Program?** * ⚪ Yes ⦿ No

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

Is Senate Review required?* ⦿ Yes ⚪ No

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

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

Certificate Description:

Social Diversity:
The Social Diversity Certificate is a foundation for understanding the forms, consequences, and impact of diversity in modern society. The certificate facilitates awareness of how cultures vary and shape the human experience. Coursework also evaluates the social benefits of diversity and the individual, interactional, and structural factors that link it to enduring forms of social inequality. This certificate is available to all students, regardless of major. Sociology courses taken to receive this certificate will also count toward the Sociology major or minor.

Course Number	Course Title	Number of Semsters Taught	Proposed Certificate
4999	Sociology of Sexualities		Social Diversity
4999	Sociology of Education		Social Diversity
4999	Women and Aging	2	Social Diversity
4999	Sociology of Leadership	5	Social Diversity
4999	Black Masculinity	1	Social Diversity
4999	Interestions of Race & Sex	3	Social Diversity
4999	Pop Music & Society	2	Social Diversity
4999	Sociology of Immigration	1	Social Diversity

Undergraduate Certificates in Sociology
Checklist
Effective Fall 2019

Please print:
  Name: _____ 917 _____
  Mailing _____
  Address: _____

Certificates of specialization are available to Sociology majors and minors. Non-Sociology majors who complete a certificate program will also be awarded a minor in sociology. Each certificate requires 15 hours in specific courses. SOCI 1101 is required of all the certificates. Courses taken to receive a certificate also count toward the sociology major and toward additional certificates. The certificate programs and the courses that can be taken to fulfill the requirements are below. Students are responsible for keeping track of this checklist. When the requirement/s are complete, return this checklist to your Academic Advisor. The certificate/s will be mailed to the address shown above after graduation.

Certificate in Social Science Research Skills

	Term	Grade	Notes
SOCI 1101 and 12 hours of the following courses:			
SOCI 3001 Communicating Sociology			
SOCI 4000 Research Methodology			
SOCI 4003 Applied Statistics for Sociology			
SOCI 4015 Analyzing and Visualizing Data			
SOCI 4373 Visual Sociology			
SOCI 4613 Qualitative Research Methods			
SOCI 4999 courses approved for this certificate.			

Term Certificate was completed: _____

Certificate in Social Services

	Term	Grade	Notes
SOCI 1101 and 12 hours of the following courses:			
SOCI 3134 Intro to Social Work and Social Welfare			
SOCI 3293 Sociology of Family			
SOCI 3733 Social Psychology: The Soci Tradition			
SOCI 3804 Death, Grief, and Caring			
SOCI 3954 Sociology of Aging			
SOCI 4300 Housing and Homelessness			
SOCI 4386 Internship			
SOCI 4440 Medical Sociology			
SOCI 4441 Sociology of Mental Health			
SOCI 4445 Sociology of Youth			
SOCI 4734 Social Work Skills			
SOCI 4915 Violence Against Women			
SOCI 4999 Chronic Illness & Disability			
SOCI 4999 Global Families			
SOCI 4999 Sociology of Women's Health			
SOCI 4999 courses approved for this certificate.			

Term Certificate was completed: _____

Undergraduate Certificates in Sociology Checklist Page 1 of 2
Sociology Department Share/Certificates/certificates checklist
139/766

Certificate in Global and Comparative Studies

	Term	Grade	Notes
SOCI 1101 and 12 hours of the following courses:			
SOCI 3283 Globalization			
SOCI 3543 Sociology of Religion			
SOCI 3743 Social Movements			
SOCI 4325 Social Change in the Middle East			
SOCI 4333 Urban Sociology			
SOCI 4803 Environmental Sociology			
SOCI 4999 Global Families			
SOCI 4999 Globalization and Women			
SOCI 4999 Religion and Social Global Problems			
SOCI 4999 Sociology of Education			
SOCI 4999 Sociology of Global Development			
SOCI 4999 Sociology of Global Health			
SOCI 4999 Sociology of Human Rights			
SOCI 4999 Sociology of Immigration			
SOCI 4999 Sociology of Terrorism			
SOCI 4999 Sociology of War			
SOCI 4999 courses approved for this certificate.			

Term Certificate was completed: _____

Certificate in Social Diversity

	Term	Grade	Notes
SOCI 1101 and 12 hours of the following courses:			
SOCI 3293 Sociology of Family			
SOCI 3543 Sociology of Religion			
SOCI 3603 Sociology of Gender			
SOCI 3623 Social Inequality			
SOCI 3733 Social Psychology: The Soci Tradition			
SOCI 3943 American Class Systems			
SOCI 3954 Sociology of Aging			
SOCI 4323 Cultural and Racial Minorities			
SOCI 4333 Urban Sociology			
SOCI 4543 Deviant and Alternative Behavior			
SOCI 4700 Sociology of Emotions			
SOCI 4999 Black Masculinity			
SOCI 4999 Intersections of Race and Sex			
SOCI 4999 Pop Music & Society			
SOCI 4999 Sociology of Education			
SOCI 4999 Sociology of Immigration			
SOCI 4999 Sociology of Leadership			
SOCI 4999 Sociology of Sexualities			
SOCI 4999 Women and Aging			
SOCI 4999 courses approved for this certificate.			

Term Certificate was completed: _____

Undergraduate Certificates in Sociology Checklist Page 2 of 2
Sociology Department Share/Certificates/certificates checklist
140/766

CURRICULUM MAPPING TEMPLATE

INSTRUCTIONS

1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)

2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)

3. Under the "Courses" Column, list out the individual

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.

MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and

| DEPARTMENT: | Sociology |
| PROGRAM: | BS Sociology |

COURSES	PL-SLO 1 Be able to communicate (orally and in writing) how sociology contributes to an understanding of social reality	PL-SLO 2 Understand the theoretical and methodological approaches to description and interpretation	PL-SLO 4 Understand the reciprocal relationship between the individual and society	PL-SLO 5 Understand the diversity of American society	PL-SLO 6 Demonstrate an ability to think critically
SOCI 1101		I	I	I	I
SOCI 3293					R
SOCI 3543			R	R	R
SOCI 3603				R	
SOCI 3623		R (A)		R	R
SOCI 3733					R
SOCI 3943					
SOCI 3954					
SOCI 4323	R			R (A)	
SOCI 4333	R				R
SOCI 4543	R				R
SOCI 4700	R				
SOCI 4999: Black Masculinity				R	
SOCI 4999 Intersections of Race and Sex				R	
SOCI 4999 Pop Music & Society		R			
SOCI 4999 Sociology of Education		R			
SOCI 4999 Sociology of Immigration				R	
SOCI 4999 Sociology of Leadership		R			R
SOCI 4999 Sociology of Sexualities				R	
SOCI 4999 Women and Aging				R	

Addendum II

Master of Fine Arts with a Major in Visual Art

2020-2021 Graduate New Program Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking ⓘ next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester* Fall

Desired Effective Year* 2021

Program Information

Program Name* Master of Fine Arts with a Major in Visual Art

Degree Type* Master of Fine Arts

Program Description* University of West Georgia's Master of Fine Arts with a Major in Visual Art is a graduate level studio intensive curriculum leading to the terminal degree in visual arts. While focused on advanced developments in studio research, professional practices, studio skill-sets and pedagogy, the program is centered on each graduate student's individualized approach. The University of West Georgia's (UWG) Master of Fine Arts (MFA) with a Major in Visual Arts program is committed to fostering an environment for artistic innovation, professional growth and individual development. We are committed to cross-disciplinary trends and creative approaches within the visual arts. We embrace, encourage and support the development of each individual graduate's visual language, professional goals and studio practice. Graduates may select to blur the lines between practices or follow a more traditional track. Our program takes into consideration the individual graduate's creative practice and professional objectives as part of their individualized program design. This assists to formulate a specific and individualized graduate experience, which optimizes opportunities and professional development. As such, we are equally committed to supporting the advancement of each individual graduate student's studio practices and professional goals, regardless of their intended professional pursuits (higher education, full-time studio practice, entrepreneurial artist, or within various professional careers normally unassociated to those of the traditional art fields).
Our vision is to provide a unique intimate program for graduates to advance their overall creative development, practical professional skills, studio and professional practices in order to assist them as emerging professional leaders within their area(s) of specialization ready to contribute to Georgia's creative industry and beyond.

Program Location*

> Carrollton

Status* ◉ Active-Visible ◯ Inactive-Hidden

How will the proposed program be delivered?* ☑ Face-to-Face

☐ Online Only

☐ Hybrid

Curriculum Information

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

Type of Program* ◉ Program

◯ Shared Core

PROGRAM CURRICULUM

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

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

Step 1 - Adding Courses to the Program

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

      If this new program proposal includes the UWG Undergraduate General Education Curriculum, scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia General Education Requirements."
      For courses already in the catalog, click on "Import Course" and find the courses needed. You can select multiple courses at one time.
      For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number, and Course Title.

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

Step 2 - Adding Courses to the Curriculum Schema

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

Prospective Curriculum*

MFA Departmental Requirements: 6 Credit Hours

The following courses must be taken by all MFA graduate students in order to complete the MFA-Visual Art degree program, additionally students must complete half of their total credit hours at the ART 6XXX level or higher as outlined by the Department of Art. 1 credit hour of ART 6001 (Professional Practices and Pedagogy I) taken each semester during the graduate student's first year. 1 credit hour of ART 6002 (Professional Practices and Pedagogy II) taken each semester during the graduate student's last year. ART 6078 (Graduate Mid-Program Review) will typically be required during the graduate student's 2nd year for 0 credit hours. ART 7099 (Graduate Thesis/Exhibition) is a 2 credit hour course completed during the final semester prior to graduating.

ART 6078 Graduate Mid-Program Review

ART 7099 Graduate Thesis/Exhibition

ART 6001 Professional Practices and Pedagogy I

ART 6002 Professional Practices and Pedagogy II

MFA Academic Requirements: 9 Credit Hours

3 credit hours are required in graduate art history with 6 hours required for graduate level academic electives (which may include art history or other academic related courses based upon the individual graduate program plan).

ART 5200 The Art of Greece and Rome

ART 5201 History of Non-Western Art

ART 5202 Early Christian, Byzantine and Medieval Art

ART 5204 Art of the Renaissance

ART 5206 Art of the 17th and 18th Centuries in Europe and America

ART 5207 Art of the 19th Century

ART 5208 Art of the 20th and 21st Centuries

ART 5210 American Art

ART 5215 Art of the African Diaspora

ART 5220 Museum Seminar

ART 5285 Special Topics in Art History

ART 5290 Modernist Criticism

ART 6210 Critical Approaches to Modern/Contemporary Art

MFA Studio Specialization Requirements: 36 Credit Hours

Based upon the individual graduate program plan and specialization, graduates will need to complete 36 credit hours within the graduate student's selected studio specialization. Therefore all graduate studio courses may be eligible to fulfill these requirements, but are determined by the individual graduate student's specialization and program plan.

ART 5000 Graduate Drawing
ART 5005 Graduate Life Drawing
ART 5151 Graduate Studio Practices Abroad (Destination of Travel)
ART 5305 Graduate Ceramics
ART 5605 Graduate Painting
ART 5705 Graduate Photography
ART 5805 Graduate Printmaking
ART 5985 Special Topics
ART 6086 Graduate Internship
ART 6000 Advanced Graduate Drawing
ART 6005 Advanced Graduate Life Drawing
ART 6305 Advanced Graduate Ceramics
ART 6605 Advanced Graduate Painting
ART 6705 Advanced Graduate Photography
ART 6805 Advanced Graduate Printmaking
ART 6905 Advanced Graduate Sculpture

MFA Studio Elective Requirements: 9 credit hours

Based upon the individual graduate program plan and specialization, graduates will need to complete 9 credit hours within the graduate student studio electives. Therefore all graduate studio courses may be eligible to fulfill these requirements, but are determined by the individual graduate student's specialization and program plan.

ART 5000 Graduate Drawing
ART 5005 Graduate Life Drawing
ART 5151 Graduate Studio Practices Abroad (Destination of Travel)
ART 5305 Graduate Ceramics
ART 5605 Graduate Painting
ART 5705 Graduate Photography
ART 5805 Graduate Printmaking
ART 5905 Graduate Sculpture
ART 5985 Special Topics
ART 6086 Graduate Internship
ART 6000 Advanced Graduate Drawing
ART 6005 Advanced Graduate Life Drawing
ART 6305 Advanced Graduate Ceramics
ART 6605 Advanced Graduate Painting
ART 6705 Advanced Graduate Photography
ART 6805 Advanced Graduate Printmaking
ART 6905 Advanced Graduate Sculpture

New Core

Justification and Assessment

Rationale* As a comprehensive university, the University of West Georgia's Department of Art seeks to implement a Master of Fine Arts degree
program with a Major in Visual Art to prepare graduates for professional practices within visual art and related fields. This will be achieved by providing advanced training within visual art disciplines and professional practices as well as pedagogy practices through guided teaching opportunities. The program focuses on student directed goals and self-assessment to assist in addressing the individual students needs and objectives to develop skills through experiential opportunities in both teaching and studio practices, which prepare and groom artists and cultural leaders of tomorrow. This terminal degree program will assist to prepare future Georgians who are versed in their discipline and practices and are prepared to contribute to the overall growth of the state, whether it is within related professional practices, and/or faculty/teaching positions or working within other non-associated fields, which they can apply both skill sets and abilities gained. The MFA program will support UWG's and the University System of Georgia's strategic goal to expand graduate level program offerings in an effort to meet current and future state needs. Currently, there are only three MFA degree programs in the area of visual arts in the state: two within the Tier 1, UGA and Georgia State University, and one program within Tier 2 (Comprehensive institution tier group) offered by Georgia Southern University. UWG's proposed MFA program will provide additional opportunities for Georgia residents by assisting visual arts graduates to enhance their professional abilities and skill-sets, better preparing them to meet the State's future workforce needs, comparable to those identified in the "Governor's High Demand Career Initiative Report". Additionally, it will fill a niche within Tier 2 degree offerings for Georgia due to the distance separating UWG and Georgia Southern University and the affordability UWG currently provides within the state. Furthermore, a UWG MFA program will primarily serve Georgia's western region and will attract attention (albeit small) from students in Alabama as well as those from other states (regional and national). The UWG MFA program will assist in meeting the needs of a growing state population, which the Atlanta Regional Commission forecasts will increase by over 2.5 million in the twenty county regions around Atlanta alone by 2040. Additionally, the proposed MFA program will meet the needs of a flourishing arts industry, which contributes over 31,000 jobs and $1.3 billion in revenue and an overall Economic impact of $2.2 Billion and is further expanded as part of the total creative economy, which contributes to over 200,000 Georgians employed or 5% of the total state employment and $12.1 billion in overall earnings and an overall creative economy of $62.5 billion as reported by the Georgia Council for the Arts and the Economic Census and Non-employer statistics, 2012.

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

The UWG Master of Fine Arts with a Major in Visual Art prepares future leaders within the arts and creative industries by assisting emergent artists in their development of advanced professional competence, technical abilities and disciplinary knowledge, within a studio practice. The graduate's advanced professional competencies, developments and abilities are then demonstrated through the execution and presentation of a significant body of works. Graduates are expected to demonstrate their potential to contribute to the advancement and expansion of their respective field/practice. MFA graduate students are expected to demonstrate a breadth of understanding within studio area(s) and appropriately related disciplines while they explore individual ideas, which integrate and synthesize information associated with the evolution of their specialized professional practice. Graduates will demonstrate awareness of current issues influencing their principal field(s) of study. Graduates will develop and demonstrate advanced capabilities with the technologies associated to the creation, dissemination, documentation, and preservation of their works and specialization. By gaining basic knowledge of bibliographic and/or informational resources and the analyses associated with works of art, graduates will then be expected to demonstrate clear writing and speaking skills in an effort to effectively communicate within arts communities, the broader public, and in both formal or informal teaching situations.

Candidates for the MFA degree must:

o   **Demonstrate a breadth of understanding in art and appropriately related disciplines, with the ability to think and work independently.**

o   **Demonstrate depth of knowledge and the ability to integrate and synthesize information, while gaining professional competencies within the graduate student's studio specialization.**

o   **Demonstrate knowledge of contemporary issues and developments influencing the graduate student's studio specialization and appropriately related disciplines.**

o   **Demonstrate the ability and clear potential to contribute to the expansion and evolution of the graduate student's studio specialization.**

o   **Demonstrate advanced capabilities in technologies utilized in the creation, presentation and preservation of studio works common to the graduate student's studio specialization.**

o   **Demonstrate strong communication skills, as evident in clear writing and speaking proficiencies that facilitate the graduate student's preparedness as a potential leader within various arts communities, the broader public, and in both formal or informal teaching situations.**

A final body of work (Thesis Exhibition) showcasing professional competence in the graduate students individualized specialization is required. The Thesis Exhibition may be supported by a written document as defined by the candidate in collaboration with the candidate's Thesis Committee; however, such a document in itself may not constitute the final body of work or satisfy the thesis requirement. Individual learning outcomes pertaining to the specified courses reflect and support the overarching MFA program objectives. In order to maintain compliance with national standards and the Department of Art mission, the Department will regularly assess programs and courses to assure learning objectives and program outcomes stay relevant and in line with national standards.

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking [+] **in the top right corner.**

1.) USGBOR One Step Proposal

2.) Program Map and/or Program Sheet

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

3.) Assessment Plan

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

Please download the assessment template from [here](#) complete, and upload.

4.) Curriculum Map Assessment

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

Check all that apply to this program*	☐ Significant departure from previously approved programs
	☐ New instructional site at which more than 50% of program is offered
	☑ None of these apply

SACSCOC Comments	The Master of Fine Arts program is a new proposed Graduate Program at the University of West Georgia.

Program Map*	☑ I have attached the Program Map.

USGBOR One Step Proposal*	☑ I have attached the USGBOR One Step Proposal.
	☐ N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).

Assessment Plan*	☑ I have attached the Assessment Plan.
	☐ N/A - Assessment Plan is not required (minor is a part of an existing major).

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being <u>**rejected**</u> **and a new proposal will be required.**

Please refer to this document for additional information: <u>UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs</u>**.**

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

School/ Department*	College of Arts and Humanities	Department of Art

Is this a School of Nursing Program?*	◯ Yes ⦿ No

Is this a College of Education Program? *	◯ Yes ⦿ No

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

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

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Institution: University of West Georgia

Date Completed at the Institution:

Name of Proposed Program/Inscription: Master of Fine Arts

Degree: Master of Fine Arts

Major: Visual Art

CIP Code: 50.0702 (Fine/Studio Arts, General)
Anticipated Implementation Date: Spring 2021

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

On-campus, face-to-face only	X
Off-campus location, face-to-face only (specify the location):	
Online Only	
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 Arts and Humanities (COAH)

Department: Art

Departmental Contact: Mr. Kevin Shunn

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:

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM   **Page 1 of 172**

152/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

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

As a comprehensive university, the University of West Georgia's Department of Art seeks to implement a Master of Fine Arts (MFA) degree program with a Major in Visual Art to prepare graduates for professional practices within visual art and related fields. This will be achieved by providing advanced training within visual art disciplines and professional practices as well as pedagogy practices through guided teaching opportunities. The program focuses on student-directed goals and self-assessment to assist in addressing the individual students needs and objectives to develop skills through experiential opportunities in both teaching and studio practices, which prepare and groom artists and cultural leaders of tomorrow. This terminal degree program will assist to prepare future Georgians who are versed in their discipline and practices and are prepared to contribute to the overall growth of the state, whether it is within related professional practices, and/or faculty/teaching positions or working within other non-associated fields, which they can apply both skill sets and abilities gained. The MFA program will support UWG's and the University System of Georgia's strategic goal to expand graduate level program offerings in an effort to meet current and future state needs (see Appendix 4).

Currently, there are only three MFA degree programs in the state: two within the Tier 1, UGA and Georgia State University, and one program within Tier 2 (Comprehensive institution tier group) offered by Georgia Southern University. UWG's proposed MFA will provide additional opportunities for Georgia residents by assisting visual arts graduates to enhance their professional abilities and skill-sets, better preparing them to meet the State's future workforce needs, comparable to those identified in the "Governor's High Demand Career Initiative Report" (see Appendix 2). Additionally, it will fill a niche within degree offerings for Georgia's Tier 2 (Comprehensive) institutions due to the distance separating UWG and Georgia Southern University and the affordability UWG currently provides within the state. Furthermore, UWG's MFA program, will primarily serve the West Georgia region Georgia; however, it will also assist to attract select attention from students in Alabama and other states (regional and national).

The MFA program at UWG, will assist in meeting the needs of a growing state population, which the Atlanta Regional Commission forecasts will increase by over 2.5 million in the twenty-county regions around Atlanta alone by 2040 (see Appendix 7). Additionally, the proposed MFA program will meet the needs of a flourishing arts industry, which contributes over *31,000 jobs and $1.3 billion in revenue and an overall Economic impact of $2.2 Billion and is further expanded as part of the total creative economy, which* contributes to over *200,000 Georgians employed or 5% of the total state employment and $12.1 billion in overall earnings and an overall creative economy of $62.5 billion as reported by the Georgia Council for the Arts and the Economic Census and Non-employer statistics, 2012* (see Appendix 1).

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.

Mission Fit:

UWG's MFA graduate program fits squarely with UWG's vision and mission to be the best comprehensive university in America - sought after as the best place to work, learn and succeed! As such, the MFA program is student-centered, focused on offering a high-quality graduate experience and enabling graduate students to realize their full potential through professional development and academic engagement, which further contributes to UWG's commitment to

One-Step Academic Program Proposal/Approval Form   Page 2 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

153/766

academic excellence. In researching current disciplinary trends, the program's approach is student focused, where the student develops an individualized degree plan in consultation with their Graduate Director and Art faculty supporting either a traditional or cross-disciplinary studio arts approach (see Appendix 3). Additionally, the program strives to address the unique needs of visual art graduates regarding both professional studio and pedagogical practices. The MFA degree combines the core values of liberal arts education with critical professional preparations. As such, it is aligned with the University's Strategic Imperatives #1, #2 and #3 and the LEAP initiative. (see Appendix 4 and Appendix 6).

SI1. Student Success is supported through the high-impact practices intrinsic to all visual arts disciplines and professional development, which in turn fosters its own learning environment and culture. Nurturing the development of the whole student through active engagement and experiences that enhance their personal growth and professional development. Furthermore, the graduate's success is supported through direct experiential learning opportunities and comprehensive career development within the visual arts professional practices, which are designed as integral components within the degree. The MFA degree program will contribute to the vibrancy of campus cultural life by adding new and continuing programming associated to a graduate experience within the arts, thereby bringing high-quality experiences out-of-class and open to all UWG students.

SI2. Academic Success is supported through a graduate program that is grounded in liberal arts and professional preparation with the capacity to transform individuals and communities within the region, state, and beyond. This graduate program's focus is on innovative and effective practices wherein graduate students are guided through an individualized model of academic development, allowing for collaboration and innovation. The very nature of the MFA program is to be engaged and entrenched in high-impact experiential learning activities facilitated by professional experiences and opportunities such as: service-learning, practicum, study abroad, creative research, exhibitions, and many other creative/professional activities. The MFA degree further advances and supports recognition of scholarship, creative research and activities, which improve teaching and learning through engagement, problem solving, creativity and knowledge. This MFA program additionally complements our current undergraduate degree programs and further facilitates our overall retention of high-quality students and faculty from diverse backgrounds who demonstrate a commitment and contribute to UWG's mission, vision and values.

SI3. Successful Partnerships: Building Engaged, Mutually Beneficial Collaborations is supported through cultivating new partnerships, opportunities, and ongoing collaborations with various partners in the west Georgia region, specifically within Carrollton and Newnan arts organizations. The collaboration provides ongoing discussions and develops cooperative programming related to visual arts, which benefit both UWG and its partners to improve our communities overall. (see Appendix 11) The MFA program will also serve as a highlight to expand community awareness, visibility, and support UWG creative disciplines, activities and accomplishments demonstrated through required graduate exhibitions and presentations that engage our community. The Department of Art acknowledges the important role art can demonstrate and serve within a community. As such, the MFA curriculum is developed to enhance the students' experience and commitment to service-learning, which further aligns with university goals. At its core, the program emphasizes personal growth, professional development and community engagement by preparing learning situations for graduates to recognize the value art brings to support higher education's role in contributing to the social good and fostering civic responsibility. The program further aligns with the current values and stated goals to achieve a

One-Step Academic Program Proposal/Approval Form   Page 3 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

154/766

community engaged institution as defined and recognized by the Carnegie Foundation for the Advancement of Teaching. (see Appendix 5).

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

UWG's MFA program is a graduate level studio intensive curriculum leading to the terminal degree in visual art. While focused on advanced developments in studio research, professional practices, studio skill-sets and pedagogy, the program is centered on each graduate student's individualized approach. UWG's MFA program is committed to fostering an environment for artistic innovation, professional growth and individual development. We are committed creative approaches within the visual arts and promote cross-disciplinary exploration. We embrace, encourage and support the development of each individual graduate's visual language, professional goals and studio practice. Graduates may select to blur the lines between practices or follow a more traditional track. Our program takes into consideration the individual graduate's creative practice and professional objectives as part of their individualized program design. This assists to formulate a specific and individualized graduate experience, which optimizes opportunities and professional development. As such, we are equally committed to supporting the advancement of each individual graduate student's studio practices and professional goals, regardless of their intended professional pursuits (higher education, full-time studio practice, entrepreneurial artist, or within various professional careers not normally associated with traditional field of art).

Our vision is to provide a unique and intimate program for graduates to advance their overall creative development, practical professional skills, studio and professional practices in order to assist them as emerging professional leaders within their area(s) of specialization ready to contribute to Georgia's creative industry and beyond.

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.)

Through the development of an MFA, the University of West Georgia, in accordance with its strategic plan as well as the University System of Georgia's initiative of increasing graduate degree offerings, would expand its curricular programming to students by offering the terminal degree in Visual Art. The University of West Georgia enjoys the reputation of being one of the most affordable degree offerings in the University System. Coupled with the cost of living in rural West Georgia, the proposed program facilitates meeting the University System of Georgia's Strategic Imperatives relating to access, affordability, economic development, graduate research, entrepreneurship, enterprise and the expansion of regional, national, and international education. By supporting the University System of Georgia's mission, the proposed program supports the strategic plan of the University of West Georgia (see Appendix 4). The program is embedded in the core principles of LEAP, Liberal Education and America's Promise, which highlights the importance of a liberal arts education focused on personalized student-centered and experiential learning experiences (see Appendix 6). Additionally, the program builds into its core curriculum a component fulfilling both the Department of Art's commitment to community engagement, which in

One-Step Academic Program Proposal/Approval Form   Page 4 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

155/766

turn supports the University's stated goal of receiving a Carnegie Foundation designation in community engagement through experiential learning (see Appendix 5).

In further alignment with the University's Strategic Plan, the students graduating from the MFA program will address multiple needs designated in the Georgia Governor's High Demand Career Initiative report (see Appendix 2). Through developing hard and soft skills in the MFA program, graduates are ready to take advantage of the current positions listed in HDCI report and are uniquely suited to maximize the opportunities found in the entrepreneurial fields of Georgia's creative economy. MFA graduates will possess the skills to directly impact the needs identified in the HDCI to include craftsmen; welders, 3D printing, fabricators; artists: background artists, drawing and sketch artists; design: film set designers, costume designers, computer aided designers (CAD); animation: flash animators, or storyboard artists. Additionally, MFA candidates will acquire the expertise necessary for a variety of positions found in the fields of film, theatre, video game design, architecture and beyond. The report cites the need for the current and projected work force's ability to connect different subjects, possess communication skills, think critically, and be intellectually curious, all skills needed to succeed in the workforce. All of these skills are identified by the HDCI as critical for Georgia's current and growing economy, and are all skill-sets the MFA degree program is built to hone.

In addition to the careers identified by the HDCI, UWG MFA graduates will be positioned to enter the postsecondary teaching field, an industry the Bureau of Labor and Statistics forecasts to grow by 15 percent from 2016 to 2026, a rate much faster than the average for all occupations. Considering the Atlanta Regional Commission's projected population growth of 2.5 million people by 2040 (for the 20 counties surrounding Atlanta), coupled with 5 percent of Georgia's workforce (200,000 plus employees) being a part of the Creative Economy, UWG Department of Art is poised to offer the MFA with a Major in Visual Art to educate future leaders in the visual arts and fill the growing needs in Georgia's Creative Economy (see Appendix 7).

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.)

There are a number of factors that indicate a rising demand for an additional MFA program within the University System of Georgia. One indicator is related to UWG Department of Art's undergraduate population of over 300 majors pursuing Bachelor of Art and Bachelor of Fine Arts degrees. When surveyed, the students responded with an overwhelming 95% interest and support of the development of a Master of Fine Arts program. (see Appendix 8). Another indicator is the status of the Georgia's creative arts industries, representing a combined $37 billion in revenue, including 200,000 Georgians employed with over $12.1 billion in earnings, and as part of the $62.5 billion total creative economic impact for the state. The creative industries of Georgia also represent about 5 percent of all employment and 4 percent of all businesses within the state. (see Appendix 1). When examining the projected growth of Atlanta Metro and the surrounding areas through West Georgia, the population is expected to expand by over 2.5 million people by 2040. Within UWG's home location of Carroll County and the surrounding counties, projections estimate 200,000 growth in population during the same period of time (see Appendix 7). Considering this data, we believe a projected increase of 75,000 jobs will be added to the creative industries as part of a projected 1.5 million additional jobs for the Metro Atlanta area alone. Even with an estimated one percent of these requiring advanced level degrees, there would be an assumed need for graduates with advanced degrees to fill positions in at least 750 potentially new arts-related jobs.

One-Step Academic Program Proposal/Approval Form   Page 5 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

156/766

The skills highlighted and honed through the proposed MFA, would prepare the graduates for a large range of employment opportunities upon graduation, many of which are highlighted by the Governor's *High Demand Career Initiative* report. The skills and attributes cited in the report as being in demand by Georgia's industries include "Communication", "Critical Thinking", "Intellectual Curiosity", "Team-Work", and "Work Ethic"; all of which are skills and attributes required for and developed through an MFA program. A few examples of the positions spotlighted in the Governor's report are artists, painters, welders and mold makers, all roles being sought in Georgia's industries of film, video gaming, and arts and cultural sectors, as well as a range of other professions (see Appendix 2). Additionally, the MFA being the terminal degree in the arts, qualifies the MFA graduates to teach at the post-secondary level, a field forecasted to grow by the Bureau of Labor and Statistics by 15 percent from 2016 to 2026 (see Appendix 9). The creative practices forged within an MFA will assist to further ignite the entrepreneurial spirit needed to advance Georgia's creative industries. Another example highlighting the correlation between creative entrepreneurialism and economic development found in the report "*Leveraging Public Investment in the Arts: The Role of Arts-based Economic Development Strategies in Georgia Communities*", outlines the benefits of civic and cultural partnerships, partnerships that boost and revitalizes a community's flagging economy. The report highlights seven case studies of Georgia communities which saw growth in their local economies through cultural partnerships and enhancements, concluding that art is "a serious component of economic development strategies in communities throughout the state" (see Appendix 9). As the only Comprehensive University in the western part of the state, the UWG MFA would assist to meet the industry needs and demands of the region and beyond. The program would open opportunities and options while reducing barriers for potential graduate students looking to acquire a terminal degree in studio arts from a student-centered, comprehensive university within USG. These MFA candidates would graduate prepared to contribute to the creative capital of Georgia, Alabama, and beyond building on the economic and cultural future of the southeast.

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.

Currently, there are no Master of Fine Arts programs in the western region of Georgia. Georgia Southern University is the only member of the comprehensive universities within USG to offer an MFA in Art program, which being located in Statesboro makes it over four hours or 258 miles away from the University of West Georgia. The University of Georgia and Georgia State University both offer Master of Fine Arts in Art degree programs; however, both are research universities with separate specific missions and objectives. The student populations differ from those of USG's comprehensive universities. UWG requests approval of the proposed MFA to assist in expanding graduate opportunities for residents in Georgia and Alabama and beyond who seek to gain advanced studies in studio art and improve their career opportunities both within the state and around the region. While our peers offer outstanding programs, given the projected state population growth over the next ten years, which predicts an expected increase in the Atlanta area and within our region of well over 2.5 million (see Appendix 7) and the needs created by Georgia's Creative Economy (see Appendix 1) there will still remain a shortage of Georgians educated and prepared to fill future potential jobs. The proposed UWG MFA will broaden opportunities to gain

One-Step Academic Program Proposal/Approval Form   Page 6 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

157/766

said abilities and assist in providing professionals capable and ready to contribute at the local, regional and state levels of Georgia's creative economy and beyond. Thus, while there are other institutions within the state who offer an MFA, given projected state population growth, anticipated job market and expected creative economic needs, in addition to our mission, scope, and location, the proposed curriculum for the UWG MFA program not only helps to fill a niche currently needed it will assist to meet future needs of a flourishing Georgia.

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.
UWG MFA Academic Forecast was previously submitted.

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

MFA with a Major in Visual Art Program Admissions Criteria
The MFA provides a professional development experience culminating in the terminal degree within visual art practices. Our focus is on the development of the individual's approach to creating works of art. Graduates can cross disciplines or focus on specific areas within ceramics, painting, photography, printmaking and sculpture. Graduates will develop sound professional and pedagogy practices within their field of choice, while advancing their knowledge and skill-sets. As such the MFA program is a highly competitive program and accepts a limited number of students annually.

Graduate School Admittance:
- All Graduate applicants must complete the online Graduate Application. A one-time application fee of $40 is required.
- Applicants should also review the Graduate Studies website for individual program specific requirements and the tasks that must be completed prior to admission. See MFA Graduate Application information below.
- International Graduate students are subject to additional requirements and application deadlines.
  o An international Graduate student is a student on a J-1 or F-1 visa who is not a citizen of, a permanent resident of, or a refugee in the United States of America.
  o All international Graduate students must meet UWG's English Proficiency requirement. For international students whose first language is English, a waiver can be applied for based on their performance completion of degree taught in the English language from an English–based Educational system (USA, Canada, UK, Australia, etc.). While UWG as many options for proof of proficiency most common are TOEFL (Test of English as a Foreign Language) and IELTS (International English Language Testing System)

One-Step Academic Program Proposal/Approval Form   Page 7 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

158/766

- ▪ UWG's minimum proficiency scores TOEFL (69) and IELTS (6.0)
- Official transcripts from regionally or nationally accredited institution are required and should be sent directly to the UWG Graduate Admissions Office.
  - o Submit official transcripts from each college or university you have attended.
  - o Foreign Credential Evaluation for all courses work that is not awarded by a recognized institution holding United States accreditation. The evaluation service utilized must belong to the National Association of Credential Evaluation Services (NACES), such as the World Education Services (WES), or Josef Silny and Associates. All evaluations must be course by course, with GPA conversion.
- Verification of Lawful Presence:
  - o Students who want to qualify for instate tuition rates must verify their lawful presence in Georgia. See information about verification of Lawful Presence for instructions on verifying lawful presence.
  - o Because online students pay eTuition rates, which are neither in-state or out-of-state, they are not required to verify lawful presence.
- Proof of Immunization:
  - o After the students is admitted, they will be required to show proof of immunization. Send your Certificate of Immunization to:

      Office of student Health Services
      University of West Georgia
      Carrollton GA 30118-4700

  - o This is a Georgia Board of Regents policy; however, there is one exception. If the student will never travel to a UWG campus or sites, you may apply for an Immunization Exemption. Contact the Immunization Clerk with your request by calling Health Services at 678-839-6452.

Department of Art Admission Requirements:

In addition to meeting UWG Graduate School admission requirements, MFA with the Major Visual Art applicants will be required to meet all departmental admission requirements for admittance.

- MFA applicant should hold a respective Baccalaureate or Master's degree in studio arts or the equivalent (BA, BFA, BS, MS) with a minimum undergraduate GPA of 3.0 or higher (exceptions to the 3.00 GPA may be granted under a probationary status by the department). Special consideration for applicants who hold an alternate undergraduate or graduate degree may be considered, if the applicant's application, materials and portfolio are deemed exceptional and the applicant exhibits proper preparedness. Regardless, admission into the MFA program requires the applicant to demonstrate prior achievements and readiness to undertake graduate studies within the respective fields.
- GRE scores are not required for application to the MFA degree program.
- All MFA applicants must submit:
  - o A statement of intent, which includes intended area(s) of study, personal studio philosophy, and goals regarding education and art
  - o All prior transcripts (undergraduate and graduate)
  - o Portfolio of original personal works of art in digital format (20-30 images which includes examples of applicant's area(s) of interest).
  - o Resume/CV

One-Step Academic Program Proposal/Approval Form   Page 8 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

159/766

  o Three letters of recommendation from individuals who can address the applicant's academic, personal, and professional suitability for graduate-level work in the visual arts are required.

Evaluation of applications will be based on a critical examination of the applicant's portfolio of studio work, academic record, content of courses taken, quality of their statements, and/or appropriate professional experience regarding the applicant's professional potential.

- Application Deadlines:
  - o MFA program application deadline is February 1 for fall semester admission. All materials must be postmarked by February 1 to be considered for assistantships and admission.
  - o Applicants who submit a late application will be considered for admission based on space availability and with administrative approval. Assistantships will most likely not be available for those who submit a late application.
  - o The MFA program does not accept applications for spring and/or summer admission.

    University of West Georgia Graduate School
    Mandeville Hall
    1601 Maple Street
    Carrollton, GA 30118
    678-839-1394 (Phone)
    678-839-1395 (fax)
    graduate@westga.edu

    Department of Art
    University of West Georgia
    Carrollton, Georgia 30118
    Phone: 678-839-6521
    Fax: 678-839-4961
    artdept@westga.edu

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.

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.

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.

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.

UWG's MFA with a Major in Visual Art Curriculum:
  MFA graduate students must complete a minimum of 60 credit hours, consisting of at least 30 credit hours completed at the 6XXX level or higher, in art intensive studio and related coursework. 36 credit hours within the student's specific studio discipline or areas of study are required. 9 hours of open studio electives can be taken from any studio area within the Department

One-Step Academic Program Proposal/Approval Form   Page 9 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

160/766

of Art or through graduate independent studies or internships. Each graduate will complete a minimum of 9 credit hours of academic studies; of which 3 credit hours are required in graduate art history, while the other 6 credit hours can be taken in either graduate art history or within other approved graduate academics courses offered at UWG. These academic courses must be applicable to the graduate student's specific creative research and approved by the department chair prior to enrolling. 4 credit hours must be completed within the professional practices and pedagogy courses. These courses are split and graduate students are required to take one credit hour seminar, focused on the graduate student's professional preparation, each semester during their first and third year. Lastly, each MFA graduate student must successfully complete 2 credits hours in graduate thesis/exhibition, which is a comprehensive examination of the graduate student's accomplishments as demonstrated by a significant body of work, representative of a student's overall developments and a synthesis of preparation as an emerging professional artist ready to contribute to the expansion and evolution of their discipline.

The MFA curriculum is further defined as four separate sections; 1) General program requirements, 2) Studio requirements, 3) Studio electives and 4) Academic requirements.

1. MFA with the Major of Visual Art Requirements
The following courses are required by all MFA graduates:

ART 6001	**Professional Practices and Pedagogy I**	1/1/1	1 credit	NEW course
ART 6002	**Professional Practices and Pedagogy II**	1/1/1	1 credit	NEW course

In the first year, graduate students are required to take Art 6001 both semesters for a total 2 credit hours. In the third year, graduate students are also required to take Art 6002 both semesters for a total 2 credit hours. These courses are progressive and focus on each graduate student's individualized goals and developments. During Art 6001, graduate students will also serve as GTAs (T1) and shadow/assist departmental faculty with teaching for two semesters. Seasoned faculty will mentor graduate students through the preparation, management and practices of teaching studio arts and related courses. Graduate students will have opportunities to investigate both the teaching and professional studio tracks as they determine their own trajectory. At the conclusion of the graduate's first year (through the completion of two sections of Art 6001 and a total of 18 hours) the graduate students interested in teaching will then be eligible to teach as instructors and considered GTAs (T2).

ART 6078	**Graduate Mid-Program Review**	0/0/0	0 credits	NEW course

Graduate students are required to successfully complete Art 6078 prior to completing their fourth semester, (P/F Grade).

ART 7099	**Graduate Thesis/Exhibition**	1/1/2	2 credits	NEW course

In the final year, graduate students are required to successfully complete Art 7099. Graduates must exhibit an individualized and exemplary body of work, which demonstrates their significant professional competencies within their respective specialization. The thesis is submitted as a culmination of accomplishments within the graduate's studio practice and professional preparations.

2. MFA with the Major of Visual Art Studio Course Requirements
The following graduate studio courses will satisfy either specialization requirements and/or may be taken as graduate studio electives. The determining factor distinguishing the differences between requirements or electives is based on the individual graduate student's program design (traditional or cross disciplinary). Regardless, graduates will complete a minimum total of 36 credit hours within their specialization, requiring at minimum, six credit hours of specialization each semester.

One-Step Academic Program Proposal/Approval Form   Page 10 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

161/766

ART 5305	**Graduate Ceramics**	0/2-12/1-6	Up to 12 credits	
ART 5605	**Graduate Painting**	0/2-12/1-6	Up to 12 credits	
ART 5705	**Graduate Photography**	0/2-12/1-6	Up to 12 credits	
ART 5805	**Graduate Printmaking**	0/2-12/1-6	Up to 12 credits	
ART 5905	**Graduate Sculpture**	0/2-12/1-6	Up to 12 credits	
ART 6305	**Advanced Graduate Ceramics**	0/2-12/1-6	Up to 33credits	NEW course
ART 6605	**Advanced Graduate Painting**	0/2-12/1-6	Up to 33 credits	NEW course
ART 6705	**Advanced Graduate Photography**	0/2-12/1-6	Up to 33 credits	NEW course
ART 6805	**Advanced Graduate Printmaking**	0/2-12/1-6	Up to 33 credits	NEW course
ART 6905	**Advanced Graduate Sculpture**	0/2-12/1-6	Up to 33 credits	NEW course

3. MFA with the Major of Visual Art Studio Course Electives

The following graduate studio courses are additional options for studio electives and may be utilized to further facilitate the graduate's individualized program design.

ART 5000	**Graduate Drawing**	0/2-12/1-6	1-3 credits	
ART 6000	**Advanced Graduate Drawing**	0/2-12/1-6	1-3 credits	NEW course
ART 5005	**Graduate Life Drawing**	0/2-12/1-6	1-3 credits	
ART 5007	**Graduate Digital Media**	0/3/3	1-3 credits	NEW course
ART 5150	**Graduate Research Abroad**	0/6/3	1-3 credits	NEW course
ART 5151	**Graduate Studio Practices Abroad**	0/6/3	1-3 credits	NEW course
~~ART 5405~~	~~**Graduate Graphic Design**~~	~~0/2-6/1-3~~	~~1-3 credits~~	
ART 5985	**Graduate Special Topics**	0/2-6/1-3	1-3 credits	
ART 6086	**Graduate Internship**	0/2-6/1-3	1-3 credits	
ART 6005	**Advanced Graduate Life Drawing**	0/2-12/1-6	1-3 credits	NEW course

4. MFA with the Major of Visual Art Academic Requirements

The following graduate art history and other academic courses may be utilized to satisfy the 3 credit hours required in graduate art history and may additionally be utilized to fulfill the remaining credit hours in academic electives.

ART 5200	**The Art of Greece and Rome**	3/0/3	3 credits	
ART 5201	**History of Non-Western Art**	3/0/3	3 credits	
ART 5202	**Early Christian, Byzantine and Medieval Art**	3/0/3	3 credits	
ART 5204	**Art of the Renaissance**	3/0/3	3 credits	
ART 5206	**Art of the 17th and 18th Centuries in Europe and America**	3/0/3	3 credits	
ART 5207	**Art of the 19th Century**	3/0/3	3 credits	
ART 5208	**Art of the 20th and 21st Centuries**	3/0/3	3 credits	
ART 5210	**Graduate American Art**	3/0/3	3 credits	
ART 5215	**Art of the African Diaspora**	3/0/3	3 credits	NEW course
ART 5220	**Graduate Museum Seminar**	3/0/3	3 credits	

One-Step Academic Program Proposal/Approval Form   Page 11 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

162/766

ART 5285	**Graduate Special Topics in Art History**	1-3/0/1-3	3 credits	
ART 5290	**Graduate Modernist Criticism**	3/0/3	3 credits	NEW course
ART 6210	**Critical Approaches to Modern/Contemporary Art**	3/0/3	3 credits	NEW course

The following graduate academic courses may also satisfy graduate academic electives, they cannot be utilized to satisfy any graduate art history requirements, these are reserved for graduate academic electives only.

| ART 5100 | **Graduate Study Abroad** | 3/0/3 | 3 credits | NEW course |
| ART 5195 | **Graduate Academic Research/Readings and Studio Practices** | 1-2/2-1/3 | 3 credits | NEW course |

As such, the UWG MFA with the Major of Visual Art program consist of the following 60 credit hours.

Degree Requirements		
Graduate Studio Requirements (Specialization course work)		***36 credit hours***
Graduate Studio Electives		***9 credit hours***
Graduate Academics		***9 credit hours***
Graduate Art History	_3 credit hours_ (Graduate Art History)	
Graduate Academic Electives	_6 credit hours_ (Art History and/or Relevant Academic Electives)	
Graduate Practicum (Professional Practices and Pedagogy)		***4 credit hours***
Graduate Thesis/Exhibition		***2 credit hours***
	MFA-Visual Art Program Total Credit Hours	***60 credit hours***

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.

The MFA Degree is consider the Terminal Degree in Visual Art, external reviewers should not be required as the Department and Institution must seek the National Accreditation Commissions plan approval prior to acceptance and enrollment of any graduate students. NASAD's plan approval will involve numerous external reviewers.

One-Step Academic Program Proposal/Approval Form   Page 12 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

163/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

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.

While internships and assistantships may be offered, they are not required, thus information documenting availability and evaluation processes is not included.

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

For the complete listing of proposed MFA with a Major in Visual Art graduate courses (see Appendix 0).

11) **Waiver to Degree-Credit Hour** (if applicable): State whether semester credit-hours exceed maximum limits for the academic program and provide a rationale.
UWG MFA degree is a 60-credit hour graduate program leading to the terminal degree in studio arts and is aligned with national accreditation standards established by the National Association of Schools of Art and Design. As such, it meets required credit hour limits.

12) **Student Learning Outcomes:** Student Learning outcomes and other associated outcomes of the proposed program (provide a narrative explanation).
The UWG MFA program prepares future leaders within the arts and creative industries by assisting emergent artists in their development of advanced professional competence, technical abilities and disciplinary knowledge, within a studio practice. The graduate's advanced professional competencies, developments and abilities are then demonstrated through the execution and presentation of a significant body of works. Graduates are expected to demonstrate their potential to contribute to the advancement and expansion of their respective field/practice. MFA graduate students are expected to demonstrate a breadth of understanding within studio area(s) and appropriately related disciplines while they explore individual ideas, which integrate and synthesize information associated with the evolution of their specialized professional practice. Graduates will demonstrate awareness of current issues influencing their principal field(s) of study. Graduates will develop and demonstrate advanced capabilities with the technologies associated to the creation, dissemination, documentation, and preservation of their works and specialization. By gaining basic knowledge of bibliographic and/or informational resources and the analyses associated with works of art, graduates will then be expected to demonstrate clear writing and speaking skills in an effort to effectively communicate within arts communities, the broader public, and in both formal or informal teaching situations.
   Candidates for the MFA degree must:
   o Demonstrate a breadth of understanding in art and appropriately related disciplines, with the ability to think and work independently
   o Demonstrate depth of knowledge and the ability to integrate and synthesize information, while gaining professional competencies within the graduate student's studio specialization.
   o Demonstrate knowledge of contemporary issues and developments influencing the graduate student's studio specialization and appropriately related disciplines.
   o Demonstrate the ability and clear potential to contribute to the expansion and evolution of the graduate student's studio specialization.

One-Step Academic Program Proposal/Approval Form   Page 13 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

164/766

- o Demonstrate advanced capabilities in technologies utilized in the creation, presentation and preservation of studio works common to the graduate student's studio specialization.
- o Demonstrate strong communication skills, as evident in clear writing and speaking proficiencies that facilitate the graduate student's preparedness as a potential leader within various arts communities, the broader public, and in both formal or informal teaching situations.

A final body of work (Thesis Exhibition) showcasing professional competence in the graduate students individualized specialization is required. The Thesis Exhibition may be supported by a written document as defined by the candidate in collaboration with the candidate's Thesis Committee; however, such a document in itself may not constitute the final body of work or satisfy the thesis requirement. Individual learning outcomes pertaining to the specified courses reflect and support the overarching MFA program objectives. In order to maintain compliance with national standards and the Department of Art mission, the Department will regularly assess programs and courses to assure learning objectives and program outcomes stay relevant and in line with national standards.

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 MFA program will undergo the same quality monitoring and criteria of assessments as all other degree program and course offerings at UWG. UWG Office of Institutional Effectiveness and Assessment (IEA) provides continuous institutional oversight, training, and support for assessment across campus. Several support structures that build a culture of assessment and continuous improvement here at UWG are also supportive, including institutional and divisional level assessment committees, and the appointment of assessment coordinators in every unit and for every academic program. Each level holistically assists faculty and departments in all efforts of assessment and reviews both programs and courses. The University Assessment Committee serves in an advisory capacity and provides guidance and recommendations concerning university assessment and ensures compliance with all applicable SACSCOC standards and requirements. This Committee examines and provides feedback on university assessment for the purpose of continuous improvement and oversees the implementation of the University's procedures as they relate to institutional assessment.

As a full member of the National Association or Schools of Art and Design (NASAD), the Department of Art faculty work diligently to ensure that all aspects of the program stay current and in line with national standards through annual reporting and our more comprehensive periodic reviews. Our next comprehensive review is scheduled to take place in 2023. However, the Department will be required to submit program approval from NASAD if, and when, the MFA program proposal receives BOR approval.

In addition to the above, the MFA program will have a selection of assessment protocols to evaluate and ensure that each graduate's level of accomplishments are meeting objectives and outcomes. These include observations and critiques, exams (research and written), mid-program review and the MFA thesis expectations (exhibition, oral presentation, thesis writings/statements, and professional portfolio/dossier). The graduate's progression and accomplishments will be assessed through a comprehensive examination of graduate's studio practice, artwork

One-Step Academic Program Proposal/Approval Form   Page 14 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

165/766

development and thesis exhibition of a significant body of work exemplifying their professional competencies within the specialization.

These assessments will be based on the programs and students' learning outcomes as defined by the standards for professional graduate studies established by our national accreditation commission (NASAD), which the Department followed in all aspects of program design herein.

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

The University of West Georgia Department of Art is a full Member of the National Association of Schools of Art and Design (NASAD). As such, our MFA program was designed utilizing the standards for professional graduate studies established by NASAD. Following any State/BOR approval and prior to enrolling any graduates, our MFA program proposal is subject to program approval by NASAD. Once approved by NASAD, the program will become part of the Department's/University's National Review and Evaluation schedule.

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

	First FY	Second FY	Third FY	Fourth FY
I. ENROLLMENT PROJECTIONS				
Student Majors				
Shifted from other programs	0			
New to the institution	5	5	5	5-10
Total Majors	5	10	15	15-20
Course Sections Satisfying Program Requirements				
Previously existing	19	30	32	32
New	11	2	0	
Total Program Course Sections	30	32	32	32
Credit Hours Generated by Those Courses				
Existing enrollments	0	105	205	305
New enrollments	100	100	100	200
Total Credit Hours	100	205	305	505

According to the National Center for Educational Statistics (NCES) report "Postbaccalaureate Enrollment" (see https://nces.ed.gov/**programs**/coe/indicator_chb.asp) states a 38% increase in graduate (masters and doctoral) enrollment between 2000 and 2016, resulted in over 3.0 million registered graduate students in 2016. The report goes on to project an additional 3% increase in graduate student enrollments to over 3.1 million within the next 9 years. In another

One-Step Academic Program Proposal/Approval Form   Page 15 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

166/766

NCES report "Projections of Education Statistics to 2026" (see https://nces.ed.gov/pubs2018/2018019.pdf) an expected growth rate of almost 20% is estimated for masters degrees between 2015 and 2026, expanding the number of master degrees conferred from 769,000 to over 922,000. These projections and the previously cited growth projections for population and Georgia's creative economy demonstrate the need for the UWG MFA program and enrollment of the first class of graduate students.

Enrollment projections are based on the first-year admission of five graduate students. The enrollment should follow this progression annually with the exception of an expected increase to the number of applicants accepted starting in the fourth year. Acceptance of additional graduates in the fourth year is expected to build and stabilize program enrollment in an effort to ensure the program can maintain an acceptable number of graduates completing the degree annually as is required by the Board of Regents.

16) Faculty

a) Provide the total number of faculty members that will support this program: __18__

b) 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)
(Kevin Shunn)	Full Professor	2-D & 3-D Studio Foundations & all levels of Drawing and Sculpture	o BFA in Art-University of Wyoming o MFA in Art-Southern Illinois University, Carbondale	2-1 (Additional release for admin /development as needed and pending COAH Dean approval)	Department Chair
Debrah Santini	Full Professor	Studio Foundations & all levels of Drawing and Printmaking	o BFA in Painting-University of Massachusetts o MA.Ed. University of Hartford o MFA in Printmaking-University of Massachusetts	4-4 (One course release, each semester for Creative Research and Professional Development)	
Eilis Crean	Full Professor	2-D Studio Foundations & all levels of Drawing and Painting	o Diploma in Fine Art & Certificate of Teaching-National College of Art and Design, Dublin, Ireland	4-4 (One course release, each semester for Creative Research and	

One-Step Academic Program Proposal/Approval Form   Page 16 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

167/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

			o MFA in Studio- Georgia State University;	Professional Development)	
David Collins	Full Professor	Studio Foundations & all levels of Ceramics	o BFA in Art-Clarion University of Pennsylvania o MFA in Art Studio- University of Notre Dame	4-4 (One course release, each semester for Creative Research and Professional Development)	
Clint Samples	Full Professor	Studio Foundations & Aqueous Painting	o BFA in Art and BA in Art Education-State University of West Georgia o MFA in Studio Arts-Florida State University	4-4 (One course release, each semester for Creative Research and Professional Development)	
Casey McGuire	Full Professor	3-D Studio Foundations	o BFA in Art and Design-Alfred University o MFA in Fine Arts (Creative Arts)-University of Colorado	4-4 (One course release, each semester for Creative Research and Professional Development)	
Mark Schoon	Associate Professor	2-D Studio Foundations & all levels of Photography	o BA in Radio and Television (Production-Television/Video)-Southern Illinois University, Carbondale o MFA in Photography- Ohio University	4-4 (One course release, each semester for Creative Research and Professional Development)	
Jason Swift	Associate Professor	All levels of Art Education & Studio Foundations	o BFA in Art Education & in Sculpture-University of North Carolina, Greensboro o MFA in Sculpture-Rinehart school of Sculpture, Maryland Institute, College of Art o Ed.M and an Ed.D in Art and Art Education-Teachers College, Columbia University	4-4 (One course release, each semester for Creative Research and Professional Development)	
John Morris	Assistant Professor	2-D Studio Foundations & all levels of Photography	o BFA in Art (Photography)-University of Georgia o MFA in Photography (Photography & Digital Imaging)-Maryland Institute, College of Art	4-4 (One course release, each semester for Creative Research and Professional Development)	

One-Step Academic Program Proposal/Approval Form RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 17 of 172

168/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Nathan Rees	Assistant Professor	All levels of Art History	o BA in Art History and Curatorial Studies-Brigham Young University o MA in Art History and Curatorial Studies-Brigham Young University o PHD in Art History-University of Maryland, College Park	4-4 (One course release, each semester for Creative Research and Professional Development)	
Bryan Perry	Assistant Professor	All levels of Graphic Design	o BFA in English-Duke University o MFA in Art (Graphic Design) Georgia State University	4-4 (One course release, each semester for Creative Research and Professional Development)	
Laura E. McCloskey Wolfe	Assistant Professor	Art History and University Core (ART)	o B.A. in Art History, minor in Psychology, George Mason University o M.A. in Irish Studies, Catholic University of America o M.Ed., Multilingual and Multicultural Education, George Mason University o Ph.D., Art History, Trinity College Dublin, Ireland	4-4 (One course release, each semester for Creative Research and Professional Development)	
Nathan Carnes	Assistant Professor	Studio Foundations & all levels of Ceramics	o BFA in Ceramics-McNeese State University o MFA in Art (Ceramics)-Wichita State University	4-4 (One course release, each semester for Creative Research and Professional Development)	
Vacant	Assistant or Associate Professor	Graphic Design	o	4-4 (One course release, each semester for Creative Research and Professional Development)	
Stephanie Smith	Senior Lecturer	Studio Foundations & all levels of Drawing and Printmaking	o BFA in Printmaking-Atlanta College of Art o MFA in Art-University of Georgia	5-4 (Lecturer) Course release, each semester for Creative Research and Professional Development	
Erin Dixon	Senior Lecturer	2-D Studio Foundations & all levels of	o BFA in Painting-Savannah College of Art and Design	5-4 (Lecturer) Course release, each semester	

One-Step Academic Program Proposal/Approval Form   Page 18 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

169/766

		Drawing and Painting	o MFA in Studio (Painting and Drawing)-Georgia State University	for Creative Research and Professional Development	
Ryan Lamfers	Senior Lecturer	2-D & 3-D Studio Foundations & all levels of Drawing and Sculpture	o BFA in Art (Sculpture)-Kansas State University o MFA in Art (Sculpture)-Arizona State University	5-4 (Lecturer) Course release, each semester for Creative Research and Professional Development	
Perry Kirk	Lecturer	Art Core, Foundations and Photography	o BFA in Graphic Design-Carnegie Mellon University o MFA in Art (Photography)-Notre Dame University	5-4 (Lecturer) Course release, each semester for Creative Research and Professional Development	

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.

Initially, selected faculty will have a limited increase to the existing workload due to requirements for graduate students' preparations to become instructors (GTA T-2) within selected courses. These preparations are conjoined within the graduates' first year and culminate as part of the graduates' minimum of 18 credit hours:

- Graduates will complete two credits in Art 6001 (Professional Practices and Pedagogy I). First year graduates will explore and develop skill-sets and knowledge for course developments and teaching strategies along with professional practices related to both teaching and studio.
- Graduates will serve as GTAs (T1) for at least one semester during the graduates' first year. The graduate T1's will shadow and assist a seasoned departmental faculty with course preparations, management, practices and instruction, which will further reinforce the practices and instruction graduates will be engaged in within Art 6001 (Professional Practices and Pedagogy I).
- Graduates will complete a minimum of 18 credit hours in MFA coursework.

Through the completion of these combined requirements, our graduates will not only meet minimum requirements to be instructors, but they will be better informed and prepared to identify their intended trajectory (professional, studio or academia). At the conclusion of the graduates' first year, after the completion of two sections of Art 6001 and 18 graduate hours, those graduates who are interested in teaching will then be eligible to teach as instructors (considered GTAs-T2). As these graduates become instructors for a selection of approved courses, the department will thereby be able to reassign existing faculty to cover other classes including those at the graduate level. Eventually the program is expected to stabilize, and faculty workload, while different, should return to current loads.

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

One-Step Academic Program Proposal/Approval Form   Page 19 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

170/766

whether resources were shifted from other academic units, programs, or derived from other sources.

Given our recently approved lines, the Department would not need additional faculty to establish and implement this graduate program. However, given expectations and possibility of program growth/expansion, it would be critical to add new graduate faculty colleagues at such junctures. Currently, with minor and temporary increases to faculty workload (during the new program's first two semesters), we would not foresee the need for new associated faculty lines for at least 3-4 years. At that time, the Department, College and Provost would consider further needs based on program growth and stability. Regardless, the Departmental plan for recruiting full-time faculty members has been and will continue to be driven by the Department's desire to first seek well-qualified individuals possessing their terminal degree and would continue to put significant efforts to recruiting a diverse and equitable population of applicants.

MFA Anticipation of Faculty and Staff needs:

- Currently, with the departments approved lines, there is an appropriate number of qualified faculty within the department to implement the proposed program during the first year select faculty might have a slight increase to workload outlined earlier in this proposal
- Anticipated faculty and staffing needs (years 1-5) are outlined below:

Number of Anticipated Hires	Faculty	Staff
Year 1	0	0
Year 2	0	0
Year 3	0	0
Year 4	1 New TT Faculty line	1 New Administrative Staff
Year 5	1 New Lecture line	1 New Professional Staff

17) Fiscal and Estimated Budget
a) Describe the resources that will be used specifically for the program.

Initially, the program will utilize existing studio and lecture spaces. Existing full-time faculty will provide support for the MFA degree program. Pending the meeting of program stability and growth objectives, a new tenure track faculty and an additional administrative staff will be needed and requested between the third and fourth year. Additionally, pending graduates' progression and continued program health, a new lecture line faculty and a professional staff line will be required after the fourth year to facilitate graduate program growth/health and to assist in balancing undergraduate instructional needs.

Initially, graduate assistantships will be accommodated by existing funding supported by the Department of Art's operating budget and originally designated for graduate assistantships, which is currently being reallocated to cover a limited number of part-time faculty and undergraduate student assistants needs.

The program's Graduate Coordinator will receive a reassignment equal to two courses annually to cover the work required of the position and a stipend equal to other graduate directors within COAH. The stipend is supported by COAH .

One-Step Academic Program Proposal/Approval Form   Page 20 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

171/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

The Department will continue to work with various units on campus and the University of West Georgia Foundation to identify funding support, to assist with additional funding needs and to help accommodate expected growth and provide needed resources for program stabilization.

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).

Personnel

A new Graduate Coordinator, to be selected as per the Department of Art Handbook governance, will come from existing Department of Art faculty. They will receive reassignment comparable to other graduate coordinators in COAH. Additionally, COAH will further support the program by providing the MFA Graduate Coordinator with an annual stipend equal to other graduate coordinators within COAH. A new tenure track faculty will need to be added during the fourth year to assist current faculty to facilitate additional graduate courses if program stability and growth objectives are met. A new administrative office staff member will need to be added during fourth year to facilitate departmental operations and program support. A new lecture faculty line and a professional staff line will need to be added during the fifth year, pending program stability and growth objectives are met.

Library

Currently resources are adequate for startup.

Equipment

No new equipment will be needed at the time of startup. However, given that graduates tend to utilize equipment more frequently, the current equipment maintenance/repair and/or replacement schedule is expected to be impacted. As a result, we anticipate a more frequent replacement schedule for equipment. These will normally be facilitated by graduate course fees and annual requests submitted by the Department and if an emergent situation arises, the Department will submit requests at that time, per normal procedure.

Laboratories

Graduate students will be utilizing existing studio spaces for the majority of their creative practices and the department will be able to accommodate the first intended cohort of five graduate students. With enrollment projected to increase between 25-40 recurring graduate students, we will need to continue conversations on the expansion or acquisition of additional graduate studio spaces in order to meet graduate and accreditation needs. Discussions with the COAH Dean and the Provost's Office regarding graduate student needs, as outlined by NASAD standards, have taken place and will continue in order to have appropriate studio/research spaces for the expected recurring number of MFA graduate students.

Supplies

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 21 of 172

172/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Limited supplies for graduate students will be accommodated through the implementation and proper use of graduate course/studio fees, which will strictly follow the USG established guidelines and approval processes.

Capital

No new capital is required at this time.

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).

There should be little to no costs associated with re-assigning faculty to cover graduate program needs with the exception of the first year. Faculty will have a slight increase to their existing workload to accommodate a selected number of graduate-only courses within the program. After graduate students complete a minimum requirement of 18 hours of graduate coursework, they are eligible to become instructors (Graduate TA's) for a selection of approved courses. Faculty who are currently assigned to these select courses will be reassigned to cover other classes including those at the graduate level. Eventually, the program should stabilize and faculty workload, while different, should return to its current load.

A new Graduate Coordinator will be needed for the program. Following the College of Arts and Humanities (COAH) current practices, COAH will support this position with a comparable stipend to those in similar positions within the College. Additionally, the Graduate Coordinator reassigned time will be equal to two courses per year and maintained by the Department.

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.

While a small deficit should be expected within the first year, the Department's current designation of funding for graduate assistantships will facilitate the expected incoming first year graduate cohort. In subsequent years, graduates should generate funding from courses taught which should assist to off-set program costs.

1) Detailed plan indicating the source of existing funds being reallocated:

Existing funding to support the initial start-up of this program will come from four sources: The Department of Art, the College of Arts and Humanities, the Graduate School and the Provost's Office.

One-Step Academic Program Proposal/Approval Form   Page 22 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

173/766

2)   Detailed plan indicating how the source of existing resources will be reallocated to specific costs for the new program:

    The primary reallocation of resources will be from existing graduate assistantship dollars. In recent years these funds, originally designated for graduate assistantships, have been reallocated to help offset costs associated to Departmental needs for part-time staff, faculty and student assistants (during the absence of a graduate program). These funds will now be realigned back to the graduate program and serve as the initial primary source of funding for graduate assistantships. Additionally, we anticipate that the Department's annual average funding from COAH designated for part-time faculty hires will remain intact. The reallocation of these part-time funds would support Graduate TA's as instructors for select courses. Based on initial discussions, further support for graduate assistantships and the graduate program is anticipated through the Graduate School and COAH. Eventually, given the anticipated program growth, the Department expects these needs will balance out and anticipates profit in subsequent years from tuition dollars and revenue generated by graduate TA's. The Department will also reallocate funding within our current operating budget for graduate student recruitment. Initially, the funds reallocated may impact equipment maintenance/upkeep schedules. With the expected graduate program's growth, we anticipate the need to increase the funding required for graduate recruitment. Though initially the reallocation of funding can cover recruitment costs, to meet program objectives for growth there is a projected need for limited additional funding designated to increase recruitment.

3)   Detailed plan indicating the impact the redirection will have on units that lose funding:

    N/A

ii.   Explain how the new tuition amounts are calculated.

    Tuition amounts are calculated by multiplying the number of credit hours projected by the current graduate tuition rate of $227.00 per semester hour for in state and $882.00 per semester hour for out-of-state.

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.).

    The majority of new and existing graduate courses (studio) will have associated course fees which will strictly follow USG guidelines for said fees. Given that graduates tend to be more active in the studio areas, these fees will be utilized to properly provide graduates with supplemental consumables, materials, services and equipment essential for meeting course and program objectives. Such as, but not limited to: items purchased in bulk through professional vendors, restricted or costly items not readily/directly available to students, and/or items purchased through orders to lower costs and increase

One-Step Academic Program Proposal/Approval Form   Page 23 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

174/766

accessibility. Additionally, these fees assist to cover costs associated with updating and maintaining lab/art studio safety and functionality, which directly impacts the graduates' ability to meet course, program and professional objectives.

These fees, further assist to reduce each individual graduate's overall expenditures, directly impacting or further facilitating their ability to meet course, program and professional objectives. Without these fees, this could undermine the graduate program's ability to meet the needs of our graduate students or maintain the health and safety of our studio/labs.

Graduate art history and graduate art academic courses will have a limited associated course fee directed to resources that support graduate research, presentations and to promote overall visual literacy for graduate students. By providing supplemental materials, access to specialized software and equipment, along with other visual resources and services, the fee will facilitate graduate students' abilities to properly complete course and program objectives (following NASAD accreditation standards). This fee may further assist with limited costs associated to graduate field trips/travel (off campus learning sites) such as, but not limited to, museum admissions, if required to complete learning or course objectives. The Department maintains a Visual Resource Center (VRC) that will facilitate all graduates enrolled in either graduate art history or graduate academic courses by providing standard visual resources required in art historical research, presentation and literacy. Our VRC provides the legitimate high-quality resources needed for professional research and eliminates additional associated costs for graduates in order to meet course/program objectives. The VRC further assists with meeting national standards provided by NASAD

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

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

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?

        NA

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

        If the projected enrollment is not realized, there would be little to no shortfall as the Department faculty would continue to teach courses associated to

One-Step Academic Program Proposal/Approval Form   Page 24 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

175/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

their current workload. Additionally, the Department would continue to request annual funding for part-time faculty to maintain course levels and undergraduate needs.

I. EXPENDITURES	First FY Dollars	Second FY Dollars	Third FY Dollars	Fourth FY Dollars
Personnel – reassigned or existing positions				
Faculty **(see 17.c.ii)**	-	-	-	-
Part-time Faculty **(see 17 c.ii)**	-	-	-	-
Graduate Assistants **(see 17 c.ii)**	17000	17000	17000	17000
Administrators **(see 17 c.ii)**	2000	2000	2000	2000
Support Staff **(see 17 c.ii)**	-	-	-	-
Fringe Benefits	-	-	-	-
Other Personnel Costs	-	-	-	-
Total Existing Personnel Costs	19000	19000	19000	19000

EXPENDITURES (Continued)				
Personnel – new positions (see 17 c.i)				
Faculty	-	-	-	50000
Part-time Faculty	-	-	-	-
Graduate Assistants	-	-	-	-
Administrators	-	-	-	-
Support Staff	-	-	-	28000
Fringe Benefits	-	-	-	19500
Other personnel costs	-	-	-	15400
Total New Personnel Costs	-	-	-	112900
Start-up Costs (one-time expenses) (see 17 c.i)				
Library/learning resources	-	-	1000	2500
Equipment	-	-	-	-
Other	-	-	-	-
Physical Facilities: construction or renovation (see section on Facilities)	-	-	-	-
Total One-time Costs	-	-	-	-
Operating Costs (recurring costs – base budget) (see 17 c.i)				
Supplies/Expenses	-	-	-	-
Travel	-	-	-	-
Equipment	-	-	-	-
Library/learning resources	-	-	-	-
Other	-	-	-	-
Total Recurring Costs	-	-	-	-

One-Step Academic Program Proposal/Approval Form   Page 25 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

176/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

GRAND TOTAL COSTS				
III. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds **(see 17 d.i)**	-	-	-	-
New student workload			-	-
New Tuition **(see 17 d.ii)**	22700	46535	69235	114635
Federal funds	-	-	-	-
Other grants **(see 17 d.iv)**	-	-	-	-
Student fees **(see 17 d.iii)** Exclude mandatory fees (i.e., activity, health, athletic, etc.).	4500	8000	12500	21500
Other **(see 17 d.v)**	-	-	-	-
New state allocation requested for budget hearing	-	-	-	-
GRAND TOTAL REVENUES	27200	54535	81735	136135
Nature of Revenues	-	-	-	-
Recurring/Permanent Funds	-	-	-	-
One-time funds	-	-	-	-
Projected Surplus/Deficit (Grand Total Revenue – Grand Total Costs) (see 15 e.i. & e.ii).	8200	35535	62735	4235

One-Step Academic Program Proposal/Approval Form   Page 26 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

177/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

18) Facilities/Space Utilization for New Academic Program Information
Facilities Information — Please Complete the table below.

			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.**		5500 gsf
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).-→	X	
ii.	Existing space will require modification (x). →	X	
iii.	If new construction or renovation of existing space is anticipated, provide the justification for the need.		In order to meet accreditation standards as defined by the National Association for Schools of Art and Design (NASAD) and projected target of 25-40 graduate students, individual research studio spaces are required for MFA graduate students. Accommodating these needs will be managed internally, whether it is renovation of existing space or new construction. The Department of Art will remain committed to continued conversations with the COAH Dean, UWG Provost and AVP of Campus Planning and the University of West Georgia Foundation to determine appropriate resolutions.
iv.	Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe the projected impact.		Yes, standards established by the NASAD, who set standards for national accreditation in arts, require graduate research studio spaces that meet health and safety standards. By not meeting national standards, NASAD will first place the institution on probation. If issues are not resolved, the institution's accreditation could be removed, having significant impact on enrollment and departmental credibility.
v.	Will this program cause any impact on the campus infrastructure, such as parking, power, HVAC,		limited amount of potential impact.

One-Step Academic Program Proposal/Approval Form   Page 27 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

178/766

	other? If yes, indicate the nature of the impact, estimated cost, and source of funding.		
vi.	Indicate whether existing space will be used.	X	Limited space will be utilized to accommodate the first cohort studio research space.

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.

Currently there are shared student studio spaces within the Visual Arts Building (VAB) on the Carrollton Campus, that could accommodate select graduate students during the first year. The institution will continue to work on resolutions to accommodate needed individual research studio spaces pending programs approval. The majority of studio practices will be supported by existing departments work areas both in the VAB and in the Humanities building. However, MFA graduate will need personnel research studio spaces, as identified by NASAD and the Department will remain committed to continued conversations with the COAH Dean, UWG Provost and AVP of Campus Planning and the University of West Georgia Foundation as we work on appropriate resolutions. |

e.	**List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.)**

	No. of Spaces	Type of Space	Number of Seats	Assignable Square Feet (ASF)
i.		Classrooms		

One-Step Academic Program Proposal/Approval Form   Page 28 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

179/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

		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.

One-Step Academic Program Proposal/Approval Form   Page 29 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

180/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

APPENDIX

Use this section to include letters of support, curriculum course descriptions, and recent rulings by accrediting bodies attesting to degree level changes for specific disciplines, and other information.

Appendix 0: Course Descriptions and Program Map

ART 5000 - Graduate Drawing (0 /2.0 - 12.0/ 1.0 - 6.0)
Prerequisite:
Graduate Drawing facilitates development of one's own visual language through research and incorporating critical discourse, advanced technical mastery, and professional practices. The course is designed as an introduction to graduate level investigations in drawing and as such this course is repeatable and progressive up to 12 hours.

ART 5005 - Graduate Life Drawing (0 /2.0 - 12.0/ 1.0 - 6.0)
Prerequisite:
Graduate Life Drawing facilitates development of one's own visual language through research and incorporating critical discourse, advanced technical mastery, and professional practices. The course is designed as an introduction to graduate level investigations in life drawing and as such this course is repeatable and progressive up to 12 hours.

ART 5007 - Graduate Digital Media (0 /2.0 - 12.0/ 1.0 - 6.0) (**New Course)**
Prerequisite:
Graduate Digital Media for Artists is a graduate level course focusing on personal promotion and professionalism via the digital and online presence. Through research and class discussions, students will identify a larger community of artists that appeals to the individual and strategize how to join that larger discourse in the arts. Discussions will focus on the aesthetics of design and design as a process.

ART 5100 - Graduate Art Abroad (Destination of Travel) (3 /0/ 3) (**New Course)**
Prerequisite:
Graduate investigations on aspects of the local history and art as related to the travel program. The relationship between art, politics, and culture is emphasized. Course requires a trip to location of study as such course maybe repeatable based on destination and may be taken up to 6 credit hours.

ART 5150 - Graduate Research Abroad (Destination of Travel) (0 /6/ 3) (**New Course)**
Prerequisite:
Graduate investigations through the means to gathering data and or materials of one's own experiences, which can be utilized as part of the creative process. Course requires a trip to location of study as such course maybe repeatable based on destination and may be taken up to 6 credit hours.

ART 5151 - Graduate Studio Practices Abroad (Destination of Travel) (0 /6/ 3) (**New Course)**
Prerequisite:
Graduate investigations on the processing of the material or data gathered to initiate and support content development within a student's artwork and overall development. Graduates will be expected to present a variety of potential perspectives from which to conduct content development from

One-Step Academic Program Proposal/Approval Form   Page 30 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

181/766

observations, and the culmination of data collected in the creation of a student's own artwork. Course requires a trip to location of study as such course maybe repeatable based on destination and may be taken up to 6 credit hours.

ART 5195 - Graduate Academic Research/Readings and Studio Practices (1-2/2-1/3) **(New Course)**
Prerequisite:
Graduate individual research problems in various topics relevant to the student's special interest and competence. Course requires a trip to location of study as such course maybe repeatable based on destination and may be taken up to 6 credit hours.

ART 5200 - The Art of Greece and Rome (3 /0/ 3)
Prerequisite:
Graduate level lecture-based course on the Greek, Etruscan, and Roman sculpture, architecture, and painting in their historical context.

ART 5201 - History of Non-Western Art (3 /0/ 3)
Prerequisite:
Graduate level lecture-based course on the art and architecture of Asia, Africa, Oceana, or the New World, to be explored as evidence of one or more non-western culture as they evolve in specific times and places with reference to use in relationship to ritual and beliefs of those who created these expressions.

ART 5202 - Early Christian, Byzantine and Medieval Art (3 /0/ 3)
Prerequisite:
Graduate level lecture-based course on the in-depth study of the artistic expression of Christian Europe during the period c. 100-1400 CE, including selected secular works from this region.

ART 5204 - Art of the Renaissance (3 /0/ 3)
Prerequisite:
Graduate level lecture-based course on the study of Northern and Italian Renaissance painting, sculpture, and architecture in their historical context.

ART 5206 - Art of the 17th and 18th Centuries in Europe and America (3 /0/ 3)
Prerequisite:
Graduate level lecture-based course on the Art and Architecture of Europe and America from 1600-1800, covering the Baroque, Rococo, Early neoclassical, Romantic and Colonial American periods.

ART 5207 - Art of the 19th Century (3 /0/ 3)
Prerequisite:
Graduate level lecture-based course focuses on the painting, sculpture, photography, and graphic arts of the nineteenth century.

ART 5208 - Art of the 20th and 21st Centuries (3 /0/ 3)
Prerequisite:
Graduate level lecture-based course on the exploration of the concepts and formal characteristics of 'modernism' in Western Art, as well as the various '-isms' that are frequently associated with the modern and post-modern movements. Production, reception, Course Descriptions 154 marketing,

One-Step Academic Program Proposal/Approval Form   Page 31 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

182/766

interpretation and criticism of painting, sculpture, drawing, photography, installations, performance, video and other mixed media modes of presentation. International in scope.

ART 5210 - American Art (3 /0/ 3)
Prerequisite:
Graduate level lecture-based course on the study of American paintings, sculpture, architecture, and emerging art forms in their historical context.

ART 5215 – Art of the African Diaspora (3/0/3) (**New Course)**
Prerequisite:
Graduate level lecture-based course on the art of Africa and the African Diaspora, including African, African American, and global artists of African heritage, both historical and contemporary

ART 5220 - Museum Seminar (3.0 - 4.0 /0/ 3.0 - 4.0)
Prerequisite:
Graduate level lecture-based course, involving classroom study of the art and architecture of a city or country followed by a trip to visit what has been studied. The subject varies: New York City, Chicago, Washington/Philadelphia, Italy, France, Greece, Vienna/Paris. Course requires a trip to location of study.

ART 5285 - Special Topics in Art History (3 /0/ 3)
Prerequisite:
Graduate level Survey and investigation course of a particular topic, problem, or issue in art history with emphasis on those covered in other art history courses.

ART 5290-Modernist Criticism (3 /0/ 3) (**New Course)**
Prerequisite:
Graduate level discussion-based seminar on intellectual and theoretical debates about modern and contemporary art, focusing on the concept of the avant-garde and the practice of art criticism. Readings are informed by theoretical developments such as psychoanalysis, semiotics, Marxist Art History, gender and race studies, poststructuralism, and visual culture debates.

ART 5305 - Graduate Ceramics (0 /2.0 - 12.0/ 1.0 - 6.0)
Prerequisite:
Graduate Ceramics facilitates development of one's own visual language through research and incorporating critical discourse, advanced technical mastery, and professional practices. The course is designed as an introduction to graduate level investigations in ceramics and as such this course is repeatable and progressive up to 12 hours.

ART 5405 - Graduate Graphic Design (0 /2.0 - 6.0/ 1.0 - 3.0)
Prerequisite:
Graduate-level studies in Graphic Design with an emphasis upon the concepts and appropriate production methodologies. Studio work will be computer based and relative to professional growth.

ART 5605 - Graduate Painting (0 /2.0 - 12.0/ 1.0 - 6.0)
Prerequisite:
Graduate Painting facilitates development of one's own visual language through research and incorporating critical discourse, advanced technical mastery, and professional practices. The course is

One-Step Academic Program Proposal/Approval Form   Page 32 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

183/766

designed as an introduction to graduate level investigations in painting and as such this course is repeatable and progressive up to 12 hours.

ART 5705 - Graduate Photography (0 /2.0 - 12.0/ 1.0 - 6.0)
Prerequisite:
Graduate Photography facilitates development of one's own visual language through research and incorporating critical discourse, advanced technical mastery, and professional practices. The course is designed as an introduction to graduate level investigations in photography and as such this course is repeatable and progressive up to 12 hours.

ART 5805 - Graduate Printmaking (0 /2.0 - 12.0/ 1.0 - 6.0)
Prerequisite:
Graduate Printmaking facilitates development of one's own visual language through research and incorporating critical discourse, advanced technical mastery, and professional practices. The course is designed as an introduction to graduate level investigations in printmaking and as such this course is repeatable and progressive up to 12 hours.

ART 5905 - Graduate Sculpture (0 /2.0 - 12.0/ 1.0 - 6.0)
Prerequisite:
Graduate Sculpture facilitates development of one's own visual language through research and incorporating critical discourse, advanced technical mastery, and professional practices. The course is designed as an introduction to graduate level investigations in sculpture and as such this course is repeatable and progressive up to 12 hours.

ART 5985 - Special Topics (0 /2.0 - 12.0/ 1.0 - 6.0)
Prerequisite: Permission of the Department Chair
Individual studio problems at the graduate level in various topics or media relevant to the student's special interest and competence. *This course may be repeatable and progressive up to 15 hours.*

ART 6000 - Advanced Graduate Drawing (0 /2.0 - 12.0/ 1.0 - 6.0) (**New Course)**
Prerequisite: ART 5000 or permission of the instructor.
Advanced Graduate Drawing facilitates advanced investigations in drawing and the continued development of one's own visual language, through focused research incorporating critical discourse, advanced technical mastery, and professional practices, leading to an emerging professional in the field. As such this course is repeatable and progressive up to 33 hours, and may be taken through the successful completion of ART 7099.

ART 6001 - Professional Practices and Pedagogy I (1/0/1) (**New Course)**
Prerequisite: Permission of the Department Chair
A graduate seminar exploring professional development skills including grant writing, contracts, residencies, and exhibitions; and investigations in pedagogy, curricular development, instruction and assessment. This course will be taken each semester during the graduate students first year. Course is repeatable and progressive for up to 2 hours.

ART 6002 - Professional Practices and Pedagogy II (1/0/1) (**New Course)**
Prerequisite: Successful completion of ART 6078
A graduate seminar course, which further explores professional development skills including grant writing, contracts, residencies, and exhibitions; and investigations in pedagogy, curricular development,

One-Step Academic Program Proposal/Approval Form   Page 33 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

184/766

instruction and assessment. This course will be taken each semester during the graduate's final year. Course is repeatable and progressive for up to 2 hours.

ART 6005 – Advanced Graduate Life Drawing (0 /2.0 - 12.0/ 1.0 - 6.0)
Prerequisite: ART 5005 or permission of the instructor.
Advanced Graduate Life Drawing facilitates advanced investigations in life drawing and the continued development of one's own visual language, through focused research incorporating critical discourse, advanced technical mastery, and professional practices, leading to an emerging professional in the field. As such this course is repeatable and progressive up to 33 hours, and may be taken through the successful completion of ART 7099.

ART 6078 - Graduate Mid-Program Review (0/0/0) (**New Course)**
Prerequisite: Successful completion of 2 credits hours in Art 6001.
The course serves as the mid-program review for the Master of Fine Art Degree, and should be completed in the graduate student's fourth semester.

ART 6086 - Graduate Internship (0/2-6/1-3)
Prerequisite: Admission into the MFA program or permission of the instructor
Advanced Graduate students will secure a position with a company for field experience. Academic component includes written reports and/or visual presentations. Permission of the department is required.

ART 6210 - Critical Approaches to Modern/Contemporary Art (3/0/3) (**New Course)**
Prerequisite:
Advanced Graduate discussion-based seminar on art-historical critical theory focused on modern and contemporary art, studying the methodologies of art history and criticism. Readings are informed by theoretical perspectives including semiotics, post-structuralism, post-colonialism and cultural studies of class, race, gender, and sexuality.

ART 6305 - Advanced Graduate Ceramics (0 /2.0 - 12.0/ 1.0 - 6.0) (New Course)
Prerequisite: ART 5305 or permission of the instructor.
Advanced Graduate Ceramics facilitates advanced investigations in ceramics and the continued development of one's own visual language, through focused research incorporating critical discourse, advanced technical mastery, and professional practices, leading to an emerging professional in the field. As such this course is repeatable and progressive up to 33 hours, and may be taken through the successful completion of ART 7099.

ART 6605 - Advanced Graduate Painting (0 /2.0 - 12.0/ 1.0 - 6.0) (New Course)
Prerequisite: ART 5605 or permission of the instructor.
Advanced Graduate Painting facilitates advanced investigations in painting and the continued development of one's own visual language, through focused research incorporating critical discourse, advanced technical mastery, and professional practices, leading to an emerging professional in the field. As such this course is repeatable and progressive up to 33 hours, and may be taken through the successful completion of ART 7099.

ART 6705 - Advanced Graduate Photography (0 /2.0 - 12.0/ 1.0 - 6.0) (New Course)
Prerequisite: ART 5705 or permission of the instructor.

One-Step Academic Program Proposal/Approval Form   Page 34 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

185/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Advanced Graduate Photography facilitates advanced investigations in photography and the continued development of one's own visual language, through focused research incorporating critical discourse, advanced technical mastery, and professional practices, leading to an emerging professional in the field. As such this course is repeatable and progressive up to 33 hours, and may be taken through the successful completion of ART 7099.

ART 6805 - Advanced Graduate Printmaking (0 /2.0 - 12.0/ 1.0 - 6.0) (New Course)
Prerequisite: ART 5805 or permission of the instructor.
Advanced Graduate Printmaking facilitates advanced investigations in printmaking and the continued development of one's own visual language, through focused research incorporating critical discourse, advanced technical mastery, and professional practices, leading to an emerging professional in the field. As such this course is repeatable and progressive up to 33 hours, and may be taken through the successful completion of ART 7099.

ART 6905 - Advanced Graduate Sculpture (0 /2.0 - 12.0/ 1.0 - 6.0)
Prerequisite: Art 5905 or permission of the instructor.
Advanced Graduate Sculpture facilitates advanced investigations in sculpture and the continued development of one's own visual language, through focused research incorporating critical discourse, advanced technical mastery, and professional practices, leading to an emerging professional in the field. As such this course is repeatable and progressive up to 33 hours, and may be taken through the successful completion of ART 7099.

ART 7099 Graduate Thesis/Exhibition (1/1/2) (**New Course)**
Prerequisite: Successful completion of Art 6078
The course is the culminating experience for the Masters of Fine Arts Degree in Studio. The thesis exhibition will be completed to the satisfaction of the MFA candidate's thesis committee. Course may require a written component as specified by the MFA candidate's discipline(s) and/or thesis committee to support research and investigations conducted and the implications of the these findings to the student's discipline within visual art. Successful completion of ART 7099 is required in order to graduate as such, the course must be taken in the graduate's final semester.

One-Step Academic Program Proposal/Approval Form   Page 35 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

186/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

<table>
<tr><td colspan="4">Proposed Program Map for MFA with a major in Visual Art
60 credits (A minimum of 30 credit hours must be completed at the 6000 level or above)</td></tr>
<tr><td colspan="4" align="center">YEAR 1</td></tr>
<tr><td colspan="2" align="center">TERM 1</td><td colspan="2" align="center">TERM 2</td></tr>
<tr><td>Course</td><td>Credits</td><td>Course</td><td>Credits</td></tr>
<tr><td>ART 6001 (Pro Practices and Ped I)</td><td>1</td><td>Art 6001 (Pro Practices and Ped I)</td><td>1</td></tr>
<tr><td>Graduate Studio (area of specialization)</td><td>3</td><td>Graduate Studio (area of specialization)</td><td>3</td></tr>
<tr><td>Graduate Studio (area of specialization)</td><td>3</td><td>Graduate Studio (area of specialization)</td><td>3</td></tr>
<tr><td>Graduate ART History</td><td>3</td><td>Graduate Art Academic</td><td>3</td></tr>
<tr><td><i>SEMESTER TOTAL</i></td><td><i>10</i></td><td><i>SEMESTER TOTAL</i></td><td><i>10</i></td></tr>
<tr><td colspan="2" align="center">Milestones</td><td colspan="2" align="center">Milestones</td></tr>
<tr><td colspan="2"></td><td colspan="2">Complete MFA dossier in preparation to remaining program and professional development</td></tr>
<tr><td colspan="4" align="center">YEAR 2</td></tr>
<tr><td colspan="2" align="center">TERM 1</td><td colspan="2" align="center">TERM 2</td></tr>
<tr><td>Course</td><td>Credits</td><td>Course</td><td>Credits</td></tr>
<tr><td>Graduate Studio (area of specialization)</td><td>3</td><td>Art 6078 (Graduate Mid-Program Review)</td><td>0</td></tr>
<tr><td>Graduate Studio (area of specialization)</td><td>3</td><td>Graduate Studio (area of specialization)</td><td>3</td></tr>
<tr><td>Graduate Art Academic</td><td>3</td><td>Graduate Studio (area of specialization)</td><td>3</td></tr>
<tr><td>Graduate Studio (Elective)</td><td>3</td><td>Graduate Studio (Elective)</td><td>3</td></tr>
<tr><td><i>SEMESTER TOTAL</i></td><td><i>12</i></td><td><i>SEMESTER TOTAL</i></td><td><i>9</i></td></tr>
<tr><td colspan="2" align="center">Milestones</td><td colspan="2" align="center">Milestones</td></tr>
<tr><td colspan="2"></td><td colspan="2">Complete MFA Mid Program Review</td></tr>
<tr><td colspan="4" align="center">YEAR 3</td></tr>
<tr><td colspan="2" align="center">TERM 1</td><td colspan="2" align="center">TERM 2</td></tr>
<tr><td>Course</td><td>Credits</td><td>Course</td><td>Credits</td></tr>
<tr><td>ART 6002 (Pro Practices and Ped II)</td><td>1</td><td>ART 6002 (Pro Practices and Ped II)</td><td>1</td></tr>
<tr><td>Graduate Studio (area of specialization)</td><td>3</td><td>Graduate Studio (area of specialization)</td><td>3</td></tr>
<tr><td>Graduate Studio (area of specialization)</td><td>3</td><td>Graduate Studio (area of specialization)</td><td>3</td></tr>
<tr><td>Graduate Studio (Elective)</td><td>3</td><td>Art 7099 Graduate Thesis/Exhibition</td><td>2</td></tr>
<tr><td><i>SEMESTER TOTAL</i></td><td><i>10</i></td><td><i>SEMESTER TOTAL</i></td><td><i>9</i></td></tr>
<tr><td colspan="2" align="center">Milestones</td><td colspan="2" align="center">Milestones</td></tr>
<tr><td colspan="2"></td><td colspan="2">Present thesis/exhibition and final thesis packet for graduation</td></tr>
</table>

One-Step Academic Program Proposal/Approval Form   Page 36 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

187/766

Appendix 1 GCFA Report

One-Step Academic Program Proposal/Approval Form   Page 37 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

188/766

One-Step Academic Program Proposal/Approval Form   Page 38 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

189/766

GEORGIA'S CREATIVE ECONOMY

CREATIVE INDUSTRIES

Establishments: **13,500**[1]
Jobs: **140,000**[1]
Wages: **$10.5 billion**[1]
Self-Employed: **60,000**[2]
Earnings: **$1.6 billion**[2]
Revenue: **$37 billion**[3]

Economic Impact: **$62.5 billion**[4]

Sources:
[1]EMSI 2016
[2]Nonemployer Statistics 2012
[3]Economic Census and Nonemployer Statistics 2012
[4]ACPSA Issue Brief #6:
  The Impact of New Demand for Arts and Culture

FILM AND TELEVISION

Combined Productions: **245**
Direct Spend of Productions: **$2.0 billion**
Direct Jobs: **25,700**
Direct and Indirect Jobs: **85,300**
Direct and Indirect Wages: **$4.2 billion**

Economic Impact: **$7 billion**

Source: Georgia Entertainment Industry Profile FY16

MUSIC

Direct and Indirect Jobs: **26,000**[1]
Direct and Indirect Wages: **$1.1 billion**[1]
Total Revenues to State and Local
Governments: **$314 million**[2]

Economic Impact: **$3.6 billion**[1]

Source:
[1]Estimated Economic Impact of the Music Industry on
  Georgia's Metropolitan Areas and the State, 2014
[2]Source: Economic and Fiscal Impact Analysis of the
  Music Industry in Georgia, 2011

DIGITAL ENTERTAINMENT

Direct Jobs: **3,100**
Direct Wages: **$200 million**
Direct and Indirect Jobs: **12,000**
Total Labor Impact: **$425 million**
Gross Revenue: **$278 million**

Total Output/
Economic Impact: **$550 million**

Source: Economic Contributions of the Georgia
Video Game Industry in 2015

2   3

One-Step Academic Program Proposal/Approval Form   Page 39 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

190/766

ARTS & CULTURE

Organizations: **2,874**[1]
Jobs: **31,000**[2]
Wages: **$690 million**[2]
Revenue: **$1.3 billion**[3]
Assets: **$2.8 billion**[4]

Economic Impact: **$2.2 billion**[5]

Source:
[1]National Center for Charitable Statistics, 2015
[2]Economic Census and Nonemployer Statistics, 2012
[3]National Center for Charitable Statistics, 2015 and Nonemployer Statistics, 2012
[4]National Center for Charitable Statistics, 2015
[5]ACPSA Issue Brief #6: The Impact of New Demand for Arts and Culture

Arts

Georgia COUNCIL for the **Arts** | **Georgia** Film, Music & Digital Entertainment

GEORGIA COUNCIL FOR THE ARTS
A division of the Georgia Department of Economic Development, Georgia Council for the Arts (GCA) empowers the arts industry in Georgia and artists around the state to cultivate healthy, vibrant communities that are rich in civic participation, cultural experiences, and economic prosperity. Through statewide funding, programs, and services, GCA supports the vital arts industry, preserves the state's cultural heritage, increases tourism, and nurtures strong communities. Funding for GCA is provided by appropriations from the Georgia General Assembly and National Endowment for the Arts.

FILM AND TELEVISION
The Georgia Film, Music & Digital Entertainment Office develops the state's film, television and commercial production industries by marketing the state to production companies; location scouting; and coordinating the filming needs of companies with other state agencies, local governments, and citizens. The office actively works to develop the industry's infrastructure and workforce, certifies projects under the Georgia Entertainment Industry Investment Act and oversees the Camera Ready community program to engage municipalities throughout Georgia.

MUSIC
Renowned for its diversity, impact and influence, Georgia's music scene encompasses award-winning talent, a long-established production infrastructure and signature music festivals and concert venues. A rich network of content creators, innovative companies and forward-thinking entrepreneurs provide Georgia music, services and experiences to brands and fans across the globe.

DIGITAL ENTERTAINMENT
Georgia helps computer game developers, online gaming firms, interactive companies, animation studios and other digital media and entertainment companies succeed while keeping costs down.

4   5

One-Step Academic Program Proposal/Approval Form   Page 40 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

191/766

GEORGIA'S CREATIVE ECONOMY

FILM AND TELEVISION

1 Senola aka "Woodbury"
Ground zero for the zombie apocalypse made popular by the blockbuster AMC television series "The Walking Dead." Hit the Woodbury Shop and buy your zombie memorabilia!

2 Covington
From "The Dukes of Hazzard" and "In the Heat of the Night" to "Vampire Diaries," Covington has made a name for itself in film and television. Take a 'vampire tour' and grab lunch at the Mystic Grill!

3 Savannah
From "Midnight in the Garden of Good and Evil" and "The Legend of Baggar Vance," to "Spongebob Squarepants 2," Savannah has seen it all. Tour film sites in Savannah and nearby Tybee Island.

4 Juliette
Home of the Whistle Stop Café, this town continues its homage to the film that made it famous, "Fried Green Tomatoes."

5 Crawfordville
A visit to this remote town is like going back in time — to an era when "Sweet Home Alabama," "Get Low," and "The Neon Bible" used it as a backlot. Tour the beautiful historic courthouse!

6 Macon
Recently featured prominently in the racing movie "Need for Speed" and "Trouble with the Curve," Macon's historic district makes it the perfect location for period films, such as "42."

7 Clayton
A backdrop for the 1956 film "The Great Locomotive Chase," and home of the Chattooga River where the 1972 feature "Deliverance" was filmed, kicking off a multimillion dollar whitewater rafting industry.

The mapped locations are a small sample of communities, institutions, businesses and events that represent Georgia's rich creative economy.

For more information:
Georgia Film, Music & Digital Entertainment –
Georgia.org/FMDE

Georgia Film & Music Tourism –
ExploreGeorgia.org/Film
ExploreGeorgia.org/Music

Georgia Music - GeorgiaMusic.org

Georgia Council for the Arts –
GaArts.org

6

7

One-Step Academic Program Proposal/Approval Form   Page 41 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

192/766

MUSIC

1 Columbus
Housed within the RiverCenter for the Performing Arts, Columbus State University's Schwob School of Music contributes significantly to the vibrant growth in the heart of downtown Columbus where live music venues, musical theatre, studios, festivals, and events thrive. The Columbus Challenge raised more than $100 million for construction of the RiverCenter for the Performing Arts and CSU's Schwob School of Music, among other arts venues.

2 Savannah
A music manufacturing hub, Savannah is home to The Gretsch Company, Benedetto Guitars, Randy Wood Guitars, and JodyJazz. The Savannah Music Festival, Savannah Jazz Festival, Savannah Folk Festival, and Savannah Stopover bring audiences from throughout North America and Europe to the coastal city.

3 Athens
Well known for having spawned bands such as R.E.M., the B-52s and Widespread Panic, Athens continues to discover and develop talent at record labels including New West, studios including Chase Park Transduction, and world-famous venues like the 40 Watt Club and Georgia Theatre.

4 Macon
Macon's music heritage contributes to 600,000 annual visitors, including 90,000 international visitors. Tourists frequent attractions such as the Allman Brothers Band Museum at the Big House, Rock Candy Music Tours, the Otis Redding statue, and Bragg Jam music festival.

5 Atlanta
Whether Outkast or Lil Jon, Third Day or Mastodon, Atlanta's multicultural community of content creators has global influence. A production infrastructure of studios and award-winning engineers is matched with a tech-focused entrepreneurial environment. Live music thrives citywide with events including A3C Hip-Hop Festival, Music Midtown, and Shaky Knees.

6 Albany
A cradle of music from the Movement, Albany is home to the Albany Civil Rights Institute where the Freedom Singers, featuring civil rights pioneer Rutha Harris, perform an oral history and music program every Second Sunday.

7 Waycross
The annual Gram Parsons Guitar Pull pays tribute to the country rock pioneer who grew up in Waycross near the Okefenokee Swamp. Nationally recognized drummer and native son Jorel "JFly" Flynn hosts the annual JFly Music Festival, attracting thousands downtown annually for R&B, jazz, hip-hop, and gospel.

8

DIGITAL ENTER-TAINMENT

1 Cox Enterprises – Atlanta
Cox Enterprises owns subsidiaries Cox Communications, a cable television and telecommunications company, and Cox Media Group, with broadcast radio and television, newspaper publishing, and digital services. Cox Enterprises employs 50,000, with 7,000 in Atlanta.

2 The Weather Company – Atlanta
Owned by The Weather Company, The Weather Channel is available to almost 100 million American households, making it the most accessible cable channel in the U.S.

3 Turner Broadcasting – Atlanta
Founded by billionaire Ted Turner and owned by Time Warner, Turner Broadcasting has more than 100 channels in 30 languages across 200 countries, including CNN, TBS, TNT, Cartoon Network, HLN, and TCM. The company employs close to 13,000, with almost half in Atlanta.

4 Hi-Rez Studios – Alpharetta
A video game developer that creates exceptional online interactive entertainment, Hi-Rez Studios released their first game, "Global Agenda," in 2010. The studio employs 65 people at their development facility.

5 Tripwire Interactive – Roswell
A game development studio and publisher, Tripwire Interactive retail products include Red Orchestra: Ostfront 41-45, Killing Floor, and Red Orchestra 2: Heroes of Stalingrad.

6 Floyd County Productions – Atlanta
Founded by Matt Thompson and Adam Reed, Floyd County Productions created the award-winning animated comedy "Archer" for FX.

7 Bento Box – Atlanta
An animation and live-action production studio that creates animated content for television, home entertainment, and digital outlets, Bento Box produces the prime-time animated series "Bob's Burgers" and "The Awesomes."

9

One-Step Academic Program Proposal/Approval Form   Page 42 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

193/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

ARTS & CULTURE
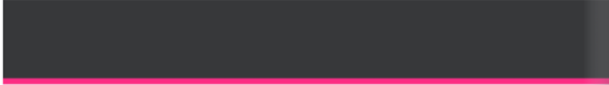
1 Woodruff Arts Center – Atlanta
One of the largest arts centers in the U.S., the Woodruff Arts Center is home to the Tony Award-winning Alliance Theatre, the Grammy Award-winning Atlanta Symphony Orchestra, the High Museum of Art, and Arts for Learning. Host to 1.4 million visitors annually, the center serves 300,000 students each year.

2 The Goat Farm Arts Center – Atlanta
Based at an historic 19th-century industrial complex, The Goat Farm is home to performance spaces, galleries, and studio spaces for more than 450 creative entrepreneurs, making it one of the highest density artist spaces in the U.S.

3 The Arts, Community, and Maker Spaces – Rome
Home to the oldest symphony and the first "talkie" theatre in the South, Rome has a long history of commitment to the arts. Recent investments include restoration of the historic DeSoto Theatre, upgrades to the 100-year-old City Auditorium through SPLOST funding, and construction of a new $6.7 million theater at Berry College. Annual film, Shakespeare, and arts and crafts festivals strengthen the sense of community around the arts. In recent years, Rome entrepreneurs have invested in multiple innovative spaces and programs to support the growing local maker movement.

4 Folk Pottery Museum of Northeast Georgia – Sautee-Nacoochee
The Folk Pottery Museum tells the story of 200 years of pottery making in northeast Georgia, including two of the most well-known folk pottery families in the U.S. – the Meaders and the Hewells.

5 Thomasville Creative District – Thomasville
A new creative district is under development in Thomasville, including an amphitheater, public art, artist studios, and a multi-use trail. The project is a partnership between civic leaders, entrepreneurs, corporations, and nonprofits, including Thomasville Center for the Arts.

6 Arts and Economic Development in Downtown Statesboro – Statesboro
Statesboro received $1.1 million from the U.S. Economic Development Administration to create an ecosystem of business innovation and entrepreneurship. The project includes an expansion of Georgia Southern University's City Campus, with an arts incubator, ceramics lab, fabrication laboratory, and 3-D printing facility.

7 Pasaquan – Buena Vista
Listed on the National Register of Historic Places and considered one of the most important visionary art environments in the U.S., Pasaquan was recently restored through a partnership between the Kohler Foundation, Pasaquan Preservation Society, and Columbus State University. Pasaquan's creator, Eddie Owens Martin, was a self-taught artist who worked for 30 years on the now famous art environment. Since reopening in 2016, Pasaquan was listed by CNN as one of "16 Intriguing Things to See and Do in the U.S."

10

GEORGIA'S CREATIVE ECONOMY

Georgia boasts a robust creative economy – one of the most vibrant among all U.S. states.

From a booming film and television industry, to a long-standing tradition of writing and recording music, from emergent gaming and digital media firms, to some of the most revered cultural institutions in the southeastern U.S., Georgia literally has it all.

The creative industries in Georgia represent a combined $37 billion in revenue, including 200,000 employed with $12.1 billion in earnings, and $62.5 billion in total economic impact. The creative industries represent 5 percent of all employment and 4 percent of all business revenue in the state.[1]

Georgia's creative economy not only contributes to the state's bottom line, but also draws millions of tourists each year, adds significantly to the quality of life and vitality of every community, and represents the bulk of Georgia's rich cultural heritage and identity.

Our thriving creative economy contributes to Georgia being not only an ideal place to do business, but also an incredible place to live and explore.

[1]Source: Economic Census 2012, Nonemployer Statistics 2012, and EMSI 2016

Georgia

About Georgia Department of Economic Development

The Georgia Department of Economic Development (GDEcD) is the state's sales and marketing arm, the lead agency for attracting new business investment, encouraging the expansion of existing industry and small businesses, locating new markets for Georgia products, attracting tourists to Georgia, and promoting the state as a destination for arts events and location for film, music and digital entertainment projects, as well as planning and mobilizing state resources for economic development. Georgia.org

COVER PHOTO CREDITS:
Top left - Hi-Rez Studios
Middle Left - Courtesy Shaky Beats/aLIVE Coverage
Bottom Left - Georgia Department of Economic Development
Bottom Right - Georgia Department of Economic Development
Top Right - Dance Canvas

One-Step Academic Program Proposal/Approval Form   Page 43 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

194/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Appendix 2 Governor's HDCI Report

One-Step Academic Program Proposal/Approval Form   Page 44 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

195/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

CONTENTS

2

One-Step Academic Program Proposal/Approval Form   Page 45 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

196/766

//

LETTER FROM THE GOVERNOR

Earlier this year, I launched the High Demand Career Initiative (HDCI), a natural continuation of the ongoing Georgia Competitiveness Initiative (GCI) created during the summer of 2011. The ideas, suggestions and best practices resulting from the GCI helped make Georgia the No. 1 state in the nation for business two years in a row. These initiatives continue to cultivate Georgia's innovative, pro-business environment by creating good-paying jobs and attracting the kind of investment that maintains our state's status as a leader in the global marketplace.

On April 15, the HDCI began with a series of meetings in Atlanta, Dalton and Statesboro. I asked our economic development team to continue the conversation by identifying key companies in strategic industries to participate in 10 additional meetings around the state through October.

I am confident that the expertise and insight the participants provided will be instrumental in creating a sustainable workforce infrastructure for Georgia. The information featured in this report includes overall trends, early successes, industry sector reports, challenges and recommendations on sustaining and building upon the success of this initiative.

I would like to take this opportunity to thank Commissioner Carr, Commissioner Jackson and Chancellor Huckaby for their leadership with the HDCI. The efforts made by these individuals and their teams to bring together our economic development community, university and technical college systems and key private-sector industries will better prepare us for the challenges and triumphs of Georgia's bright future.

Thank you for taking the time to review this report.

Sincerely,

Nathan Deal

Governor Nathan Deal

3

One-Step Academic Program Proposal/Approval Form   Page 46 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

197/766

///

LETTER FROM WORKFORCE DEVELOPMENT LEADERS

One of the most critical factors facing companies today is the availability of a highly trained and reliable workforce. By anticipating the jobs of the future, we can make sure that companies looking to expand or relocate here have access to a skilled workforce.

In January 2014, Governor Deal announced the creation of the High Demand Career Initiative (HDCI). This initiative is a long-term commitment to maintaining Georgia's status as a leader in the global marketplace in turn creating new jobs and investment growth.

The Governor's High Demand Career Initiative brought all of us together with our teams at the Georgia Department of Economic Development, the University System of Georgia and the Technical College System of Georgia. We then contacted key leaders in several of our important private-sector industries to get a clear picture of what Georgia businesses need.

We hosted 13 meetings across the state at local technical colleges and/or universities. Our economic development teams heard directly from companies about specific workforce needs, shared existing academic assets or training programs, and discussed the development of future programs.

We are very proud of Georgia being named the No. 1 place for business in the United States. In order to maintain this ranking, we must make sure the state's economic development infrastructure including our educational assets are meeting the workforce needs of Georgia businesses.

This report outlines the information, key trends, current resources and challenges we heard from the 80 private sector companies who participated. The content featured represents a variety of key industries in Georgia.

Our economic development efforts are all about partnerships. Thank you to all of those involved with this initiative - from event coordination to input from the companies who participated and the educational institutions who hosted us. We would also like to thank the Carl Vinson Institute of Government at the University of Georgia for partnering with us on this initiative and in preparing this report.

Thank you,

Chris M. C

Georgia Department of Economic Development Commissioner Chris Carr

Henry M. Huckaby

University System of Georgia Chancellor Hank Huckaby

Ronald Jack

Technical College System of Georgia Commissioner Ron Jackson

4

One-Step Academic Program Proposal/Approval Form   Page 47 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

198/766

BACKGROUND & INPUT PROCESS

Many Georgia business leaders say one of their biggest challenges is a trained, reliable, and consistent workforce. While this is not a problem that is specific to Georgia or the United States, Governor Deal announced the High Demand Career Initiative (HDCI) in his 2014 State of the State address to proactively identify solutions to address this challenge.

The HDCI connected those responsible for the state's economic development efforts and training Georgia's future workforce—the Technical College System of Georgia (TCSG), the Georgia Department of Economic Development (GDEcD), and the University System of Georgia (USG)—with employers to learn about current challenges and needs (i.e. degrees/majors, certificates, training courses, partnerships) over the next 5 to 10 years. The initiative is not a one-time event but designed to be a sustained effort to create a long-term infrastructure of communication and partnerships to meet Georgia's workforce needs.

With the goal of hearing directly from the private sector about their workforce needs, the GDEcD Workforce Division partnered with the Carl Vinson Institute of Government at the University of Georgia to organize 13 listening sessions around the state. At each session, private sector companies were asked to present on workforce needs, challenges, and difficult-to-fill positions to Georgia workforce training leaders. Representatives from GDEcD, the Technical College System of Georgia, and the University System of Georgia were on hand to learn from the private sector, connect businesses with current resources, and develop solutions to workforce challenges. Over 80 private sector partners representing numerous industries participated. Appendix I presents a list of participating companies.

Governor Deal speaking at the April 15, 2014 HDCI Meeting in Atlanta, GA

"In accordance with our trend of putting our education where our economy is, I am happy to announce the creation of the Governor's High Demand Career Initiative. We will bring together the heads of Economic Development, the University System of Georgia, our technical colleges and schools, along with key leaders in some of our important private-sector industries. This initiative will allow us to hear directly from the employers of our state about what they expect their future needs will be, and it will give our institutions of education the chance to get ahead of the curve in preparing tomorrow's workforce."

Governor Deal
State of the State Address 2014

HIGH DEMAND CAREER INITIATIVE MEETING LOCATIONS

Albany | Athens | Atlanta | Augusta
Carrollton | Columbus | Dalton | Eastman
Gainesville | Statesboro | Valdosta
Warner Robins

5

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 48 of 172

199/766

OVERALL TRENDS

During the 13 meetings across the state of Georgia, there were certain key trends that were common among many of the represented companies and industries.

AGING WORKFORCE

Many employers have older workforces and expect a large percentage of their employees to retire in the near future. Nineteen companies in a variety of industries specifically cited aging workforces as a concern.

MORE INTERNSHIPS, ON-THE-JOB TRAINING AND CO-OPS

Employers that currently use internships and co-op programs find these programs valuable in identifying, assessing, and training future employees. Employers also emphasized the importance of on-the-job (OJT) training in their employee development process. These programs help them fill positions that require a number of years of specialized experience in addition to the relevant training or educational background required. Several employers expressed a desire for assistance from the state with OJT training.

SOFT SKILLS ARE CRUCIAL

Nearly every employer discussed the importance of soft skills, such as communication, teamwork, problem solving, intellectual curiosity, critical thinking, and work ethic. Many employers stated that they found these skills lacking in younger employees. Employers also have increasingly found difficulties in recruiting employees that can pass background screenings and drug tests.

DEMAND FOR BASIC EDUCATIONAL SKILLS

Employers stated that they were looking for individuals with "work ready skills," such as reading, mathematical skills, statistics, and writing.

"We have an aging workforce...We have a lot of experienced talent but they are getting older and leaving the industry. Our middle-aged mechanics are leaving the industry for less physical work."
-TIMCO Aviation

"I don't know how we're going to find these guys without scouring the country... In the next 10 years I would estimate that probably half of our workforce will reach retirement age. We just don't know where the guys are going to come from to replace them."
-LMC Manufacturing

"Internships are really the backbone of our hiring process."
-Duracell

"We do expect the individual to come in with a level of training but to also come in with experience...the certificate is essential, but what is also important is that they have a significant amount of time spent doing that job...Delta tries to find work study programs where they can actually learn that craft or skill, so they can get the experience needed in order to be successful."
-Delta Air Lines

"We need those soft skills. We need people who are collaborative, who have the ability to communicate both verbally and through written form. I need craftsmen that can craft an email."
-Rayonier

"Some of the necessary skills for our workforce include work ready skills such as reading, math, and teamwork."
-Roper

6

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 49 of 172

200/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

///

INTRODUCING STEM AT A YOUNGER AGE

Employers reported that Science, Technology, Engineering and Mathematics (STEM) career fields need to be introduced to students at a younger age, made a key part of the curriculum, and that educators play a large role in the appeal of STEM fields.

SHORTAGE OF LOCAL SKILLED TRADES WORKERS

Employers expressed interest in talent from Georgia for their openings but stated they are forced to recruit from out-of-state. This was expressed across many of the industries, but it was especially prevalent in the industries that require skilled workers, such as manufacturing and entertainment (television & film production).

PRODUCTIVE PARTNERSHIPS WITH WORKFORCE DEVELOPMENT RESOURCES

Employers in various sectors reported that partnerships with local boards of education, the Technical College System of Georgia, and University System of Georgia institutions were very productive. Georgia Quick Start was a key part of the hiring and training processes for many companies.

A DIVERSE WORKFORCE IN STEM-RELATED JOBS

Companies in various sectors highlighted the need to attract more women and minorities into STEM-related jobs. There is a talent shortage in these career fields, and recruiting women and minorities would help to better fill the talent pipeline. Companies seek to match Georgia's diverse population with their hiring practices and employee make up.

"We have got to invest in STEM because our nation as a whole is getting behind very quickly... I think that as we start looking at students at the high school level, we've got to reach deeper. I'm trying to reach down to the junior high school level. And that's where we've got to capture the excitement and passion for IT, cyber, and intelligence now so that we can build a bench."

-US Army Cyber Center of Excellence/Fort Gordon

"We have to go out of state to find maintenance candidates."

-Toyo Tires

"We've been pulling some out of Alabama and Florida, but in Southwest Georgia in particular it's been very hard to find welders. I think we've found two in the Atlanta area, and that's it as far as Georgia over the past two years."

-LMC Manufacturing

"The partnership with Georgia Technical College has been outstanding."

-Flowers Foods

"Our customers are women. We need to attract more women into engineering schools, and we need to hire more of them."

-Manhattan Associates

"To just be honest, women and minorities don't choose to become engineers...[it's a] tragic waste of talent. If we can somehow get into the school systems and get to those students that have the ability, the interest, the raw skills, the talent to do that and encourage them, make them aware, and help them through the pre-algebra courses, we can produce a higher diversity in the engineering workforce in the state of Georgia."

-Warner Robins Air Logistics Center

7

One-Step Academic Program Proposal/Approval Form   Page 50 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

201/766

OVERALL TRENDS IN HIGH DEMAND CAREERS & SKILLS

Participating companies identified 162 unique high demand careers and 96 unique high demand skills and attributes. Many of the skills and careers crossed industries. Sector-specific sections later in the report present a snapshot of industry-by-industry needs. The table on the left presents the critical careers mentioned most often by participating companies; the table is listed in order of the number of times the careers were mentioned in the meetings. Likewise, the table on the right shows the critical skills and attributes that were identified repeatedly by the participants.

HIGH DEMAND CAREERS

Career
Mechanical Engineer
Electrical Engineer
Welder
Machinist
Computer Numerical Control (CNC) Operator
Programmable Logic Controller (PLC)
Software Developer
Business Support Roles (Accounting, HR, Marketing)
Computer Programmer
Maintenance Technician
Manufacturing Associate

HIGH DEMAND SKILLS/ATTRIBUTES

Skill/Attribute
Soft Skills
Mathematics
Work Ethic
Customer Focus
Project Management
Robotics
Analytical
Business Acumen
Problem Solver
Teamwork

8

One-Step Academic Program Proposal/Approval Form   Page 51 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

202/766

RECENT ACTION TO ADDRESS WORKFORCE ISSUES

One of the key goals of the HDCI process was to identify steps that the State of Georgia could take to address workforce training gaps and ensure that businesses were being provided with trained workers. Below are some of the items that Governor Deal and Georgia workforce leaders recently implemented or announced to address needs, issues, and gaps identified by the HDCI process.

STRATEGIC INDUSTRIES WORKFORCE DEVELOPMENT GRANT

Governor Deal announced a proposal to expand the Strategic Industries Workforce Development Grant (SIWDG) to include students enrolled in the following programs at TCSG institutions: film set design, computer programming, precision manufacturing, and certified engineering assistant. The current SIWDG provides HOPE Grant recipients with additional funding in targeted programs. Governor Deal has made the addition of the proposed programs for SIWDG eligibility a budgetary priority and will work with the General Assembly to enact this expansion.

COMPUTER PROGRAMMING

Many of the HDCI participants identified a need for more employees with skills in computer programming and software development. Governor Deal proposed that the State Board of Education amend state policy to allow computer programming courses to satisfy core requirements in the areas of math, science, and foreign language for high school students. Additionally, Governor Deal is asking the Board of Regents of the University System to accept these computer programming courses for admission into USG institutions.

VETERAN EMPLOYMENT

Many companies identified a desire to hire more veterans to fill workforce gaps because of strong soft skills and relevant military training. The Technical College System of Georgia and the University System of Georgia recently broke ground on a Military Academy Training Center (MATC) in Warner Robins. The MATC will serve as a resource to help military members transition to higher education or the workforce. The center will help veterans apply their Department of Defense training and experience towards TSCG and USG programs.

Current SIWDG Programs
Commercial Truck Driving
Diesel Mechanic
Early Childhood Care/Education
Healthcare Technologies
Information Technology
Practical Nursing
Welding
Proposed Programs
Certified Engineering Assistant
Computer Programming
Film Set Design
Precision Manufacturing

Athens, GA HDCI Panel

9

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM
Page 52 of 172

203/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

GO BUILD GEORGIA

The Go Build Georgia program is designed to educate young Georgians on the value and benefits of skilled trades. There are five industries of focus in the program: advanced manufacturing, industrial construction, transportation, energy, and telecommunications. Go Build Georgia seeks to dispel misconceptions about skilled trades and increase interest in these fulfilling careers through marketing, educational materials, events, and strategic partnerships.

COMPLETE COLLEGE GEORGIA

By 2020, it is projected that over 60% of jobs in Georgia will require some form of degree (technical certificate, associate's degree, bachelor's degree, etc.). The Technical College System of Georgia and the University System of Georgia have partnered together to increase student access to and graduation from TCSG and USG institutions, while ensuring rigor is maintained. This will enable Georgia to provide businesses with a sufficient number of degree-holding workers.

10

///

EARLY SUCCESSES

The full impact of the Governor's High Demand Career Initiative will be seen over the years to come as Georgia's companies are provided with a more trained, consistent, and reliable workforce. Throughout the HDCI process, state workforce partners sought to address needs identified by companies. Below are just a few of the early success stories.

UNIVERSITY SYSTEM OF GEORGIA—CYBER SECURITY INITIATIVE

USG is creating a Cyber Security Initiative that will focus all of the cyber education and training resources across the USG in order to meet the needs of the United States Army Cyber Command, the National Security Agency, the financial transaction processing industry, and the health informatics/electronic medical records industry. The initiative aims to create a cyber security workforce of sufficient scale, quality, and capability to meet the needs of Georgia companies, military installations, government agencies, and other institutions.

UNIVERSITY SYSTEM OF GEORGIA—FILM ACADEMY

USG is launching a campaign to address talent shortages in the film industry workforce. It is currently conducting a workforce survey to identify short-term and long-term needs for the industry. Additionally, USG is reviewing its current offerings to determine present capacity and how that capacity can be used to address short-term needs. A taskforce, comprised of individuals involved in relevant programs at USG institutions, is examining how the University System of Georgia can respond to the needs identified by the survey. The long-term goal is to establish a collaborative program— the Georgia Film Academy—to meet the workforce needs of the film industry.

TECHNICAL COLLEGE SYSTEM OF GEORGIA— CONNECTING BUSINESSES WITH TRAINING RESOURCES

TCSG created numerous new relationships from the HDCI process and was able to further educate businesses on the resources available from its institutions. For example, Home Depot identified a large need for computer programmers at the Atlanta, GA HDCI meeting; Gwinnett Technical College is now working with Home Depot to explore filling this identified workforce gap. Additionally, the college is in the process of establishing a partnership with the Jacoby Group to offer film training at the company's Atlanta Media Campus and Studio. This partnership will enhance Georgia's film workforce and provide students with opportunities for hands-on-experience.

11

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 54 of 172

205/766

AGRICULTURE & FOOD SECTOR

The agriculture and food sector emphasized its growing reliance on advanced technology in operations and that the industry is rapidly evolving. Food safety standards are increasing, food companies are using more automated equipment, and agriculture is changing to include techniques such as precision agriculture. Another key point many sector representatives made was that there is a great need for skilled employees such as welders, scientists, agribusiness experts, and those with four-year degrees in agricultural subjects.

SECTOR HIGHLIGHTS

There is a need for more students to study agriculture in Georgia. According to UGA's Center for Agribusiness and Economic Development, University System of Georgia institutions are only producing 55% of the needed graduates for agricultural fields.

Companies in the agriculture and food sector report difficulties hiring skilled employees such as welders, mechanics, and maintenance technicians. Many times these candidates have to be recruited from out-of-state.

HIGH DEMAND SKILLS/ATTRIBUTES

Adaptable
Ammonia Systems Certification
Analytical
CNC Equipment
Communication Skills
Computer Skills
Degrees in Science Fields (Chemistry, Microbiology, Fermentation Science, Food Science)
Hand Torch & Plasma Welding
Machine Tool Technology
Math Skills*
Power Plant Operations Certificate
Soft Skills*
Stick, MIG & TIG Welding
Waste Water Treatment Certificate
Work Ethic*

*=Identified by 2 or more companies

HIGH DEMAND CAREERS

Bakery Engineer	Field Service Representative
Brewery Worker	Industrial Engineer
Business Support Role	Machinist*
Chemical Engineer*	Manufacturing Associate
CNC Operator	Mechanic
Computer Programmer	Mechanical Engineer*
Craftsman	Welder
Electrical Engineer*	

*=Identified by 2 or more companies

> " For generations we've heard that a lot of agriculturists tell you, 'Oh, we hire unskilled laborers'...Are you going to put a minimum-waged, unskilled laborer in the cab of a three quarters of a million dollar cotton picker, that your making money depends on whether you get the last 300 acres picked? Instead of picking 2,000 acres, you get 2,300 picked."
>
> Abraham Baldwin
> Agricultural College

PARTICIPATING COMPANIES

Abraham Baldwin Agricultural College
Crider Foods | Flowers Foods
LMC Manufacturing | MillerCoors | Rayonier
University of Georgia College of Agricultural & Environmental Sciences
White Oak Pastures

ONE IN SEVEN GEORGIANS ARE EMPLOYED IN AGRICULTURE, FORESTRY, OR RELATED INDUSTRIES[1]

[1]University of Georgia Cooperative Extension. Ag Stats. http://extension.uga.edu/agriculture/ag-stats-agencies/ag-stats/index.cfm

13

One-Step Academic Program Proposal/Approval Form   Page 56 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

207/766

One-Step Academic Program Proposal/Approval Form   Page 57 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

208/766

AEROSPACE SECTOR

Georgia is home to a robust aerospace industry that generated an economic output of $30.7 billion in 2011[2]. Companies emphasized a need for employees with specialized skills, certifications, training, and experience for many of their open positions. Several aerospace companies reported strong relationships with Georgia's Technical Colleges and USG institutions. Many companies forecasted that the sector will continue to grow in Georgia over the years to come.

SECTOR HIGHLIGHTS

Several companies in the aerospace industry have experienced success with targeting veterans for recruitment.

Many companies identified a demand for Non-Destructive Testers (NDT)/Inspectors (NDI) and stated there is a need for training in this area. NDT involves the testing of parts through techniques that do not damage them such as X-Ray.

Companies stressed that most of the positions require experience in addition to educational requirements. Some companies have used internships and apprenticeships as workforce development tools to address the experience gap and grow their talent base.

HIGH DEMAND SKILLS/ATTRIBUTES

Attention to Detail	Flexibility
Blueprint Reading	Math Skills
Business Acumen	NDI Certifications
Computer Aided Design (CAD)	PLC Programming
CNC Operation	Project Management
Communication	Problem Solving
Cost Estimating	Safety Minded
Curiosity	Skilled Crafts
Customer Focus*	Supply Chain
Decision Making	Work Ethic*
Dependability	Work Ready Skills
F.A.A. Certifications	

*=Identified by 2 or more companies

HIGH DEMAND CAREERS

A&P Mechanic	Ground Maint. Mech.
Aerospace Engineer*	Industrial Engineer
Aircraft Inspector	Interiors Mechanic
Aircraft Mechanic	Machine/Facilities Tech.*
Aircraft Support Mech.	Machinist
Assembly Associates	Maintenance Technician
Aviation Maint. Tech.	Manufacturing Engineer
Avionics Technician	Material Buyer*
Bonding Associate	Material Science Engineer
CNC Machinist	Mechanical Engineer*
Composite Mechanic	Metallurgy Technician*
Computer Programmer	Nondestructive Testing Ins.*
Cont. Improvement Eng.	Pilot
Customer Service Spec.	Production Mechanic
Electrical Engineer	Production Supervisor*
Electronics Technician	Structures Mechanic
Engineer	Warehouse Worker
Financial Analyst	Welder
Forge Operator	*=Identified by 2 or more companies

> We are really looking for assistance with the individual organizations, whether they be the institutions, trade schools, or private certifications, to help us partner to have a pipeline. We get about 700,000 applicants a year. We hire 10,000 employees. And sometimes we say that we are very choosy in who we want to work for us, but a lot of times it's not just the choosing, it's the skills involved, the certifications that are essential for their success through the application process.
>
> -Delta Air Lines

PARTICIPATING COMPANIES

Delta Air Lines | Dynamic Paint Solutions
Firth Rixson | Gulfstream
Heart of Georgia Metal Crafters | PCC Airfoils
Pratt & Whitney | TIMCO Aviation Services
Triumph Aerostructures

GEORGIA'S AEROSPACE INDUSTRY EMPLOYED NEARLY 89,000 GEORGIANS IN 2011[3]

[2]Georgia Institute of Technology Enterprise Innovation Institute. Economic Impact Analysis of Georgia's Aerospace Industry. http://www.georgia.org/wp-content/uploads/2014/03/Aerospace-Economic-Impact-Study.pdf
[3]Ibid.

15

One-Step Academic Program Proposal/Approval Form   Page 58 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

209/766

One-Step Academic Program Proposal/Approval Form   Page 59 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

210/766

AUTOMOTIVE MANUFACTURING SECTOR

Representatives from automotive sector companies discussed the rapid growth of Georgia's automotive sector; many companies either expanded last year or plan to expand in the year to come. One company announced that it planned to add 200 to 300 jobs in early 2015. Much of the conversation focused on the need for highly-skilled assembly workers, employees with specialized skills such as tool & die, and the difficulty of finding and retaining qualified technicians.

SECTOR HIGHLIGHTS

Many auto manufacturers expressed desires for more co-op or apprenticeship programs and other public-private partnerships to close the training gap in the sector. Specific training needs included tool and die training, auto body paint training, and technical certificates in computer engineering and industrial automation.

Auto manufacturers reported great success with co-op programs with University System of Georgia institutions and programs offered by Quick Start.

> If you don't come out of high school with the right skills, knowing how to do your math, how to think logically about a lot of these things, then they're going to be stalemated where they're not going to be able to move up."
>
> -Hyundai Powertech

> Being involved in manufacturing requires a great deal of education and skill and a good foundation of knowledge...We do not want to see just high school dropouts from the workforce. We have a lot of high school dropouts that apply, but those people that are going to be successful and earn these higher wages are going to be those who have prepared from the elementary grades through high school and including universities."
>
> -ORI

PARTICIPATING COMPANIES

Blue Bird | Honda Precision Parts
Hyundai Powertech | Inalfa Roof Systems | KIA
Magna International, Inc. | Off Road Innovations
Porsche | Toyo Tire
Yamaha Motor Manufacturing Group

THERE ARE OVER 40,000 WORKERS EMPLOYED BY GEORGIA'S 296 AUTOMOTIVE-RELATED FACILITIES[4]

[4]Georgia Power. Automotive Manufacturing Report. http://selectgeorgia.com/publications/Automotive-Industry-Report.pdf

17

One-Step Academic Program Proposal/Approval Form   Page 60 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

211/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

///

HIGH DEMAND CAREERS

Accountant	Manufacturing Team Member
Assembly Supervisor*	Materials & Planning Leader
Auto Body Painter	Mechanical Engineer*
Automation Technician*	Mechanic
Certified Public Accountant	Mechatronic Technician*
CNC Operator*	Mold Maker
Computer Programmer	Mold Technician
Control Engineer	Office Supervisor
Design Engineer	PLC Operator
Draft Engineer	Quality Control Inspector
Electrical Engineer*	Quality Control Leader
Industrial Engineer	Quality Engineer
Machinist*	Technician
Maintenance Mechanic	Tool and Die Maker*
Maintenance Technician	Traditional Business Support
Manufacturing Engineer	Test Engineer
Manufacturing Specialist	Welder*

*=Identified by 2 or more companies

HIGH DEMAND SKILLS AND ATTRIBUTES

Ability to Read and Interpret Engineering Drawing and Sketches	Mechanical Systems
Accounting*	Passing Drug & Background Check*
Analytical Skills*	PLC*
C.P.A. License (with experience in manufacturing environments)	Pneumatics
Communication*	Problem Solver
Computer-Aided Design (CAD)	Project Management
Computer Skills*	Robotics*
Electrical Skills*	SAP Consulting
Engineering and Manufacturing Systems (Auto-Simulation)	Servo Motors*
Flexible Manufacturing Concepts	Soft Skills*
Fully Certified Status (i.e. fully certified tool and die maker)	Statistical Process Control (SPC)
Hydraulics	Teamwork
Lean Management*	Technical Writing
Math Skills*	Tool & Die

*=Identified by 2 or more companies

18

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 61 of 172

212/766

One-Step Academic Program Proposal/Approval Form   Page 62 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

213/766

One-Step Academic Program Proposal/Approval Form   Page 63 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

214/766

DEFENSE SECTOR

Georgia has a robust defense industry with 8 of the top 10 U.S. defense contractors operating in the state. Much of the discussion focused around the role that the state's research institutions play in supporting the defense industry in Georgia and around the United States. Additionally, many of the workforce concerns from the IT and manufacturing sectors, such as competition in computer programmer recruitment and a lack of skilled trades employees, surfaced in the defense sector as well. The defense sector is frequently competing against other sectors to recruit the required talent for their vacancies.

SECTOR HIGHLIGHTS

Defense spending has been impacted by the Budget Control Act and Sequestration. Some companies and research areas have felt the impact more than others.

Companies emphasized how important getting students interested in STEM at an early age is for defense related industries.

HIGH DEMAND SKILLS/ATTRIBUTES

3D Printing	Motivation
Adaptability	Planning & Organization
Advanced Manufacturing	Problem Solving
Energy Management	Rapid Prototyping
Finite Element Modeling	Teamwork
Fuel Systems	

HIGH DEMAND CAREERS

Aerospace Engineer*	Industrial Eng. Tech
Certified Program Man.	IT Specialist
Certified Project Man.	Manufacturing Technology Engineer
Computer Engineer	Material Engineer
Computer Scientist	Mechanical Engineer*
Continuous Improvement Engineer	Physicist
Cyber Security Specialist*	Software Engineer*
Draftsman	Systems Engineer*
Electrical Engineer*	Upholstery Sewer
Industrial Engineer	

*=Identified by 2 or more companies

> " I need people that know how to do program management. It's a complex, dynamic world of cobbling together a team and bringing your program to the finish line, so when you deliver to the customer it's on time, it's good quality, and you're making a good cost to them and a profit for your company."
>
> -Meggitt PLC

PARTICIPATING COMPANIES

Georgia Tech Research Institute
Lockheed Martin | Meggitt PLC
Mercer Engineering Research Center
Warner Robins Air Logistics Center

THERE ARE 8 MILITARY INSTALLATIONS IN GEORGIA. THE STATE HAS THE 5TH LARGEST DEPARTMENT OF DEFENSE WORKFORCE IN THE NATION[5]

[5]Georgia Department of Economic Development. Military Presence in Georgia. http://www.georgia.org/industries/defense-contractors/military-presence-georgia/

21

> " The sweet spot is to get them before they actually get into college to tell them how wonderful it is to be an engineer and how important science and math are to having a career that will give them the kind of income and stability that they want in their lives. And so that is the focus behind STEM these days. So if we can spark the flame, focus the interest, and prepare them to get into STEM-type careers."
>
> -Warner Robins Air Logistics Center

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 64 of 172

215/766

One-Step Academic Program Proposal/Approval Form   Page 65 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

216/766

FILM, TELEVISION & INTERACTIVE ENTERTAINMENT SECTOR

The film, television, and interactive entertainment sector is a robust and rapidly growing industry in Georgia. The economic impact of the sector in Georgia was $242 million in FY07, by FY14 film and television alone had increased over 2000% to $5.1 billion[6]. The film sector meeting revolved around one chief concern—a small pool of trained and experienced film production employees in Georgia. Additionally, many studios discussed that they only hire employees who are members of a film union or guild due to safety and training concerns. Many of the animation studios stated that none of the University System of Georgia institutions teach the currently desired animation software which limits the talent pool and reduces job opportunities for Georgians.

SECTOR HIGHLIGHTS

Georgia's film production workforce (set designers, costume designers, production assistants, cinematographers, etc.) is growing, but there is still a shortage of union/guild-trained workers. One large studio vice president reported that he was importing between 125 and 150 production employees for an upcoming production from California due to shortages in Georgia.

The film tax credit has been a large incentive to attract and retain businesses. Georgia could benefit further from the tax credit if it can expand its training programs and develop partnerships with unions and guilds to allow more Georgians to take part in film industry jobs.

The IATSE expects Georgia's film industry to double in size over the next two years, creating additional jobs and a greater economic impact.

"From a large studio standpoint, most of our folks are union members of some sort...we rely on the IATSE [International Alliance of Theatrical Stage Employees] a lot as far as providing trade members."

-Marvel Studios

"We could find people from different places, but we have just found that for our needs, people that are in Atlanta have been really great, but it is really tough to find animators ...because it is such a specialized thing. You are not just drawing, you are acting, and you are timing. You are an actor and an artist at the same time, so it is very specific. It has been pretty tough."
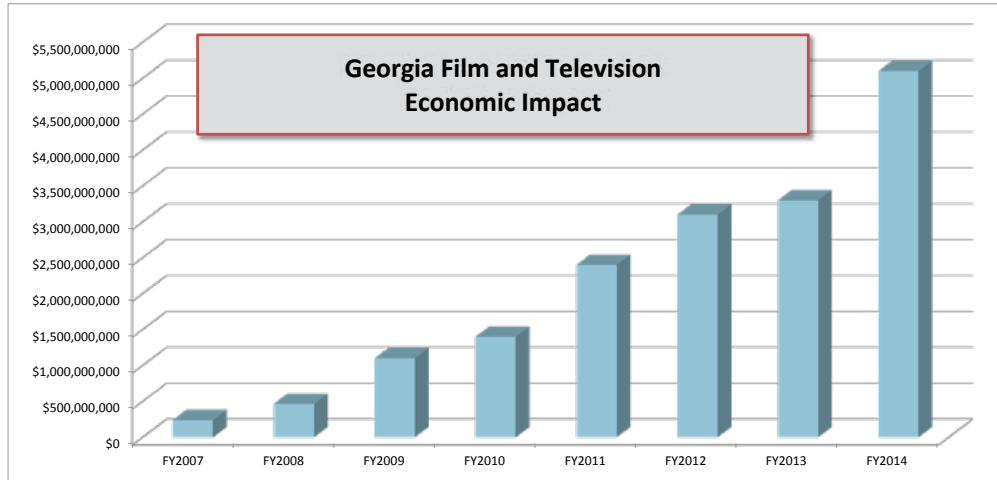
-Floyd County Productions

PARTICIPATING COMPANIES

Atlanta Media Campus/Jacoby Group

Bento Box | EUE/Screen Gems

Floyd County Productions

International Alliance of Theatrical Stage Employees (IATSE), Moving Picture Technicians, Artists and Allied Crafts of the United States Local 479

Marvel Studios | NBC Universal Cable Productions

Pinewood Studios | Teamsters Local 748

Trick 3D | Turner Broadcasting

Universal Pictures | Weather Channel

FEATURE FILMS AND TELEVISION PRODUCTIONS GENERATED AN ECONOMIC IMPACT OF $5.1 BILLION IN FY2014[7]

[6]Office of Governor Nathan Deal. Film Industry Generates $5.1 Billion in Economic Impact. http://www.georgia.org/newsroom/press-releases/film-industry-generates-5-1-billion-economic-impact/

[7]Ibid.

23

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 66 of 172

217/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Georgia Film and Television Economic Impact

HIGH DEMAND CAREERS

Animator	Fork Lift Operator
Artist	Mobile Application Developer
Background Artist	Painter
Best Boy Electric	Plasterer
Best Boy Grip	Set Builder
Cinematographer	Special Effects Technician
Costumer Designer/Tailor	Specialty Technician
Film Department Head	Story Boarder
Flash Animator	Stunt Team Member

HIGH DEMAND SKILLS AND ATTRIBUTES

Ability to Connect Different Subjects
Animation Software (Toon Boom, Adobe Creative Suite, Harmony, Life Drawing, Storyboard, FileMaker Pro)
Communication
Critical Thinking
Guild/Union Membership
Intellectual Curiosity
Knowledge of Production Safety Requirements
Math
Team Work
Work Ethic
Writing

24

One-Step Academic Program Proposal/Approval Form   Page 67 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

218/766

One-Step Academic Program Proposal/Approval Form   Page 68 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

219/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

One-Step Academic Program Proposal/Approval Form   Page 69 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

220/766

HEALTHCARE & LIFE SCIENCES SECTOR

More and more healthcare and life science companies are opening up shop in Georgia. For example, Baxter plans to hire 1,500 employees and make a $1 billion dollar investment in its new Covington facility[a]. Companies expressed concerns about the current talent pool and training pipeline in the state. Since the life science industry is new in Georgia, there is a smaller pool of experienced employees at the technical level. Employers are looking for candidates with experience in a Food and Drug Administration-regulated environment and clean room environments.

SECTOR HIGHLIGHTS

Most of the open positions in the biotechnology industry require pharmaceutical/life science industry experience. One company reported that 70% of their current positions require life science industry experience.

Many employers in the Healthcare and Life Sciences sector are looking for certifications in addition to education.

Biotech companies are working with USG and TCSG institutions to develop training programs.

HIGH DEMAND CAREERS

Analytical Chemist	Medical Technician
Case Management Worker*	Medicare Salesperson
Chemical Engineer	Nurse
Corporate Support Functions*	Nurse (with Cert. Registered Rehab. Nurse Cert.)
Electrical Engineer	Occupational Therapist
Electro-Mechanical Tech	Physical Therapist
Experienced Equip. Operator	Plasma Technician
Hospital Marketing/ Admissions	Plasma Technologist
IT Engineer	Process Engineer
IT Specialist	Production Technician
Lic. Clinical Social Worker	Quality Assurance Associate
Manufacturing Associate*	Software Engineer
Manufacturing Technician	Speech Therapist
Mechanical Engineer	*=Identified by 2 or more companies

> Some of the challenges that we face in the Georgia market is a majority of our candidates will not have any type of biotech experience. No experience in a clean room."
>
> -Dendreon

HIGH DEMAND SKILLS/ATTRIBUTES

Analytical Skills	Leadership
Attention to detail	Mobile Workforce
Current Good Manufacturing Practices Experience	Project Management
Experience in clean room environment	Soft Skills
Experience in FDA Regulated Environments*	Specialist in Blood Banking (SBB) Designation
Healthcare Certifications	

*=Identified by 2 or more companies

PARTICIPATING COMPANIES

Alcon | Baxter | Dendreon | HealthSouth
Immucor | MedAssets
UCB | WellCare

LIFE SCIENCE COMPANIES EMPLOYED OVER 18,000 GEORGIANS IN 2010[9]

[a]Baxter. Baxter Announces Biologics Capacity Expansion to Support Global Growth in Plasma-derived Therapies. http://www.baxter.com/press_room/press_releases/2012/04_19_12_expansion.html

[9]Georgia Biosciences. The Georgia Life Sciences Industry Analysis 2012. http://c.ymcdn.com/sites/www.gabio.org/resource/resmgr/imported/Shaping%20Infinity%202012.pdf

27

One-Step Academic Program Proposal/Approval Form   Page 70 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

221/766

One-Step Academic Program Proposal/Approval Form   Page 71 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

222/766

INFORMATION TECHNOLOGY SECTOR

The information technology sector in Georgia currently has one key concern—finding enough employees with the right skills to fill their vacancies. Many companies discussed long searches to fill vacancies and "stealing" back and forth between employers. Companies emphasized that Georgia needs to increase its IT talent pool, but that any initiatives should be targeted to specific needs (i.e. software developers instead of help desk technicians).

SECTOR HIGHLIGHTS

Many employers stated that they had to look outside the state of Georgia to find sufficient IT talent. For example, 65% of Home Depot's software developers are recruited from out-of-state which results in high relocation costs and the need for satellite offices around the country.

Employers expressed a desire for more communication between industry and educators (K-12 and post-secondary) to better align curriculum to needs. For example, an employer stated that frequently students are only taught the theory of the JAVA programming language and not how to actually apply it on a project.

Employers felt that students need to be made aware of how they can apply their IT interests in Georgia, for example, as a software developer for Home Depot in Atlanta instead of doing the same for Google in California.

> We have opportunities galore in all the IT areas, particularly in cyber security. Cyber security has taken on a whole new meaning over the last couple of years. The criminals have gotten unbelievably smart. They have their own websites. They have their own help desk for malware. So if a person is trying to put malware [out] and trying to steal [data], there is a support desk for them.

-First Data

PARTICIPATING COMPANIES

ADP | AFLAC[10]
American Transaction Processors Coalition
AT&T | First Data | Home Depot[11] | IBM
IntelliSystems | Janus Research Group
NCR | Philips Healthcare
Rural Sourcing
U.S. Army Cyber Center of Excellence/Fort Gordon

70% OF ALL U.S. FINANCIAL TRANSACTIONS COME THROUGH GEORGIA. THE TRANSACTION PROCESSING INDUSTRY EMPLOYS ALMOST 40,000 GEORGIANS.

THE INFORMATION TECHNOLOGY SECTOR IN GEORGIA HAS A $113 BILLION ECONOMIC IMPACT[12]

[10] Company was grouped with this sector due to similarities in high demand skills and jobs.

[11] Ibid.

[12] Georgia Department of Economic Development. Information Technology. http://www.georgia.org/industries/information-technology/

29

One-Step Academic Program Proposal/Approval Form   Page 72 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

223/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

///

HIGH DEMAND CAREERS

Application Developer	IT Security Administrator
Business and Operations Analyst	JAVA Developer
Business Consultant*	Network Security Specialist
Business Support Services	Oracle Developer & DBA
Computer Programmer	Process Improvement Manager
Computer Scientist	Researcher
Cyber Security*	Salesperson
Data Analyst	Software Developer*
Data Scientist	Strategic & Sourcing Consultant
Electrical Engineering	Web Developer
Enrollment Consultant	Windows Developer
Field Service Engineer	Wireless Communication Engineer
Game Developer	

*=Identified by 2 or more companies

HIGH DEMAND SKILLS AND ATTRIBUTES

Ability to get along with others	JAVA
Analytical Mindset	Lifelong Learner*
Bilingual	Math Degrees
Business Acumen*	Mobile Application Development
Business Intelligence	Presentation Skills
Communication	Programming Languages (C#, C++, Python)
Critical Thinking	Project Management*
Customer Service*	Spectrum & Frequency Planning
Data Analytics*	Statistics Degree
Defense Acquisition Workforce Improvement Act (DAWIA) Certifications	Supply Chain
I.T. Certifications*	Virtual Learning

*=Identified by 2 or more companies

30

One-Step Academic Program Proposal/Approval Form   Page 73 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

224/766

One-Step Academic Program Proposal/Approval Form   Page 74 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

225/766

One-Step Academic Program Proposal/Approval Form   Page 75 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

226/766

LOGISTICS & TRANSPORTATION SECTOR

The transportation and logistics sector highlighted a diverse set of high demand skills. Transportation companies emphasized a large need for truck drivers, diesel technicians, and sales staff. The truck driver shortage is especially acute and is predicted to grow in the years to come. As one representative asked, "How are you going to talk a 21-year-old into driving a truck?"

The logistics IT sector highlighted a need for more technologists. Manhattan Associates, a supply chain software company, reported that their only limitation on growth is headcount. Logistics IT providers are having a difficult time filling key IT positions such as software developers and computer scientists. Other logistics providers involved in warehousing discussed the difficulties of attracting and retaining younger employees.

SECTOR HIGHLIGHTS

There is a critical truck driver shortage in Georgia and across the nation. The American Trucking Association predicts the trucking industry will need to find 96,000 new drivers annually to keep pace with demand. A representative from J.B. Hunt stated, "It's a challenge to get new drivers in the market, and on top of that you're going to see the dollar rise on the product for the consumer because we're going to have to eventually pay these drivers more to get them in the door and to keep them in the truck."

The logistics field relies heavily on IT personnel, but struggles to recruit talent. One company said that everyone is fighting over the same programmers and software developers.

The transportation and warehousing industry has the 4th highest percentage of employees over the age of 55 of any industry. The chart presented by J.B. Hunt illustrates age breakdown for U.S. industries.

Driver Shortage Worsening

The industry needs to find roughly 96,000 new drivers annually to keep pace with demand. If freight demand grows as it is projected to, the driver shortage could balloon to nearly 240,000, according to ATA data.
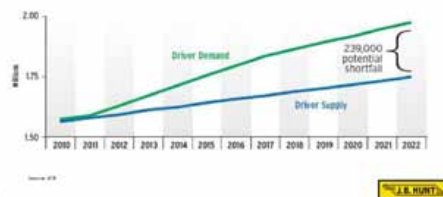
PARTICIPATING COMPANIES

C.H. Robinson | CEVA Logistics
Georgia Power[13] | J.B. Hunt Transport Services
Manhattan Associates
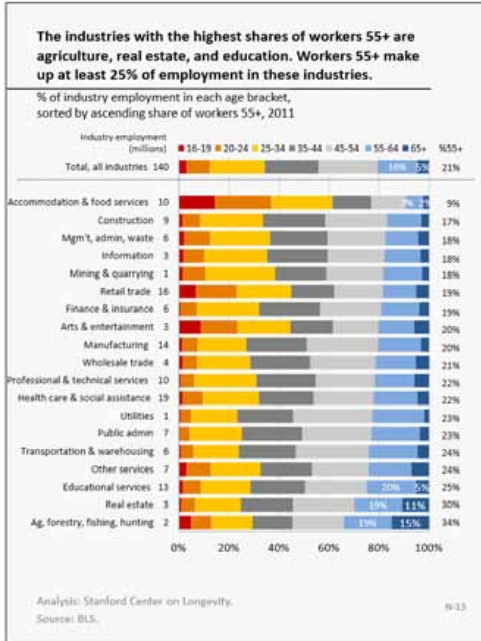Nordic Logistics and Warehousing
Walmart

GEORGIA IS HOME TO 12,300 LOGISTICS SERVICE PROVIDERS[14]

[13]Company was grouped with this sector due to similarities in high demand skills and jobs.

[14]Georgia Department of Economic Development. Logistics Brochure. http://www.georgia.org/wp-content/uploads/2014/03/Logistics-Brochure-Update.pdf

33

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 76 of 172

227/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

The industries with the highest shares of workers 55+ are agriculture, real estate, and education. Workers 55+ make up at least 25% of employment in these industries.

% of industry employment in each age bracket, sorted by ascending share of workers 55+, 2011

Analysis: Stanford Center on Longevity.
Source: BLS.

Primary
Lack of awareness of specific TWL job opportunities
Lack of awareness or interest in TWL
Few younger entrants to workforce with sector interest
Retirement of older experienced workforce

Secondary
Lack of support for diverse workforce
OJT time needed for new hires creates retention problems
Negative perception of TWL sector
Inflexible work culture-not supportive of younger workers
Increased security measures reduce eligible pool

Other
Little advocacy in schools
Weak interaction/presence of employers with communities/schools
New technologies are changing skill mix faster than capacity to upgrade skills

Companies asked for better coordination between industry and educational providers. For example, employers reported that JAVA and SQL are not taught by post-secondary institutions, especially in practical ways.

Analysis performed by the Workforce Boards of Metropolitan Chicago identified the primary, secondary, and other root causes of staffing shortages in the transportation, warehousing, and logistics fields. The analysis sought to identify what barriers will have to be overcome to meet the staffing needs of this industry. The results as presented by CEVA logistics are below.

HIGH DEMAND CAREERS

Account Manager	Maintenance Technician*
Capacity Account Manager	Office Manager
Computer Programmer	Outside Salesperson
Computer Scientist	Power Plant Operator
Customer Service Specialist	Refrigeration Specialist
Diesel Technician	Salesperson
Engineer	Shop Technician/ Mechanic
Forklift Operator*	Truck Driver*
Industrial Technician	Warehouse Worker*
Lineman	

*=Identified by 2 or more companies

HIGH DEMAND SKILLS AND ATTRIBUTES

Ability to multitask	Presentation Skills
Bachelor's and Master's Degrees in transportation and logistics fields	Project Management
Business Acumen	RF Gun
Business Writing	Robotics
Certified Forklift Operator	Sales
Communication	Soft Skills*
Critical Thinking	SQL
Decision Making	Teamwork
Ethics	Time Management
JAVA Programming Language	Troubleshooting
Maturity	Work Ethics

*=Identified by 2 or more companies

34

One-Step Academic Program Proposal/Approval Form   Page 77 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

228/766

One-Step Academic Program Proposal/Approval Form   Page 78 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

229/766

One-Step Academic Program Proposal/Approval Form   Page 79 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

230/766

MANUFACTURING SECTOR

Representatives from the manufacturing sector discussed the difficulties in finding employees with the right skills, both technical and soft, and experience to fill their positions. Another common refrain from the manufacturing sector was the need to change the public's perception, especially that of students and teachers, of manufacturing. The public perceives manufacturing jobs as blue-collar and dirty, but in actuality most manufacturing jobs pay above average wages, are in clean environments, and provide significant opportunities for advancement.

SECTOR HIGHLIGHTS

Employers stated that there is a perception that technical careers are inferior to university-track careers. A study by the Manufacturing Institute found that only 35% of parents would encourage their children to pursue a manufacturing career.[15]

Manufacturers have attempted to address the negative perceptions of their industry by partnering with schools, hosting factory tours for teachers and guidance counselors, participating in programs like Go Build Georgia and Great Promise Partnership[16], hosting summer STEM academies, and hiring high school students to work in their facilities.

The supply of manufacturing workers in Georgia is not keeping up with the demand for workers, according to data presented by Hire Dynamics.

Supply vs. demand in Georgia's manufacturing industry has increased 30%:
• Supply - 29,032 active job candidates*
• Demand - 38,082 job postings*
*Source: CareerBuilder & Wanted Analytics

Top GA Manufacturing Job Types

Job Type	%	# of Postings
Production Supervisor	27%	1,372
Mechanical Engineer	27%	1,367
Manufacturing Engineer	16%	760
Shift/Operations Supervisor	17%	630
Inventory Manager	3%	137
Supply Chain Manager	3%	130
Need Mold Inspection	3%	119
Plant Manager	2%	80
Maintenance Technician	2%	79
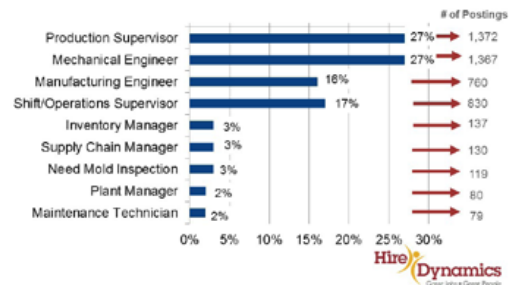
Hire Dynamics

PARTICIPATING COMPANIES

Briggs & Stratton | Carrier Transicold
Caterpillar | Duracell | Great Dane
Hire Dynamics | Hon Company
Industrial Mechanical
Mitsubishi Hitachi Power Systems | Mohawk
Power Partners | Roper Corporation
Siemens

MORE THAN 357,000 GEORGIANS WERE EMPLOYED IN MANUFACTURING POSITIONS IN 2013[17]

[15]Manufacturing Institute. 2012 Annual Index. http://www.themanufacturinginstiture.org/~/media/5856BC61 96764320A6BEFA0D9962BE80/2012_Public_Perception_of_ Manufacturing_Report.pdf

[16]Great Promise is discussed in detail in the innovative ways to address workforce challenges section.

[17]National Association of Manufacturers. 2014 Georgia Manufacturing Facts. http://www.nam.org/Data-and-Reports/ State-Manufacturing-Data/2014-State-Manufacturing-Data/ Georgia-Manufacturing-Data/

37

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 80 of 172

231/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

//

Additionally, there is both a shortage of manufacturing employees in Georgia and a mismatch between where the employees live and where the positions are. Atlanta has one thousand more open manufacturing positions than manufacturing jobs seekers. There are 559 active postings for manufacturing positions in Athens, GA, but few manufacturing job seekers live there.
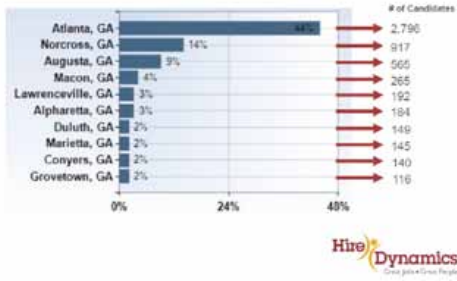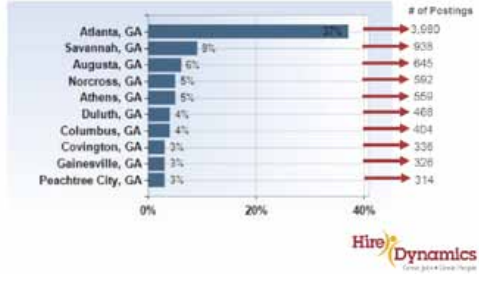
HIGH DEMAND CAREERS

Assembler/Fabricator*	Manager
Chemical Engineer	Manufacturing Engineer*
CNC Operator*	Manufacturing Technician
Electrical Engineer*	Mechanical Engineer*
Electrical Maintenance Technician*	Mechanical Maintenance Technician
Electronic System Maintenance Technician	Operator
Engineer*	Process Engineer
Front Line Leader	Production Supervisor
Industrial Maintenance Technician*	Quality Technician
Machine Operator	Supply Chain Professional
Machinist*	Team Facilitator
Maintenance Mechanic	Welder*
Maintenance Technician	

*=Identified by 2 or more companies

HIGH DEMAND SKILLS AND ATTRIBUTES

Blue Print Reading	Lean Principles
Business Skills	Machine Tooling
Catia Software	Math
CNC Programming	OSHA Regulations
Commitment to Success	PLCs*
Communication*	Print Reading & Gaging
Computer Skills*	Reading
Continuous Improvement	Robotics
Controls	Safety
Drafting	Soft Skills
Engineering	Teamwork*
Environmental Health & Safety Experts	Tool & Die*
Fluid Power	Troubleshooting*
Knowledge of Supply Chain	Welding*
Leadership*	Work Ethic*

*=Identified by 2 or more companies

38

One-Step Academic Program Proposal/Approval Form   Page 81 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

232/766

INNOVATIVE WAYS TO ADDRESS WORKFORCE CHALLENGES

Some HDCI participants shared ways that they previously addressed workforce challenges.

PARTNERSHIPS WITH THE TECHNICAL COLLEGE SYSTEM OF GEORGIA

Georgia Power predicts that many of its electrical linemen will retire in the near future and found that its training and hiring process resulted in many of the prospective employees not completing the process. Georgia Power partnered with South Georgia Technical College to establish an electrical lineman program. The program has turned out to be a great asset for Georgia Power and other energy companies. Georgia Power found that its retention rate of electrical linemen has increased 15%. The program is now available on four TCSG campuses.

Mike White from Caterpillar discusses the company's workforce needs

PARTNERSHIP WITH LOCAL SCHOOL DISTRICTS

Pratt & Whitney faces the same recruiting struggles as many other aerospace and manufacturing sector companies when it comes to recruiting skilled labor. They decided that instead of trying to find mechanics and import them to Georgia, they would grow their own. They partnered with the Muscogee County School District and Columbus Technical College to bring on six high school interns each year. Fifty-four high school students have completed the program and 27 have joined the company in a full-time capacity after graduation. According to Pratt & Whitney this has been a very successful program and allows them to "teach them right."

A few companies in the manufacturing industry mentioned that they partner with local schools in an effort to introduce manufacturing as a positive and attractive career choice. Briggs & Stratton and Mitsubishi-Hitachi Power Systems host factory tours on a regular basis for high school and middle school classes. PCC Airfoils hosts a summer STEM intern program with the Coffee County School System where they bring in high school students and place them in jobs related to their interests. These opportunities help to familiarize students with manufacturing careers and show them the benefits of the careers.

PARTNERSHIP WITH THE GREAT PROMISE PARTNERSHIP

Three of the participating manufacturers in Northeast Georgia mentioned their partnership with the Great Promise Partnership to employ students who are at risk of not graduating from high school. The students attend school and also work part-time at participating companies. This incents students to graduate from high school and benefits companies as they have the opportunity to hire quality employees after graduation. Power Partners employs five high school students, and its HR director said, "It really is exciting to watch one of our 50-year employees working with a high school student and teaching them what it is we do."

39

One-Step Academic Program Proposal/Approval Form   Page 82 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

233/766

COMPANIES PARTNERING TOGETHER TO ADDRESS WORKFORCE NEEDS

Companies in the Savannah, Georgia area partnered to create the Maritime Logistics Education Taskforce (MLET) to reach, educate, and grow the current and future workforce of the logistics and maritime industry in Savannah and the surrounding coastal areas. MLET provides paid internships to junior and senior high school students. Additionally, MLET partners with area schools to educate students on logistics and maritime careers. Many of the students who complete the internship program go on to receive full-time positions with the companies.

CHANGING THE JOB PROFILE

Many companies reported difficulties recruiting and retaining IT professionals, such as software engineers. Manhattan Associates has attempted to address this shortage by evaluating and changing some of its job profiles. For example, they created a new technician role where they are not performing the advanced work of a software engineer but are able to make basic modifications to software and run test scripts. This allows the company to save on wages and creates a larger recruiting pool, as the job does not require a computer science degree or even necessarily a four-year degree.

SUSTAINING THE INITIATIVE

Governor Deal and Georgia workforce education leaders are committed to ensuring that the state remains focused on creating a trained, reliable, and consistent workforce. The early action section highlights some of the work that has already been accomplished. Each participating entity will designate staff to the HDCI effort. GDEcD's Workforce division has created a full-time position to provide leadership. This individual will focus on coordinating between the University System of Georgia, the Technical College System of Georgia, K-12 system, GDEcD resources, and Georgia businesses to ensure that future generations are being adequately prepared to enter the workforce.

The innovative public-private dialogue fostered through HDCI will help Georgia's leaders ensure that education and workforce development efforts are geared toward the current and future workforce needs of Georgia businesses. By streamlining the efforts of the participating state partners, businesses will be provided with direct access to resources that meet their workforce needs. Additionally, the findings will serve as a key tool for policy makers to guide future workforce policy actions. This coordination will serve as an important competitive advantage helping Georgia maintain its present status as the No. 1 state in the nation in which to do business.

Joe Folz from Porsche discusses the company's workforce needs

40

ONE-STEP ACADEMIC PROGRAM PROPOSAL

LIST OF PARTICIPATING COMPANIES AND MEETING LOCATIONS

The following companies participated in the Governor's High Demand Career Initiative process:

Atlanta, GA—April 15, 2014
Hosted by Georgia Institute of Technology
• Alcon
• Baxter
• Home Depot
• KIA
• NCR
• Porsche
• Siemens

Dalton, GA—April 21, 2014
Hosted by Georgia Northwestern Technical College
• HON Office Furniture
• Honda Precision Parts of Georgia
• Mohawk Industries
• Pratt and Whitney
• Roper
• Toyo Tires
• Walmart

Statesboro, GA—May 13, 2014
Hosted by Georgia Southern University
• Biggs and Stratton
• Crider Food Incorporated
• Firth Rixson
• Gulfstream
• Great Dane
• Mitsubishi Hitachi Power Systems
• Rayonier

Atlanta, GA—Film Sector—July 1, 2014
Hosted by Georgia State University
• Atlanta Media Campus/Jacoby Group
• Bento Box
• EUE/Screen Gems
• Floyd County Productions
• International Alliance of Theatrical Stage Employees, Moving Picture Technicians, Artists and Allied Crafts of the United States Local 479
• Marvel Studios
• NBC Universal Cable Productions
• Pinewood Studios
• Teamsters Local 748

• Trick 3D
• Turners Broadcasting
• Universal Pictures
• Weather Channel

Augusta, GA—Information Technology Sector—July 10, 2014
Hosted by Georgia Regents University
• ADP
• AT&T
• IBM
• IntelliSystems
• Janus Research Group
• Philips Healthcare
• Rural Sourcing, Inc.
• U.S. Army Cyber Center of Excellence/Fort Gordon

Columbus, GA—Sector—July 23, 2014
Hosted by Columbus State University
• Aflac
• Duracell
• First Data
• Flowers Foods
• Georgia Power

Warner Robins, GA—Military Sector—August 13, 2014
Hosted by Central Georgia Technical College
• Georgia Tech Research Institute
• Lockheed Martin
• Meggitt PLC
• Mercer Engineering Research Center
• Warner Robins Air Logistics Center

Eastman, GA—Aviation Sector—August 14, 2014
Hosted by Middle Georgia State College
• Delta Air Lines
• Dynamic paint Solutions
• Heart of Georgia Metal Crafters
• PCC Airfoils
• TIMCO Aviation Services
• Triumph Aerostructures

41

One-Step Academic Program Proposal/Approval Form   Page 84 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

235/766

//

Gainesville, GA—Healthcare Sector—September 11, 2014
Hosted by the University of North Georgia
• Dendreon
• HealthSouth
• Immucor
• MedAssets
• UCB
• WellCare

Carrollton, GA—Automotive Sector—September 24, 2014
Hosted by the University of West Georgia
• Blue Bird
• Hyundai Powertech
• Inalfa Roof Systems
• Magna International
• Off Road Innovations
• Yamaha Motor Manufacturing Group

Albany, GA—Agriculture Sector—October 8, 2014
Hosted by the Albany Technical College
• Abraham Baldwin Agriculture College
• LMC Manufacturing
• MillerCoors
• White Oak Pastures
• University of Georgia College of Agricultural and Environmental Sciences—Tifton Campus

Valdosta, GA—Logistics Sector—October 9, 2014
Hosted by Wiregrass Technical College
• CEVA Logistics
• C.H. Robinson
• J.B. Hunt
• Manhattan Associates
• Nordic

Athens, GA—October 21, 2014
Hosted by the University of Georgia
• American Transaction Processors Coalition
• Carrier Transicold
• Caterpillar
• Hire Dynamics
• Industrial Mechanical
• Power Partners

ACKNOWLEDGEMENTS

42

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 85 of 172

236/766

Appendix 3 UWG Mission and Values

One-Step Academic Program Proposal/Approval Form   Page 86 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

237/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Mission & Values

About UWG

[University of West Georgia](#)

Our Mission

The mission of the University of West Georgia (UWG) 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.

UWG is committed to academic excellence and to community engagement, offering high-quality undergraduate, graduate, and community programs on-campus, off-campus, and online.

UWG, a charter member of the University System of Georgia (USG), is a comprehensive, SACSCOC level VI, public university, based in West Georgia with multiple instructional sites and a strong virtual presence. UWG supports students in their efforts to complete degrees in relevant programs, valuing liberal arts and professional preparation. Through effective and innovative teaching, experiential learning, scholarship, research, creative endeavor, and public service, UWG equips graduates to engage with and discover knowledge. UWG is dedicated to building on existing strengths and developing distinctive academic, research, and co-curricular programs and services that respond to economic development and identified regional, state and global needs, thus empowering alumni to contribute responsibly and creatively to a complex 21st Century global society.

Our Values

One-Step Academic Program Proposal/Approval Form   Page 87 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

238/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

The institutional mission and daily operation of the University of West Georgia are guided by our values that support our vision to be the best place to work, learn, and succeed.

The value of **achievement** is evident in our commitment to the academic and social success of our students, staff, and faculty.

The value of **caring** is evident in our consistent concern and regard for our students, staff, and faculty as well as the larger communities where we live and whom we serve.

The value of **collaboration** is evident in our commitment to shared governance, teamwork, and a cooperative spirit that shape our interactions with students, staff, and faculty, and the communities we serve.

The value of **inclusiveness** is evident in our commitment to celebrating our diversity, our collaborative spirit, and creating a welcoming campus that is emotionally and physically safe for all.

The value of **innovation** is evident in our commitment to fostering a learning atmosphere in which new methods and ideas consistent with our vision and mission are respected and rewarded.

The value of **integrity** is evident in our commitment to rigorous ethical standards in our classrooms and offices, in our conduct toward each other, and in service to our communities.

The value of **sustainability** is evident in our obligation to maintaining ecological balance in our planning and operations that make possible for future generations the same or better quality of opportunities for success available to present employees and students.

The value of **wisdom** is evident in our commitment to teaching and learning

One-Step Academic Program Proposal/Approval Form   Page 88 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

239/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

that emphasizes knowledge for the purpose of positively transforming the lives of our employees and students, as well as improving the world in which we live.

One-Step Academic Program Proposal/Approval Form   Page 89 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

240/766

Appendix 4 UWG Strategic Plan and USG Strategic Plan

One-Step Academic Program Proposal/Approval Form   Page 90 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

241/766

Strategic Plan
2014 - 2020
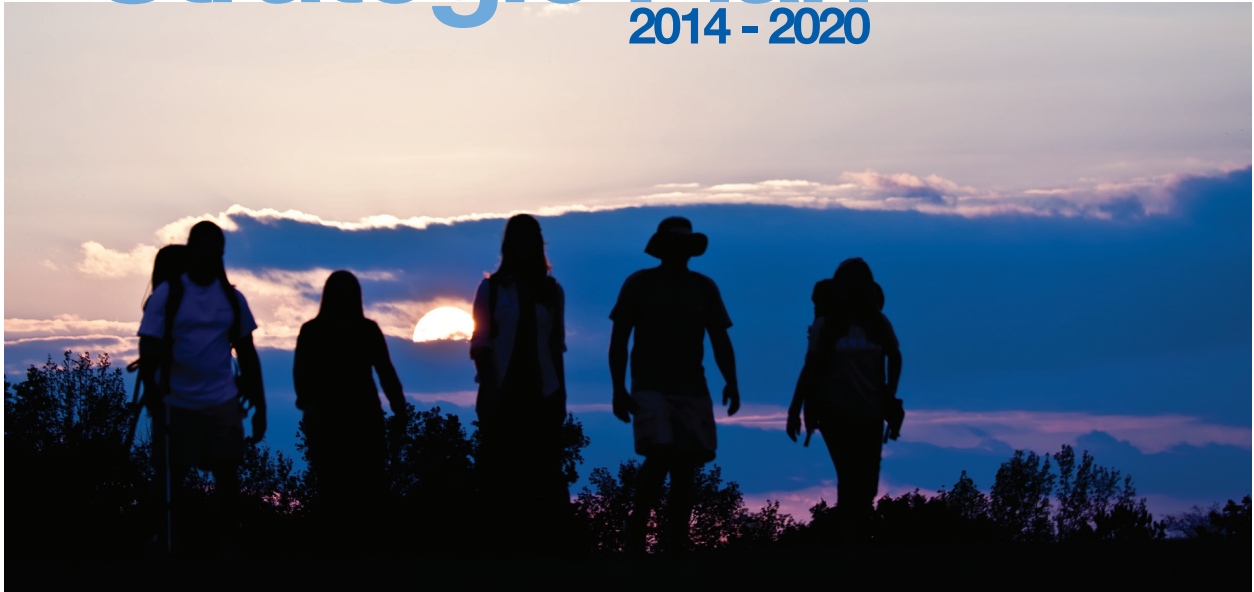
Go West. It changes everything.

UNIVERSITY *of* West Georgia

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 91 of 172

242/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

One-Step Academic Program Proposal/Approval Form   Page 92 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

243/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL
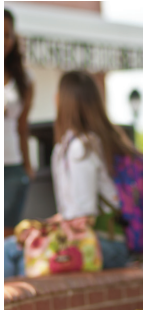
Message from the President

We have an extraordinary opportunity at the University of West Georgia. We are entering a new era filled with optimism, energy, and momentum with a stated vision of becoming the best comprehensive university in America. One that seeks to be the best place to work, learn, and succeed. One that honors the past while forging a New West!

To reach this level, together, we have shaped a comprehensive strategic plan that succinctly defines our imperatives, defines our mission and affirms our core values. We believe this plan will transform our university. It is infused with the Go West spirit, represents a major cultural change of evidence-based leadership and a culture of high performance, and broadens our constituency horizons.

The plan begins with new initiatives designed to help our students excel in progression towards their degree, timely graduation, and attainment of career goals. It recognizes the need to responsibly budget these pursuits and asks our faculty and staff to continue to pave the path of opportunity with innovative academic programs that offer an enhanced ability for our students to grow and develop into engaged citizens and effective leaders. The plan calls for the active recruitment and retention of high-quality faculty members from diverse backgrounds and promises to recognize, support, and compensate those who remain engaged and committed to transforming student lives.

We will seek expanded partnerships in academic and economic development and actively pursue robust community engagement. Our programs will address current and evolving educational and workforce needs and remain relevant and aligned with the needs of the community, the region, the state and beyond. To be relevant, we must continue to communicate our distinctives, and innovate and align our programs with the ever changing needs of a complex, technologically driven future. Our partnerships will be mutually beneficial and designed to improve all facets of our operation. We will foster a culture of institutional effectiveness that will ensure our sustainability and growth.

We are currently enjoying record student enrollment, many new and renovated facilities, SACSCOC level VI accreditation, and recognition in a myriad of national settings for academic quality and affordability. We have been acknowledged as an innovative, progressive leader in online curriculum development. Institutional awareness and reputation are on the rise and we are capturing the attention of peers all across the nation. We are well on our way to becoming the best comprehensive university in America as we continue to passionately journey west. **Join me in Going West. It changes everything.**

Creating an Engaged West

During the past two years, the university has engaged in significant work to better understand the national, state, and regional conditions that have an impact on our work and our future. One of the most notable efforts was the drafting of an Academic Master Plan that provided a roadmap, focused on academic excellence, for our new Strategic Plan. We have now completed a new, updated, University Vision, Mission, and Strategic Plan, 2014-2020.

A working team was assembled in July 2013 to facilitate the update of the University's Vision, Mission and Strategic Plan and extend goals and objectives into the next six years. In the first phase, the team assumed the role of consultants by reviewing the significant work already done and represented by the existing UWG and University System of Georgia Strategic Plans, the Academic Master Plan, the Campus Master Plan, reports from other internal work groups, review of Peer and Aspirant Institutions, and the development of Key Performance Indicators.

Using this information, the team developed a draft strategic planning document. In this second phase, the team assumed the role of facilitators by seeking reaction to the draft Vision, Mission, and Strategic Plan from various internal and external constituent groups including senior leadership, faculty, Faculty Senate, staff, Staff Advisory Council, students, Student Government Association, alumni, and key external constituencies including the Foundation Board of Trustees. This process included five open forums, town hall presentations, numerous small group discussions, and a feedback email option for those who preferred to comment via email. The feedback collected helped identify some missing elements, influenced certain priorities, and ultimately provided a broad-based consensus for the final plan.

In the third phase, the team assumed the role of editors by revising and polishing the strategic planning documents so that the new Vision, Mission, and Strategic Plan could be presented to the Student Government Association (March 13, 2014), Faculty Senate (March 14, 2014), Staff Advisory Council (April 3, 2014), General Faculty (April 16, 2014), the entire UWG campus (April 17, 2014) for endorsement and finally to the Board of Regents.

The Board of Regents issued final approval at its meeting on August 20, 2014.

For more information on Engage West and to view the Key Performance Indicators, list of Peer and Aspirant Institutions, and Senior Leadership Scorecards visit **westga.edu/engagewest**.

One-Step Academic Program Proposal/Approval Form   Page 94 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

245/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

One-Step Academic Program Proposal/Approval Form   Page 95 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

246/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

UWG Vision

The University of West Georgia (UWG) aspires to be the best comprehensive university in America – **sought after as the best place to work, learn, and succeed!**

UWG Mission

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. UWG is committed to academic excellence and to community engagement, offering high-quality undergraduate, graduate, and community programs on-campus, off-campus, and online.

UWG, a charter member of the University System of Georgia (USG), is a comprehensive, SACSCOC level VI, public university, based in West Georgia with multiple instructional sites and a strong virtual presence. UWG supports students in their efforts to complete degrees in relevant programs, valuing liberal arts and professional preparation. Through effective and innovative teaching, experiential learning, scholarship, research, creative endeavor, and public service, UWG equips graduates to engage with and discover knowledge. UWG is dedicated to building on existing strengths and developing distinctive academic, research, and co-curricular programs and services that respond to economic development and identified regional, state, and global needs, thus empowering alumni to contribute responsibly and creatively to a complex 21st Century global society.

UWG Values

The institutional mission and daily operation of the University of West Georgia are guided by our values that support our vision to be the **best place to work, learn, and succeed.**

The value of **ACHIEVEMENT** is evident in our commitment to the academic and social success of our students, staff, and faculty.

The value of **CARING** is evident in our consistent concern and regard for our students, staff, and faculty as well as the larger communities where we live and whom we serve.

The value of **COLLABORATION** is evident in our commitment to shared governance, teamwork, and a cooperative spirit that shape our interactions with students, staff, and faculty, and the communities we serve.

The value of **INCLUSIVENESS** is evident in our commitment to celebrating our diversity, our collaborative spirit, and creating a welcoming campus that is emotionally and physically safe for all.

The value of **INNOVATION** is evident in our commitment to fostering a learning atmosphere in which new methods and ideas consistent with our vision and mission are respected and rewarded.

The value of **INTEGRITY** is evident in our commitment to rigorous ethical standards in our classrooms and offices, in our conduct toward each other, and in service to our communities.

The value of **SUSTAINABILITY** is evident in our obligation to maintaining ecological balance in our planning and operations that make possible for future generations the same or better quality of opportunities for success available to present employees and students.

The value of **WISDOM** is evident in our commitment to teaching and learning that emphasizes knowledge for the purpose of positively transforming the lives of our employees and students, as well as improving the world in which we live.

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 96 of 172

247/766

All facets of our plan are designed to work together.

The outer circle represents our Core Values, which we embrace and practice every day in our work. The next circle represents our four strategic imperatives containing the specific goals, objectives, key performances indicators, and benchmarks for success. The center of the graphic illustrates our commitment to Evidence-Based Leadership and a Culture of High Performance under the mantra of "Engage West!"

These Core Values, Imperatives, and Methodology working together in tandem and in perpetual motion will help UWG realize its vision as the **best place to work, learn, and succeed!**

One-Step Academic Program Proposal/Approval Form   Page 97 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

248/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Strategic Imperative #1
Student Success: Enhanced Learning, Access, Progression, and Development

Student success is at the very heart of the University of West Georgia mission. UWG will therefore formalize a culture of completion and student achievement at both the undergraduate and graduate levels. We will recruit students who are interested in UWG as a top-choice institution and whose academic profile suggests a strong likelihood they will thrive in a comprehensive university setting. We will effectively provide essential goods and services that ease the financial burden of attending college and that help students succeed from their initial engagement with UWG through timely progression and graduation and beyond into a successful career. UWG will also provide experiences beyond the classroom that encourage all campus citizens to discover paths to meaningful engagement with various perspectives, lifestyles, and cultures and to understand pressing local and global challenges. Expectations for student participation and achievement will rely on responsibility and accountability shared by students, faculty, and an engaged university community. The ultimate goal is characterized not only by progression towards the degree, timely graduation, and attainment of career goals, but also an enhanced ability to grow and develop into engaged citizens and effective leaders.

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 98 of 172

249/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

A   **Increase student persistence and timely progression to degree attainment**

Action 1: Implement and continually assess evidence-based strategies that improve retention, progression, and graduation rates

Action 2: Increase student academic performance through focused classroom strategies, support programs, and enhancements to policies and procedures

Action 3: Increase students' access to and opportunities for academically-related interactions with faculty beyond structured classroom time

B   **Attract students with characteristics consistent with our vision and mission who will choose UWG as a top choice institution**

Action 1: Develop, execute, and assess a university-wide coordinated and strategic recruitment and enrollment plan that drives purposeful enrollment growth using an analytical approach to identify optimal student profiles within the context of UWG's mission and available resources

Action 2: Create a comprehensive recruitment plan that will serve as a pipeline for all student populations

C   **Facilitate students' responsible financial access to UWG**

Action 1: Develop a campus-wide program to coordinate institutional resources to assure that a college degree is affordable for all students

Action 2: Increase opportunities for student employment on campus that provide a supportive, developmental workplace that prioritizes educational pursuits while alleviating financial burdens

D   **Nurture the development of the whole person through student engagement in all aspects of the university experience**

Action 1: Provide quality academic advising experiences with emphasis on effective academic planning, early identification of a major for undergraduates, and a clear pathway to student accountability and self-sufficiency

Action 2: Deliver comprehensive career development, experiential learning opportunities, and career employment services to assist students in securing gainful employment

Action 3: Expand and support the vibrancy of campus life by creating and enhancing high-quality out-of-class experiences supported by an emotionally and physically safe campus environment

Action 4: Engage non-traditional and online students in activities, services, and programs that enhance their personal development and growth

One-Step Academic Program Proposal/Approval Form   Page 99 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

250/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Strategic Imperative #2
Academic Success: Academic Programming and Faculty Support

As the best place to work, learn, and succeed, the University of West Georgia will assure that all academic programs at all locations and through all delivery modes are designed for student success. Academic programs will meet identified regional, state, and global needs and will provide avenues for students to find meaningful opportunities to serve humanity and find employment upon graduation. At the heart of all high quality academic programs are qualified and engaged faculty members who are active in their area of expertise. UWG will provide faculty support that emphasizes high quality instruction and remains consistent with sustainable academic programs that have the capacity to transform lives. As we strive to differentiate UWG as a leading comprehensive university, innovation will continue to be a defining strength while we remain committed to individual student engagement and success. UWG will strive to achieve an optimal mix of disciplines, regional expansion of instruction sites, and flexibility in course scheduling and delivery methods of academic programs.

It is essential to build on UWG's leadership in the region through increased recognition of exemplary online and hybrid educational experiences and scholarship. These commitments require purposeful strategic planning and investment in innovative instructional modes of delivery, high-quality faculty trained in these instructional models, and scholarship and research activities that move academic and research programs to greater levels of quality, relevance, and distinction.

Academic success also identifies the University's efforts to evaluate and improve the quality of academic programs; to recruit and retain a diverse and successful faculty; and to enhance and support teaching, research, and service. UWG will create a culture in which all faculty excel in innovative and effective teaching, creative endeavors, research, and continued professional and personal development - a culture that is further distinguished by employing in all programs innovative pedagogies that engage all student populations in high impact, experiential learning.

One-Step Academic Program Proposal/Approval Form   Page 100 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

251/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

A — **Assure that all academic programs have the capacity to transform lives and address the needs of the region, state, and beyond**

Action 1: Continually evaluate the quality, productivity, and viability of academic programs, assuring that they are grounded in liberal arts and professional preparation

Action 2: Practice and recognize innovative and effective instruction in all academic programs and develop collaborative new models for academic-program delivery

Action 3: Expand efforts to engage students in high-impact, experiential learning activities such as internships, service learning, practicum placements, study abroad, research, or related professional and creative experiences

B — **Develop and implement specific initiatives aimed at enhanced recruitment, retention, compensation, and development of high-quality faculty from diverse backgrounds who demonstrate a commitment to UWG values and contribute to UWG's mission and vision**

Action 1: Provide a multi-year plan for salary equity that includes faculty salary targets and a plan to fund the achievement of those targets

Action 2: Review, revise, and streamline hiring/search processes to assure alignment with UWG values and optimal HR practices

Action 3: Organize and institutionalize efforts to recruit a diverse faculty and assure that promotion and tenure requirements recognize the diverse interests and capabilities of faculty that advance the mission of the institution

C — **Enhance the support for and recognition of scholarship, research, and creative activities conducted by faculty and students**

Action 1: Identify and implement initiatives to promote scholarship and research that improve teaching and learning

Action 2: Implement a support system that encourages and recognizes research that engages students, solves problems, and advances creativity and knowledge

Action 3: Identify clear scholarly, creative, and research priorities, and allocate resources to drive and support those priorities

D — **Measure and improve the quality of teaching in all academic programs**

Action 1: Develop processes to identify, assess, and improve the quality of instruction at all locations and through all modes of delivery

Action 2: Implement faculty development opportunities consistent with a comprehensive university

Action 3: Increase opportunities for faculty to practice pedagogical research including organizing the resources to host conferences, seminars, and other outreach and development activities

One-Step Academic Program Proposal/Approval Form   Page 101 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

252/766

Strategic Imperative #3
Successful Partnerships: Building Engaged, Mutually Beneficial Collaborations

The University of West Georgia is dedicated to serving our students, faculty, staff, and community in ways that benefit all parties. Value-added partnerships provide a foundation for enhancing the strengths and innovative capabilities of multiple parties and building synergies that go beyond what any one party can achieve on its own. Engaged partnerships create connections that transcend an individual project and provide ongoing collaborations that facilitate achievement of mutually compatible goals. UWG values collaborations across campus and with community partners.

UWG is committed to being the hub of economic growth in the region. With an expanding presence, UWG serves as an economic growth engine for the entire state of Georgia. In collaboration with leaders in areas like health care, business, technology, agriculture, government, media, performing arts, libraries, cultural heritage and preservation, military, non-profit organizations, and P-12 and other educational institutions, UWG will cultivate a strong network of partners dedicated to making the region a better place to live, work, learn, and play.

Engaging in valued partnerships requires development of a culture that supports a diversity of faculty careers and interests. As such, it will be required that such partnerships are clearly articulated in tenure and promotion guidelines and recognized as a valued contribution. This commitment to building mutually beneficial partnerships is consistent with the University System of Georgia's Strategic Plan and builds on all three of the USG Strategic Imperatives: Academic Excellence and Degree Completion, Economic Development and World Class Research, and Accountability & Efficiency and Leadership in Higher Education Innovation. UWG partnerships add to educational opportunities and professional development activities for faculty, staff, and students.

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 102 of 172

253/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

A   **Develop, assess, and sustain a network of mutually beneficial partnerships**

Action 1: Identify the portfolio of existing internal and external partnerships and assess alignment with University strategic priorities

Action 2: Annually evaluate each partnership for its impact and benefit to all parties involved

Action 3: Align institutional resources to strengthen key partnerships

B   **Create and cultivate new partnerships to support strategic initiatives**

Action 1: In consultation with other educational institutions, identify and develop opportunities for cooperative activities

Action 2: Partner with business and economic development organizations in activities that benefit UWG, its partner organizations, and sustainable economic and cultural development

Action 3: With individuals, foundations, and other service agencies, identify and develop partnerships and activities that improve our communities

C   **Expand community awareness, visibility, and support of university activities and mutually beneficial partnerships**

Action 1: Develop and implement a sustainable communications plan to inform internal and external communities about UWG's activities and partnerships, along with the benefits generated by and for all parties

Action 2: Celebrate and reward student, faculty, and staff accomplishments that align with university strategic priorities

Action 3: Support key partnerships via external funding

Strategic Imperative #4
Operational Success: Effectiveness and Sustainability

Operational effectiveness in an organization necessarily derives from a fundamental position of institutional sustainability. Guided by its shared values and inspired by its vision, the University of West Georgia will actively fulfill its mission in a manner that is sustainable in terms of social, financial, and environmental challenges, risks, and opportunities. This approach is consistent with the conventional meaning of sustainable business practice, and takes on additional meaning when applied to the values, vision, and mission of UWG.

UWG is committed to providing effective support services and efficient operations delivered by high-quality, dedicated employees within a safe, healthy, and secure work environment. In recognizing the need to invest in outstanding staff, infrastructure, and facilities, UWG commits to providing competitive compensation and benefits for staff and to fostering and encouraging their professional development, training, and growth.

As UWG grows, we will be committed to providing a sustainable campus that is learner-centered, attractive, functional, and safe and that addresses the educational, technological, instructional, research, cultural, social, environmental, housing, recreational, and co-curricular needs that support the academic mission, community activity, and student success. UWG will account for its operational success, effectiveness, and sustainability by building a culture of strategic planning that aligns transparent planning, budgeting, assessment, and accountability processes to support continuous improvement and the strategic and prudent use of resources. As the steward of funds from students, parents, families, public agencies, and donors, UWG will account for the use of those funds maintaining the highest ethics, standards, and efficiencies.

One-Step Academic Program Proposal/Approval Form
Page 104 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

255/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

A   **Create a workplace of choice distinguished by talented, engaged, and diverse staff**

Action 1: Develop and implement an employee recruitment protocol that has the necessary depth and breadth to attract the best applicants for every position

Action 2: Implement a market-driven compensation package and a reward/recognition system that attracts and retains the best employees at all levels

Action 3: Develop and implement a robust program of professional development, which may include research, scholarship, and creative activity that is continually improved in all campus units

B   **Create a built environment that is sustainable and relevant to the educational and personal needs of students; the aspirations of faculty and staff; and the economic, social, and cultural needs of the community**

Action 1: On an ongoing scheduled basis, assess the condition and suitability of campus facilities, technology, space utilization, and campus infrastructure, making sustainability a priority in all new construction, technology investments, and building modification projects

Action 2: Partner with business and economic development organizations in activities that benefit UWG, its partner organizations, and sustainable economic and cultural development

Action 3: With individuals, foundations, and other service agencies, identify and develop partnerships and activities that improve our communities

C   **Foster a culture of strategic planning and institutional effectiveness so that University decisions at all levels are collaborative and driven by data, assessment, continual improvement, and prioritization of resources aligned with the stated mission and vision**

Action 1: Embed the strategic plan as a focus point in all campus planning and meeting opportunities to ensure that every funding process and decision is driven by the priorities established through the strategic planning process

Action 2: Assure that all units within the University engage in meaningful institutional effectiveness practices, including identifying expected outcomes, assessing the extent to which outcomes are met, and providing evidence of improvement based on results

D   **Ensure future generations have access to the best that UWG has to offer**

Action 1: Develop, implement, and embed the concepts of social, financial, and environmental sustainability in all action plans developed to achieve the strategic plan

Action 2: Publicize all UWG achievements that support the aim of sustainability

One-Step Academic Program Proposal/Approval Form   Page 105 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

256/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Honoring the Past...Forging the New West

- Dr. Kyle Marrero

UNIVERSITY *of*
West Georgia.

University of West Georgia   1601 Maple Street, Carrollton, GA 30118   www.westga.edu

One-Step Academic Program Proposal/Approval Form   Page 106 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

257/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

USG Strategic Plan

Framework of the Strategic Plan and Public Agenda for the University System of Georgia

Public higher education has changed dramatically in the last ten years. Concerns about affordability are greater than ever, and pressures on quality continue to increase. Questions are raised about the value of getting a bachelor's degree at the same time data show that the jobs of the future will require higher levels of education. Unemployment rates among college graduates remain much lower than those without. But state support has declined and costs of attendance have shifted even more to families and students. Yet other large industrial nations, like China and India, are threatening the long-held U.S. leadership position in higher education and number of college graduates. To compete economically, Georgia must raise the attainment levels of its citizens.

Building upon the Governor's and USG Regents' Complete College Georgia initiative, the Strategic Plan and Public Agenda of the University System of Georgia will accelerate higher education's commitment to educational attainment, accountability, partnerships, performance, value, and global competitiveness. College is increasingly a prerequisite to a middle class life and is a key to economic development and creating strong communities. Our universities and colleges are providing the transfer of research, information, and critical thinking skills that will ensure

One-Step Academic Program Proposal/Approval Form   Page 107 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

258/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Georgia's strong future in the knowledge-based economy. This public agenda for USG makes college completion and knowledge transfer a top priority through a series of actions and measures of progress with additional commitments to the Governor's Strategic Goals for Georgia.

Both the Governor's Strategic Goals and this USG Strategic Plan and Public Agenda share the goals of educating Georgia's citizens for success in the global economy with a commitment to preparation for life-long learning and involvement in society. Academic programs, research and services that correspond with job growth and creation will strengthen areas of distinct advantage for Georgia in the global marketplace. Higher education is a central contributor to the educational, economic, social, and cultural future of the state and has a major impact on health and quality of life measures. Through efficient deployment of research, teaching, and service and increased attention to public and private partnerships, the university system will ensure that it is a responsive and transformational enterprise for the citizens of Georgia. Use this website to track the forward progress of our public agenda for academic excellence, economic development, innovation and adaptation.

One-Step Academic Program Proposal/Approval Form   Page 108 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

259/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Strategic Imperative 1

Commitment to Academic Excellence and Degree Completion

The future of our state depends on Georgians obtaining meaningful college credentials at a significantly higher rate than today. This commitment to degree completion will
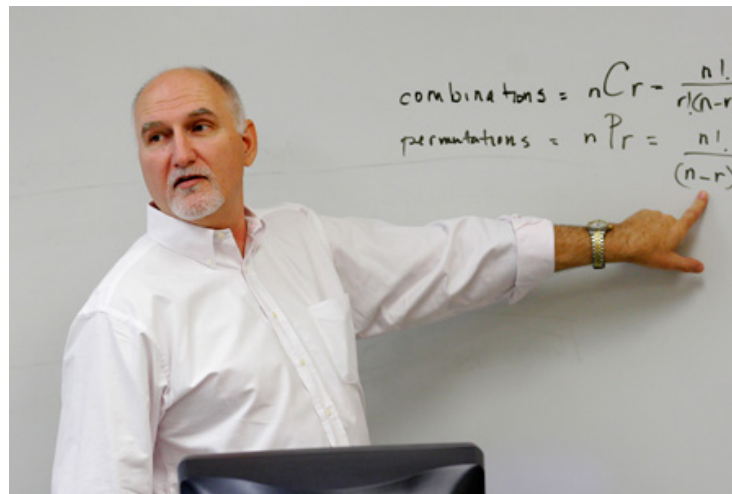
target the emerging workforce represented by our youth as well as the existing adult workforce, many of whom have some college but no degree.

- ### Develop Partnerships for College Readiness.

  The USG will develop more intentional partnerships with K-12 education and the Technical College system and better utilize programs and assessments to ensure academic readiness for all students. We will define the success of our partnerships by what benefits our students and the State of Georgia. Collectively, Georgia's educational partners will ensure that more Georgians graduate from high school ready for college and careers and increase the number of students participating in postsecondary education and earning degrees.

- ### Reaffirm Commitment to Collegiate Access and Affordability.

  The USG will maintain its longstanding commitment to collegiate access, affordability, and

One-Step Academic Program Proposal/Approval Form   Page 109 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

260/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

value. Overall costs to students and families must be mitigated by affordable degree options and through continuance of a cost effective, access tier of colleges. Our access tier will accomplish this goal through a rigorous, focused commitment to educating students while minimizing some of the amenities that increasingly define, but also increase the cost of, a college education. Finally, private sector and alumni support is an absolute requirement to support our continued efforts to increase need-based grants and aid.

- ## Develop New, Flexible, and Affordable Degree Options.

  The USG is committed to the development of new and flexible general education and degree program pathways that promote affordable and high-quality course and degree completion options to Georgians. Next generation academic program structures and innovations in distance learning, prior learning assessment, and open courses and learning resources provide opportunities for great expansion of the academic enterprise.

- ## Ensure Student Support for At-risk Populations.

  The USG will continue the work to ensure student support for at-risk student populations, whether economically challenged or underprepared academically. From influencing aspirations for college to establishing services and support for enrolled students, the USG and its educational partners recognize that postsecondary education is increasingly a prerequisite to a middle class life and is a key to economic development and creating strong communities.

- ## Commit to High-Quality Programs, Teaching, and Learning.

  The USG is committed to maintaining and improving the quality and diversity of academic programs, teaching, and learning opportunities. By placing an emphasis on academic program reviews, accreditation standards, faculty development opportunities, and pedagogical improvements, the universities and colleges will ensure the continual improvement of programs, curriculum, learning outcomes, and assessments.

One-Step Academic Program Proposal/Approval Form   Page 110 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

261/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Strategic Imperative 2

Commitment to Economic Development and World Class Research

The USG will ensure that Georgia remains a leader in an increasingly competitive and complex global economy by supporting business recruitment and retention, driving business creation, and spurring research and creativity that make the state a center of innovation, discovery, and entrepreneurship. Academic programs, research, and services that correspond with job growth and creation will strengthen areas of distinct advantage for Georgia in the global marketplace. Through efficient deployment of research, teaching, and service and increased attention to public and private partnerships, the university system will ensure that it is a responsive and transformational enterprise for the citizens of Georgia.

- ### Focus on Economic Development.

  The **USG will drive the growth of our state's knowledge-based economy and entrepreneurial ecosystem** while supporting the economic development efforts of our government, businesses, and communities across the state. The USG will work with partners to identify economic development needs, to enable research and innovation, and to provide a visible gateway to the vast assets of the system. Whether through business and industry relationships, education and training with military partnerships, internship activities, or other direct linkages of academic programs to career opportunities, the system and its campuses

One-Step Academic Program Proposal/Approval Form Page 111 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

262/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Strategic Imperative 2

Commitment to Economic Development and World Class Research

The USG will ensure that Georgia remains a leader in an increasingly competitive and complex global economy by supporting business recruitment and retention, driving business creation, and spurring research and creativity that make the state a center of innovation, discovery, and entrepreneurship. Academic programs, research, and services that correspond with job growth and creation will strengthen areas of distinct advantage for Georgia in the global marketplace. Through efficient deployment of research, teaching, and service and increased attention to public and private partnerships, the university system will ensure that it is a responsive and transformational enterprise for the citizens of Georgia.

- ### Focus on Economic Development.

  The **USG will drive the growth of our state's knowledge-based economy and entrepreneurial ecosystem** while supporting the economic development efforts of our government, businesses, and communities across the state. The USG will work with partners to identify economic development needs, to enable research and innovation, and to provide a visible gateway to the vast assets of the system. Whether through business and industry relationships, education and training with military partnerships, internship activities, or other direct linkages of academic programs to career opportunities, the system and its campuses

One-Step Academic Program Proposal/Approval Form   Page 112 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

263/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

will strive for programmatic rigor and relevance as well as strong ties to the state's need for research and services in the knowledge economy.

- ## Lead in Community Development Partnerships.

  The USG and its member universities and colleges will reaffirm the commitment to being strong stewards of the public's trust and provide leadership of community development partnerships. Higher education is a central contributor and voice to the educational, economic, social, and cultural future of the state. The system and its campuses are committed to providing timely and direct connections to local businesses, services, and community development.

- ## Pursue Excellence in Research and Graduate/Professional Education.

  The USG is committed to positioning Georgia as an international center of research, discovery, innovation, and entrepreneurship. System coordination toward this goal is critical because, collectively, the pooled resources of the USG research universities, key university partners in the public and private sector, and centers of research, graduate education, and innovation on other USG campuses represent a powerful collection of assets. Georgia's top-tier research assets and opportunities must be grown to ensure that the state's full potential is realized in the knowledge economy.

- ## Make Commitment to International Education.

  The USG is committed to increasing international education opportunities through student and faculty exchanges and to ensuring that all students in the system graduate as active and aware participants in the global economy and society.

One-Step Academic Program Proposal/Approval Form   Page 113 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

264/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

will strive for programmatic rigor and relevance as well as strong ties to the state's need for research and services in the knowledge economy.

- ## Lead in Community Development Partnerships.

  The USG and its member universities and colleges will reaffirm the commitment to being strong stewards of the public's trust and provide leadership of community development partnerships. Higher education is a central contributor and voice to the educational, economic, social, and cultural future of the state. The system and its campuses are committed to providing timely and direct connections to local businesses, services, and community development.

- ## Pursue Excellence in Research and Graduate/Professional Education.

  The USG is committed to positioning Georgia as an international center of research, discovery, innovation, and entrepreneurship. System coordination toward this goal is critical because, collectively, the pooled resources of the USG research universities, key university partners in the public and private sector, and centers of research, graduate education, and innovation on other USG campuses represent a powerful collection of assets. Georgia's top-tier research assets and opportunities must be grown to ensure that the state's full potential is realized in the knowledge economy.

- ## Make Commitment to International Education.

  The USG is committed to increasing international education opportunities through student and faculty exchanges and to ensuring that all students in the system graduate as active and aware participants in the global economy and society.

One-Step Academic Program Proposal/Approval Form   Page 114 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

265/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Strategic Imperative 3

Commitment to Accountability & Efficiency and Leadership in Higher Education Innovation

We will ensure that the research, teaching and service resources and assets in higher education are efficiently and effectively utilized and serve as an investment in the future of Georgia.

Partnerships must continue to be developed that include corporate relations, philanthropic organizations, external sponsorship, and increased fundraising. Further, the system and its leadership are committed to a critical exploration of the overall higher education enterprise so that Georgia remains a leading state and system of institutions amid the disruptive innovations in technology, business, and education.

- ### Commit to Measures of Performance and Accountability.

  The USG and its institutions are committed to measuring performance and being accountable for its decisions. In addition to adoption of systemwide completion metrics and a new funding formula driven by outcomes rather than enrollments, the system will eliminate low-enrollment academic programs and limit the approval of new degrees without sufficient data demonstrating need. Data-driven decisions about facilities management and construction, budget allocations, and the need for new programs and facilities will become standard. Institutions will steward their resources and reputations through managing risk, meeting legal and ethical obligations, and by proactively managing operations in a fiscally sound manner.

One-Step Academic Program Proposal/Approval Form   Page 115 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

266/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

• Continue to Seek Operational Efficiencies.

The USG is committed to pursuing operational efficiencies and being a model steward of resources. Institutional consolidation, reducing administrative costs, closer monitoring of degree programs, and improving and expanding the shared services function all contribute to greater resource management. The USG must manage its current physical space far more effectively, build fewer new buildings, and invest in repurposing current facilities to serve the modern student more efficiently. Facilities funding decisions will be linked to space utilization data and demonstrated need.

• Embrace Goals of Currency, Relevance, and Innovation.

The USG is committed to timely and thorough review of programs, services, and policies for currency and relevance. Disruptive innovations within the higher education enterprise require that we think critically about current strategies and position our university and college system for the challenges and opportunities that will come in the next decade. The USG and its institutions must remain proactive to stay abreast of the rapidly changing world of public higher education. As one of the largest and most complex systems in the nation, the USG must remain a leader in finding new ways to serve students at the least cost and highest quality.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Appendix 5 UWG Carnegie Foundation
(Community Engagement)

One-Step Academic Program Proposal/Approval Form   Page 118 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

269/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Carnegie Foundation Community Engagement Application Process

Community Engagement

University of West Georgia

UWG is planning to apply to the Carnegie Foundation for the Advancement of Teaching for recognition as a community-engaged institution. As explained on the website, this is an elective classification that requires data collection and documentation of important aspects of institutional mission, identity and commitments, and requires substantial effort invested by participating institutions. The next opportunity for institutions to apply for classification will be during the 2020 cycle.

Carnegie Definition

Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

Application timeline

One-Step Academic Program Proposal/Approval Form   Page 119 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

270/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

- January 2018 - Announcement of the 2020 process
- May 1- July 1, 2018 - Request for applications
- April 15, 2019 - Applications due/Reviewing begins
- December 2019 - Review process completed/campuses notified
- January 2020 - 2020 classification results announced

For more information about the application process:

The application process for the Community Engagement Classification is administered by the New England Resource Center for Higher Education (NERCHE).

UWG's 2016-2017 Priorities

Following a review of successful applications from peer and aspirational institutions and a preliminary analysis of UWG, the Community Engagement Office will focus on the following priorities for 2016-2017:

- Develop an easy-to-use process for UWG faculty and staff to report community engagement projects.
- Develop assessment processes to address questions on the Carnegie application.
- Build on the work of the 2015-2016 Service Learning committee to develop a process for identifying service learning courses and develop Service Learning resources for faculty.
- Work with Faculty Senate and Academic Affairs to review policies for promotion and tenure and determine if they can be revised to better reward faculty scholarly work that uses community-engaged approaches and methods.
- Work with LEAP faculty to determine areas of connection between their work and the questions on the Carnegie application.

One-Step Academic Program Proposal/Approval Form   Page 120 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

271/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

One-Step Academic Program Proposal/Approval Form   Page 121 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

272/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Appendix 6 LEAP

One-Step Academic Program Proposal/Approval Form   Page 122 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

273/766

About LEAP

Launched in 2005, Liberal Education and America's Promise (LEAP) is a national public advocacy and campus action initiative. LEAP champions the importance of a liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality.
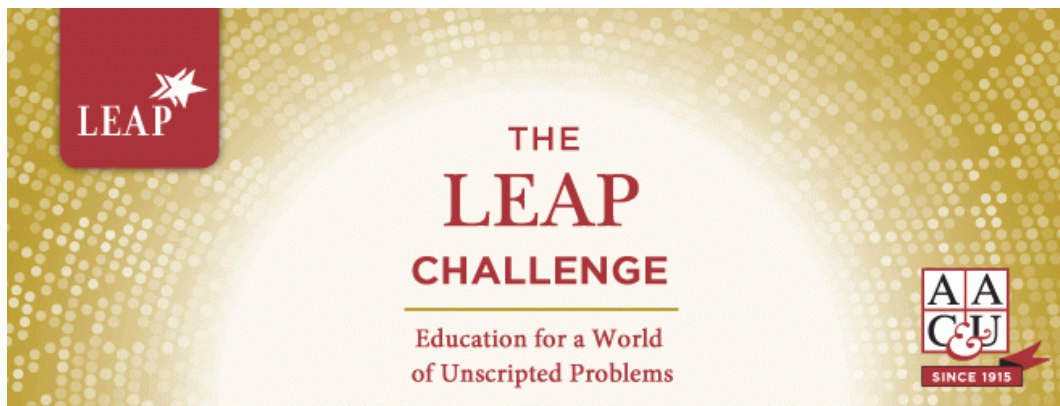
LEAP responds to contemporary demands for more college-educated workers and more engaged and informed citizens. Today, and in the years to come, college graduates need higher levels of learning and knowledge as well as strong intellectual and practical skills to navigate this more demanding environment successfully and responsibly.

Through LEAP, hundreds of campuses are making far-reaching educational changes to help all their students—whatever their chosen field of study— acquire the broad knowledge, higher order capacities, and real world experience they need to thrive both in the economy and in a globally engaged

ONE-STEP ACADEMIC PROGRAM PROPOSAL

democracy.

LEAP promotes

- [Essential Learning Outcomes](#)—as a guiding vision and practical approach to college learning
- [Principles of Excellence](#)—offering both challenging standards and flexible guidance for an era of educational reform and renewal
- [High-Impact Educational Practices](#)—ways of engaging and challenging students—such as first year programs; intensive writing, collaborative assignments, undergraduate research, internships, and major projects that help students achieve essential learning outcomes
- [Authentic Assessments](#)—using students' own work and faculty-validated rubrics, probing whether individual students have developed essential capacities, and can apply their learning to complex problems and real-world challenges
- [Students' Signature Work](#)—challenging higher education to prepare **all** students to complete a substantial cross-disciplinary project in a topic significant to the student and society, as part of the expected pathway to a degree.

LEAP leaders also work to engage the public with core questions about what really matters in college and to connect employers and educators as they build new partnerships and make the case for the importance of liberal education in a global economy and in our diverse democracy.

For more information about the LEAP initiative, please see our "[Introduction to LEAP](#)" brochure or [slide deck](#).

LEAP is supported in part by the Leadership Fund for Liberal Education. Click [here](#) to learn more about the Leadership Fund and to make a gift to AAC&U.

One-Step Academic Program Proposal/Approval Form   Page 124 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

275/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

One-Step Academic Program Proposal/Approval Form   Page 125 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

276/766

Appendix 7: Atlanta Regional Commission
(Population & Employment Forecasts)

One-Step Academic Program Proposal/Approval Form   Page 126 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

277/766

Population & Employment Forecasts

ARC has developed a new series of population and employment forecasts for the 20-county region through the year 2040. The forecasts help inform the development of the **Atlanta Region's Plan**, a long-range blueprint that details the investments that will be made in the next 25 years to improve the Atlanta region's quality of life.

ARC forecasts the 20-county Atlanta region will add 2.5 million people by 2040 – the equivalent of adding all of metro Charlotte – bringing the region's population to more than 8 million.

A fast-growing Hispanic population will make the region even more diverse. And the population of older adults will soar, as lifespans increase and the large Baby Boom generation ages.

Explore ARC's **Population and Employment Forecasts**, including county-by-county details.

Forecast Highlights

ONE-STEP ACADEMIC PROGRAM PROPOSAL

2040 Population Increase

≡

County	
Barrow	
Bartow	
Carroll	
Cherokee	
Clayton	
Cobb	
Coweta	
DeKalb	
Douglas	
Fayette	
Forsyth	
Fulton	
Gwinnett	
Hall	
Henry	
Newton	
Paulding	
Rockdale	
Spalding	
Walton	

0   200k   400k   600k   800k 1,000k 1,200k 1,400k 1,6...

Values

● **2040 Net Increase** ● **2015 Population**

Highcharts
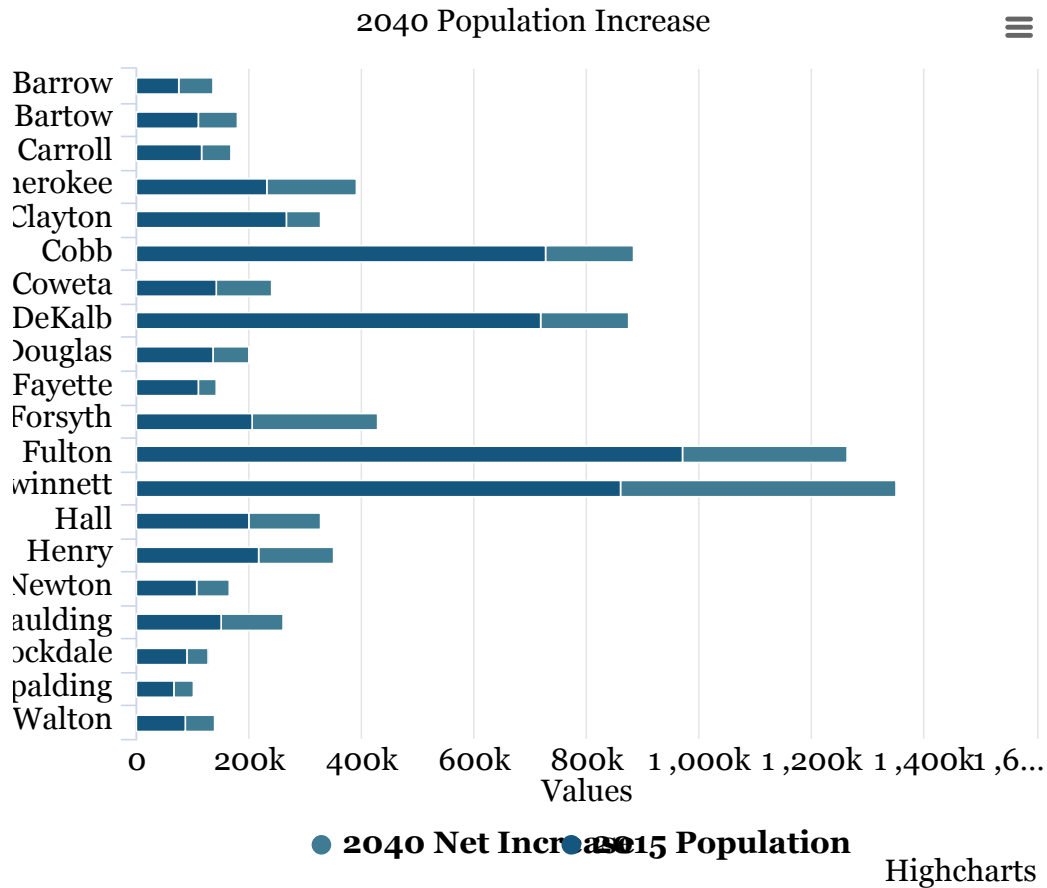
Gwinnett County will be the region's largest county in 2040, with a population of 1.35 million. Fulton County will be second-largest, with 1.26 million residents.

Forsyth County will grow at the fastest rate, seeing its population more than double by 2040, to 430,000.

The number of Hispanics in metro Atlanta will reach 1.75 million, an increase of more than 1 million. Most of this growth will occur in the region's core counties of Fulton, Gwinnett, Cobb, DeKalb and Clayton.

One-Step Academic Program Proposal/Approval Form   Page 128 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

279/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Population Age Increase
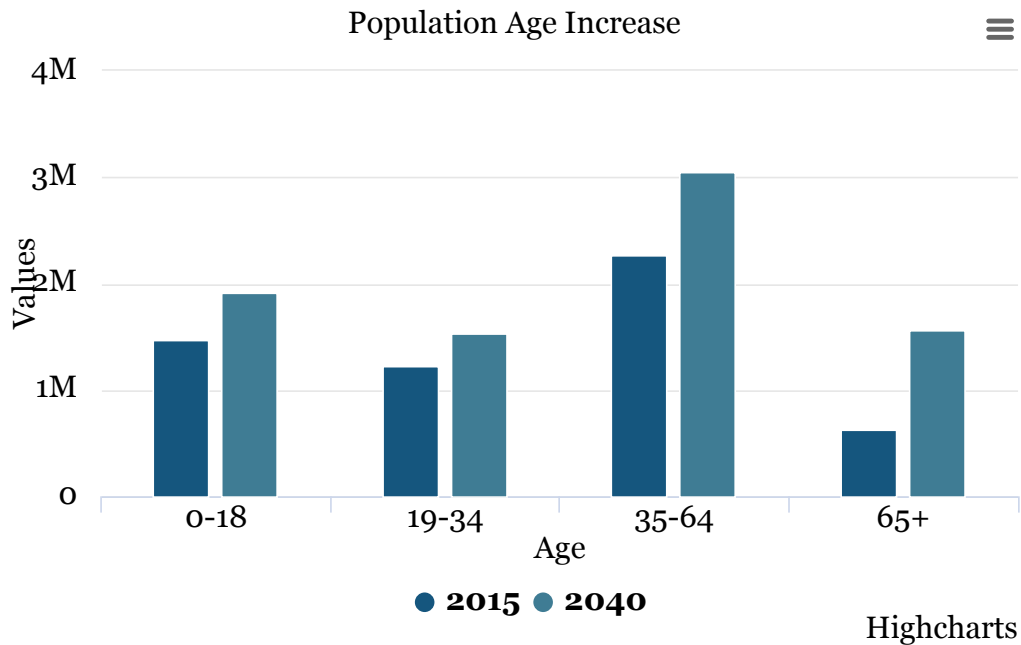
The number of residents that are age 65 and over will nearly triple, approaching 1.6 million.

The Atlanta region is expected to add more than 1 million jobs by 2040. The top employment sectors in 2040 will be health care, retail, education and professional and scientific.

Forecast Data & Maps

- Population Forecast Data
- Employment Forecast Data
- Map of Forecast Population Change
- Map of Forecast Population Density
- Map of Forecast Jobs Change
- Map of Employment Density Change

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Resources

For more data and information about metro Atlanta:

- [ARC Population and Employment Forecast — Interactive Dashboard](#)
- [Neighborhood Nexus](#)
- [ARC 20-County Data Dashboard](#)
- [ARC Forecast Development & Documentation](#)

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Appendix 8: Supporting Surveys

Q1 - Would you be in support of the University of West Georgia Department of Art developing a Master of Fine Arts in Studio?
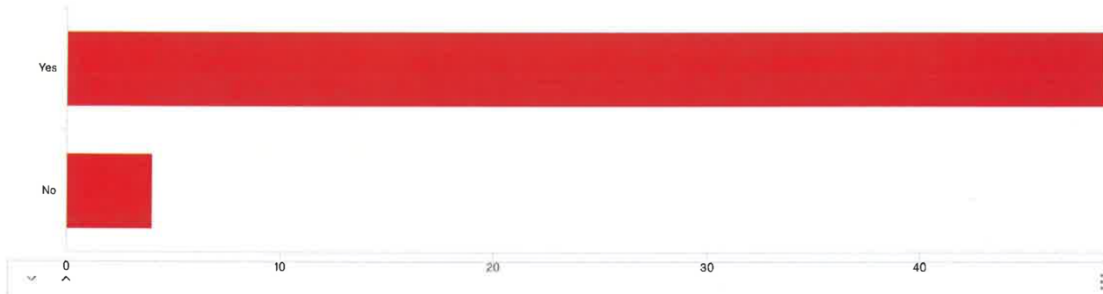
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you be in support of the University of West Georgia Department of Art developing a Master of Fine Arts in Studio?	1.00	2.00	1.05	0.22	0.05	81

#	Field		Choice Count
1	Yes	95.06%	77
2	No	4.94%	4
			81

Showing rows 1 - 3 of 3

One-Step Academic Program Proposal/Approval Form   Page 131 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

282/766

Appendix 9: Postsecondary Teachers
Occupational Outlook Handbook:
U.S. Bureau of Labor Statistics

One-Step Academic Program Proposal/Approval Form   Page 132 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

283/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

| Home | Subjects | Data Tools | **Publications** | Economic Releases | Students | Beta |

OOH HOME | OCCUPATION FINDER | OOH FAQ | OOH GLOSSARY | A-Z INDEX | OOH SITE MAP | EN ESPAÑOL

OCCUPATIONAL OUTLOOK HANDBOOK

Search Handbook   Go

Occupational Outlook Handbook > Education, Training, and Library >

Postsecondary Teachers

EN ESPAÑOL   PRINTER-FRIENDLY 🖨

| Summary | What They Do | Work Environment | How to Become One | Pay | Job Outlook | State & Area Data | Similar Occupations | More Info |

Summary

Quick Facts: Postsecondary Teachers	
2017 Median Pay	$76,000 per year
Typical Entry-Level Education	See How to Become One
Work Experience in a Related Occupation	See How to Become One
On-the-job Training	None
Number of Jobs, 2016	1,314,400
Job Outlook, 2016-26	15% (Much faster than average)
Employment Change, 2016-26	197,800

Postsecondary teachers instruct students in a wide variety of academic and technical subjects beyond the high school level.

What Postsecondary Teachers Do

Postsecondary teachers instruct students in a wide variety of academic and technical subjects beyond the high school level. They may also conduct research and publish scholarly papers and books.

Work Environment

Most postsecondary teachers work in public and private colleges and universities, professional schools, and junior or community colleges. Outside of class time, their schedules are generally flexible, and they may spend that time in administrative duties, advising students, and conducting research.

How to Become a Postsecondary Teacher

Educational requirements vary by subject and the type of educational institution. Typically, postsecondary teachers must have a Ph.D. However, a master's degree may be enough for some postsecondary teachers at community colleges, and others may need work experience in their field of expertise.

Pay

The median annual wage for postsecondary teachers was $76,000 in May 2017.

Job Outlook

Overall employment of postsecondary teachers is projected to grow 15 percent from 2016 to 2026, much faster than the average for all occupations. Enrollment at postsecondary institutions is expected to continue to rise. The majority of employment growth is likely to be in part-time positions.

State & Area Data

Explore resources for employment and wages by state and area for postsecondary teachers.

Similar Occupations

Compare the job duties, education, job growth, and pay of postsecondary teachers with similar occupations.

More Information, Including Links to O*NET

Learn more about postsecondary teachers by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.

One-Step Academic Program Proposal/Approval Form   Page 133 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

284/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

What They Do ->

SUGGESTED CITATION:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Postsecondary Teachers,
on the Internet at https://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm (visited *February 23, 2019*).

Last Modified Date: Friday, April 13, 2018

RECOMMEND THIS PAGE USING: Facebook   Twitter   LinkedIn

TOOLS	**CALCULATORS**	**HELP**	**INFO**	**RESOURCES**
Areas at a Glance	Inflation	Help & Tutorials	What's New	Inspector General (OIG)
Industries at a Glance	Injury And Illness	FAQs	Careers @ BLS	Budget and Performance
Economic Releases		Glossary	Find It! DOL	No Fear Act
Databases & Tables		About BLS	Join our Mailing Lists	USA.gov
Maps		Contact Us	Linking & Copyright Info	Benefits.gov

HIREVets.gov
HIRE
Vets Medallion Program
Recognizing employers who HIRE veterans

One-Step Academic Program Proposal/Approval Form   Page 134 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

285/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Appendix 10 GCFA Leveraging Arts

One-Step Academic Program Proposal/Approval Form   Page 135 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

286/766

Leveraging Public Investment in the Arts
The Role of Arts-based
Economic Development Strategies in
Georgia Communities

One-Step Academic Program Proposal/Approval Form   Page 136 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

287/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

One-Step Academic Program Proposal/Approval Form   Page 137 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

288/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

STATE OF GEORGIA

OFFICE OF THE GOVERNOR

ATLANTA 30334-0900

Nathan Deal
GOVERNOR

GREETINGS:

It is an honor to introduce the publication of this stimulating case study which illuminates the positive impact the arts can have on communities in our state.

The arts are beneficial to our economy as they create jobs, attract businesses, enhance our quality of life, advance the excellence of education, and inspire creativity among our citizens. Collectively, Georgia's creative industries represent 200,000 jobs, $8 billion in wages and earnings, and $29 billion in revenue. The creative industries account for 5 percent of all employment and 6 percent of all business revenue in the state.

While these statewide figures are impressive, it is instructive for local communities to examine how our cities and towns use the arts as a tool for economic development. This series of case studies, created through a partnership between the Georgia Council for the Arts and the Georgia Municipal Association, demonstrates the power of the arts to improve our local economies through strategies to promote tourism, downtown development, entrepreneurism, community identity, and quality of life.

I have long been a supporter of the arts and the expression of creativity, and I encourage you to take a moment to consider these examples and contemplate how the arts might be used to improve your local economy – from the mountains, to the plains, to the coast, in communities large and small alike. I hope that you are inspired by the stories of Athens, Blue Ridge, Clarkston, Duluth, Hapeville, Springfield, and Thomasville. They are just a few of the many Georgia communities that successfully utilize the arts as an economic development tool. By following the example these cities have set, we can continue to move Georgia's economy forward and make this state an even greater place to call home.

Sincerely,

Nathan Deal

Nathan Deal

One-Step Academic Program Proposal/Approval Form   Page 138 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

289/766

The success of communities stands at the forefront of the mission–driven work that both Georgia Council for the Arts (GCA) and Georgia Municipal Association (GMA) undertake daily. Our organizations are committed to providing resources and services to support local governments and their citizens as they create vibrant places to live, work and visit. It is in this vein that we sought to collaboratively undertake this project; to tell the stories of Georgia cities committed to, and thoughtfully employing, the arts as a tool for economic and community development.

Each case study and project study on the following pages documents a Georgia city that has seen past the arts as mere entertainment. Each has defined, and is actively refining, a unique local strategy for engaging with artists, entrepreneurs and the creative community in a meaningful way. The results are seen through revitalizing downtowns, attracting entrepreneurs, activating community gathering spaces, changing education and forging a shared identity and a strong sense of place.

We share their stories here to document some of Georgia's best examples of arts-based economic development and cultural heritage tourism strategies. We hope that others in our state, region and country will find inspiration and take away best practices from these examples. However, we also share these stories to underscore that the arts are a tool that can reap great rewards, but must be employed with intent and strategy in the framework of an overall economic development portfolio. Each of the individuals interviewed in the seven communities spoke of the successes and the challenges faced along the way, and the changes to policy and practice that are being employed to keep working towards a vision for their city as a place with a robust economy and incomparable quality of life.

We have thoroughly enjoyed the opportunity to get to know the communities of Blue Ridge, Athens, Duluth, Springfield, Thomasville, Clarkston and Hapeville better. We are grateful to the civic leaders, community members and public servants that worked with GCA and GMA to study their efforts and to document their experiences. We hope that our readers are challenged, inspired and galvanized by the role of the arts in economic development as it plays out across these pages and throughout our incredibly creative state.

Karen L. Paty
Executive Director
Georgia Council for the Arts

Lamar Norton
Executive Director
Georgia Municipal Association

2

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 139 of 172

290/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

INTRODUCTION

Georgia is home to countless vibrant communities – from mountain towns to coastal cities, from the urban and suburban piedmont to the rural plains. Part of what makes these communities energetic is the local economy. Another source for their liveliness and sense of cohesion is the arts and culture. Some of the most interesting work happening in localities around the state is where those forces intersect – where the arts and culture are employed as part of a local economic development strategy.

While there is data available about the impact of the creative industries on Georgia's economy, including 200,000 jobs and $29 billion in industry revenues, data alone can only provide so much insight. Elected officials, civic and business leaders, and creative professionals need concrete illustrations of how creative industries and artists impact the economy in their communities. More importantly, providing these examples has the potential to inspire other elected and community leaders to explore options to incorporate the arts as part of the economic development strategies employed in their own cities.

CASE STUDIES AND PROJECT STUDIES

Toward these ends, Georgia Council for the Arts (GCA) and the Georgia Municipal Association (GMA) entered into a partnership to develop a series of case studies and project studies to share the stories of Georgia communities that are successfully using the arts as part of their local economic development efforts. For the purposes of this report, case studies have a broader scope, examining multiple aspects of a community's approach to economic development through the arts and culture, while project studies focus on one specific venture implemented by a local entity.

GCA and GMA carefully considered the communities included in the case studies. We are aware that there are numerous examples of model arts and economic development efforts in local communities throughout the state. Due to the limited scope of this research, however, we are unable to include all of them here. Our selection process included searching for a variety of communities based on population, geography, demographics, resources, and specific strategies employed by each city. With those diverse criteria in mind, we chose to feature the following communities as case studies:

Athens

Best known as home to the state's largest university, the most fervent college football fans, and a groundbreaking music scene, Athens and its leaders have invested in local infrastructure, organizations, and public art to give their community a culturally rich atmosphere that attracts and supports the creative residents that are abundant in their city. Local citizens have signified their backing for the arts by voting to approve numerous SPLOST projects, by volunteering to promote and coordinate the arts, and through widespread participation in events, classes, and festivals.

Blue Ridge

Nestled in the north Georgia mountains, Blue Ridge beckons to those wishing to escape the congestion of urban areas for a weekend, or for the rest of their lives. Active cultural organizations, abundant arts festivals, and a picturesque downtown draw tourists, retirees, and artists to this quaint but thriving community. Their success is orchestrated through county support for the arts and culture, Chamber of Commerce coordination with arts organizations to attract tourists, and the vision of private developers to carefully curate their downtown storefronts with unique businesses operated by creative entrepreneurs.

Duluth

Located in a bustling Atlanta suburb in Gwinnett County, Duluth is using the arts to differentiate itself from dozens of other suburban communities. Whether it is Eddie Owen's Red Clay Music Foundry, summer concerts, seasonal festivals, regular art walks, or permanent public art, Duluth is investing in arts infrastructure and cultural programs to draw residents and visitors to its revitalized downtown. City leadership is the driving force behind their success, exemplified by increased visitors, additional restaurants and shops, and new residential projects.

Springfield

Located 25 miles northwest of Savannah, the seat of Effingham County was struggling to attract traffic and business to its city center. Then community leaders and elected officials developed a plan. Step one was to renovate the historic Mars Theatre. Step two was to develop programming to draw residents and visitors to the center of town. Step three was to hire a cultural affairs director to help make all of that happen. While the vision of city leaders has many more steps, if what they have accomplished so far is any sign, the rest will soon be history.

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 140 of 172

291/766

Thomasville

The city of Thomasville and the Thomasville Center for the Arts work hand-in-hand to help their city fulfill its potential. The arts and culture are deeply infused into the community – from bike racks to murals, from classes to performances, from coffee to dairy, from leather to yarn, from schools to downtown. Thomasville leaders and residents understand that creativity is the future. Their plan for a creative district will only add to the community's appeal for years to come.

GCA and GMA also selected two unique programs to highlight as specific project studies:

Entrepreneurship Training for Immigrant Artisans in Clarkston

Located in one of the most diverse cities in the country, the Clarkston Community Center has embarked on efforts to train immigrant artisans to become better artists and business people. This investment is paying off by developing creative entrepreneurs who are becoming self-sufficient using their unique talents and their cultural heritage.

Shipping Containers as Pop-up Galleries in Hapeville

What does a community do when they have a plan to expand the availability of the arts, but there is a lack of physical space? In Hapeville, they turned to shipping containers. Building on their plan to establish a more creative community, the Hapeville Arts Alliance has taken a unique approach to create new visual art galleries in their historic downtown.

CONCLUSION

The case studies and project studies featured in this report illustrate that the arts are far from mere decoration or light entertainment. Rather, they are a serious component of economic development strategies in communities throughout the state. These Georgia cities have employed the arts as a lever to increase visitors, attract residents and businesses, create jobs, improve quality of life, and increase local tax revenues.

Notably, these communities did not use carbon copies of economic development plans employed by their neighbors. Instead, they found what was unique about their communities, their local cultures, their resident artists, their resources, and their leadership, and developed a strategy tailored to their strengths.

As readers contemplate these case studies, we encourage you to consider your own community—its assets and eccentricities, the unique talents of its residents, underutilized resources, and the vision of local leadership—and apply these lessons to incorporate the arts in your community's economic development strategy.

4

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 141 of 172

292/766

5

One-Step Academic Program Proposal/Approval Form   Page 142 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

293/766

THOMASVILLE

Partnerships Fostered Between City and Arts Organizations
Arts Festivals Produced by Arts Organizations
Public Art Developed by City and Arts Organizations
Creative District Planned by City and Arts Organizations
Arts Education Provided by Partnership Between School System and Arts Organizations

Key Strategies

Thomas

Location:
Southwest Georgia, near the Florida state line, 35 miles north of Tallahassee

County

18,413

83.5%

Population

% of Population with at least a High School Diploma

$29,924

23.2%

Median Household Income

% of Population with at least a Bachelor's Degree

16.2%

10.8%

Unemployment Rate

% Employed in Arts, Entertainment, Recreation, Accommodation and Food Services

6

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 143 of 172

294/766

Thomasville: All in for the Arts

When cities roll out new way-finding signs, leaders don't usually consult with local arts organizations about how the signs should look. Then again, many cities don't have the kind of relationship that Thomasville has with its largest creative enterprise, the nonprofit Thomasville Center for the Arts (TCA).

"Signs are not art," acknowledges city Mayor Max Beverly, "but the Center for the Arts is a great resource for us. We know that what we do with the sign ordinance will have a visual impact on the entire community. So bringing in people with artistic talent is logical."

Effective sign design is just a small way Thomasville has leveraged the arts in recent years. The southwest Georgia municipality, famous as a quail hunting

> **It's a wonderful partnership. It allows us to offer quality art instruction that these children may not otherwise get without duplicating efforts or breaking the bank.**
>
> – Dr. Daniel Oldham, Director of Finance, Thomasville City Schools

destination, has been working to develop a vibrant, creative community.

"When you look at economic development, you've really got to differentiate yourself as a community to attract outside businesses," Mayor Beverly says. "The arts is one of the things that we use to distinguish ourselves from the cities we're up against when a company is looking to move to a certain area." It's an effort that's propelled by a close working partnership among government, schools, business owners and arts organizations – most notably, TCA.

Connecting With Community And Schools

The TCA dates back to 1986, when a group of artists sought to create a place that would enrich the quality of life for all ages through the arts. The Thomasville community came together and raised money to renovate the old East Side Elementary School into the Thomasville Cultural Center. For 25 years, the center operated as a place that offered art, theatre, dance and education. But while popular, it seemed to be missing a deeper connection to the community.

So in 2010, the Cultural Center's board brought in consultant Michele Arwood to lead a strategic planning effort. The first thing she did was to talk with the community. She met with donors, city officials and other stakeholders, asking them what they thought about the center and its future potential.

"Early on, the city was one of the stakeholders," Arwood says. "Consulting with them fostered the spirit of collaboration, as well as trust and mutual respect."

In 2011, the center rebranded and shifted its mission to make the arts more "community based" and changed its name to Thomasville Center for the Arts, reinforcing the idea of Thomasville being a physical nucleus for the arts.

"We basically started over and changed our focus externally in order to connect the community through the arts," says Arwood, who was hired as the new executive director that same year.

In the years since, TCA has added literary and applied arts programs, restructured youth education, and focused on connecting the community through festivals, which also generated revenue. Before the rebranding, TCA was a $750,000 organization with a handful of programs.

7

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 144 of 172

295/766

> **Seven young entrepreneurs have opened businesses here within the last several years. When these people see a thriving, bustling downtown, they say, 'this is where I want to be.'**
> – Karen Smith, Main Street Director, Thomasville

Today, it brings in close to $1.3 million through 28 programs, according to Arwood. TCA also has "resident partners" such as the Thomasville Entertainment Foundation, South Georgia Ballet, the Thomasville Music Academy, and the Red Hills Players, an acting company. These groups and others lease space from the center, and offer lessons and classes to the public.

Forging stronger relationships with schools was another key aspect of TCA's evolution. The center provides arts instruction to Scott Elementary School, located next door. Under a pilot program started two years ago, students come to the center throughout the day to learn visual arts, theatre, dance and music.

"It's a wonderful partnership," says Dr. Daniel Oldham, director of finance for Thomasville City Schools. "It allows us to offer quality arts instruction that these children may not otherwise get without duplicating efforts or breaking the bank." He adds that the pilot program was so successful that talks are underway to expand and grow into other schools.

Growing The Economy Through The Arts

The festivals TCA stages throughout the year not only bring residents into downtown but also attract people from outside of Thomasville to visit. A good example is Flaunt!, an annual event that was originally called Summer Showcase.

The center changed the name to Flaunt!, moved the festival to September, took it outside and expanded it to include public art, music and other activities, all around a different theme every year. The 2014 festival celebrated "pop-up" art, and the event was much more than a theme. Unused storefronts along Jackson Street served as temporary homes to nearly two dozen creative businesses.

"It was astounding," Arwood says. "Two or three of the buildings were sold with new businesses going in just by having the pop-up businesses, which is pretty remarkable for one block."

One of those new endeavors was "Sturdy Brothers," launched by local brothers Ben and Spencer Young. The pop-up shop, which featured handmade leather goods, was so successful, it took up permanent residence downtown in December 2013.

The Young brothers represent a changing demographic in Thomasville: a younger generation who either grew up in Thomasville and are coming back to raise families, or are settling here for what the small town has to offer. In 2009, Spencer Young and his wife Megan wanted to open a coffee shop, so they settled in Megan's hometown of Thomasville. They were joined by partner Ed Millere, also a native. The trio opened Grassroots Coffee, an eclectic java shop on Broad Street. In 2013, they were able to buy a building and move across the street. That same year, he opened the other business with his brother.

8

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 145 of 172

296/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

"Seven young entrepreneurs have opened businesses here within the last several years," says Karen Smith, Thomasville's Main Street director. "When these people see a thriving, bustling downtown, they say, 'this is where I want to be.' The community embraces new ideas and supports new businesses."

Creative Redevelopment
While making plans to redevelop an underutilized area of historic downtown, the city, along with input from TCA, decided to designate a "creative district," an area devoted to public art, galleries, and creative entrepreneurs such as Sturdy Brothers.

The city, in partnership with TCA, first pulled together a design charrette, a collaborative brainstorm session commonly used by architects and designers when planning a project. In March 2014, experts in economic development, landscape architecture and master planning, as well as community members, came together for a three-day meeting funded by the city, TCA and the Main Street program. From that meeting came a written plan that detailed everything the creative district could be.

"We first thought of it as an 'arts district,'" Arwood says, "but due to input from the community during the charrette, we decided to target a more 'creative' group, including businesses like sign makers, landscape architects, illustrators and interior designers."

The plan also calls for a 14-mile trail system that connects the city through all of its parks. A multi-use park will anchor the trail downtown, with a stage and lawn seating for outdoor performances — providing yet another reason for people to come downtown.

Another new development – independent of the creative district – is the old Rose's department store, a run down building on the edge of downtown that the city now owns. Beverly says the city plans to make it into a new events center and will work with TCA on the concept to maximize the potential of the project. With the collaboration of TCA, the creative district, the multi-use park and new businesses continuing to open up shop in Thomasville, Mayor Max Beverly is confident Thomasville is becoming a more attractive place to live, as well as a place where businesses want to come.

To demonstrate the strength of the arts in Thomasville, a copy of "Thom," a magazine that TCA started publishing last year, is included in information packets to prospective companies and potential residents. Supported by corporate partners, the book-like publication features stories about the people and ideas shaping the creative life of the Thomasville community. "That magazine tells more of what Thomasville is than most brochures," Beverly says.

> **When you look at economic development, you've really got to differentiate yourself as a community to attract outside businesses. The arts is one of the things that we use to distinguish ourselves from the cities we're up against when a company is looking to move to a certain area.**
> – Max Beverly, Mayor, Thomasville

9

One-Step Academic Program Proposal/Approval Form   Page 146 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

297/766

BLUE RIDGE

Arts Facility Granted to Arts Organization by County
Arts Organization Staff Funded by County
Spring and Fall Arts Festivals Produced by Arts Association
Creative Entrepreneurs Recruited by Local Developers
Cultural Tourism Promoted by Chamber of Commerce

Key Strategies

Location:
North Georgia, near the
Tennessee and North
Carolina state lines

Fannin

County

1,290

Population

62.9%

% of Population with
at least a High School
Diploma

$26,944

Median Household
Income

12.0%

% of Population with at
least a Bachelor's
Degree

19.2%

Unemployment Rate

13.6%

% Employed in Arts,
Entertainment, Recreation,
Accommodation and Food
Services

10

One-Step Academic Program Proposal/Approval Form   Page 147 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

298/766

The Artistic Rise of Blue Ridge

For as long as anyone can remember, the outdoor majesty of Blue Ridge has beckoned people to escape from hectic everyday life. Vacationers and weekenders alike have been drawn to its picturesque mountains, National Forest and lakes and streams.

Downtown was another story. Twenty years ago, only a handful of businesses occupied buildings; the rest of the town was a mix of empty shops and plywood storefronts. While Blue Ridge offered breathtaking views, downtown didn't have much for visitors to see or do.

Bo Chance exemplifies how all of that changed. He'd been coming to Blue Ridge for several years after his parents had retired in the area. Tired of the frenetic pace of traveling with his job as a software developer and the congestion of Atlanta, he and his wife decided to pull up stakes and move to Blue Ridge in 1995. They also bought and renovated a building downtown, opening it as High Country Art and Antiques.

When Bo Chance looked at the city's core, he saw opportunity. "And I wasn't alone," Chance says. "There were about five of us who took a leap of faith at that point. It was really a collective, unorganized effort."

Around the time Bo Chance and others decided to open a few businesses downtown, other efforts were being made to draw more people to the area. In 1996, Fannin County approved a hotel/lodging tax to support and promote tourism.

A separate grassroots effort proved just as important. In 1998, a group of citizens from Blue Ridge and McCaysville approached the Georgia Northeastern Railroad about running a train between the two cities, starting and ending from a depot in downtown Blue Ridge. The railroad agreed, and that train became a reality.

> " It never ceases to amaze me what we accomplish and the people we impact. The Arts Association provides an arts identity for Blue Ridge and Fannin County that helps attract artists and tourists. "
> – Nichole Potzauf, Executive Director, Blue Ridge Mountains Arts Association

"The Blue Ridge Scenic Railway was the catalyst for development of downtown Blue Ridge," says Jan Hackett, president of the Fannin County Chamber of Commerce, "along with the increase in destination tourism stimulated by the Chamber's promotional efforts." Hackett estimates the train now brings in about 40,000 tourists a year.

To demonstrate how much the area has grown, in 2002, the county collected $91,000 from the hotel/motel tax. In 2013, the number skyrocketed to $1 million. The Chamber now receives 5 percent of the tax collected for marketing efforts, which includes promoting all of the arts venues.

Allure of The Arts

The attraction of new visitors to Blue Ridge sparked new enterprise in the arts. In 1998, a local writer worked with the well-established Blue Ridge Mountains Arts Association (BRMAA) to bring a regional writers' workshop to town, a now-annual weekend of guest speakers, work sessions and networking events. The Blue Ridge Community Theatre, which began as an entity of BRMAA before growing into its own nonprofit, put on plays in public school cafeterias, open air parks or anywhere else they could find a space.

In 2004, BRMAA found its first permanent home when the county suggested it take over the historic Fannin County Courthouse, which had been vacant for years. Not only was it a beneficial way to make use of a dormant building, but it also allowed The Art Center to expand its programs and have a presence downtown. Fannin County paid for a new roof on the building, and through the years has provided matching funds for renovations and structural improvements. The county also supports the BRMAA by leasing the organization the building in exchange for maintenance and upkeep, and paying the salary of the executive director and another staff person.

11

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 148 of 172

299/766

> " It's a different retail customer here every day of the week. We have some locals and lots of tourists. Blue Ridge is one of a kind. I couldn't have this business in Atlanta. "
> – Lynn Kemp, Owner, Gawdy Bobbles and Canoe Bags

As with BRMAA, the acquisition of its own building in 2009 spurred the Blue Ridge Community Theatre to new attendance and acclaim. "The permanent location gave us credibility," says Mike Lacy, who has been involved with the theatre since 2001 and now serves as a vice president of its board. "We're proud of what we've created; it's been a group accomplishment." He says the theatre performs a major production almost every month, along with providing acting classes and summer camps for children. The theatre has also expanded into live music performances. "We were looking for a way to fill those 'dark weekends' between productions," says Lacy. "We've invested in new sound and video equipment to draw bigger talent as well as a more regional audience."

Other developments have added fuel to the growth of the arts in Blue Ridge. Artists from around the country participate in a national juried art show staged by the Southern Appalachian Artist Guild, which is housed at The Art Center. Their works draw crowds to the gallery housed in the former courtroom in the Center during the fall. Arts in the Park, a small festival started back in 1976, and now supported by the Center, has grown into two events, one in the spring and one in fall, attracting hundreds of artists and vendors and thousands of visitors.

From these efforts sprung the creative community that Blue Ridge is today, and its success is nothing short of remarkable. BRMAA now has more than 1,000 members. The Art Center houses studios, a pottery and kiln studio, five artistic guilds, five galleries and an artist-in-residence program. It also sells art supplies. Classes in visual arts, music and dance - for all ages and skill levels - draw people from Tennessee and North Carolina, and all over Georgia.

BRMAA also co-sponsors the Fall Plein Air Festival, part of the International Plein Air Painters Artists Organization. Each year, 40 or more artists venture to Blue Ridge to render its outdoor beauty on canvas. "Nature is our biggest asset," says Nichole Potzauf, executive director of the Art Center, "and nature is also the defining factor of Plein Air."

"It never ceases to amaze me what we accomplish and the people we impact," Potzauf says. "The Arts Association provides an arts identity for Blue Ridge and Fannin County that helps attract artists and tourists."

Downtown: Home To Creative Businesses
The entrepreneurship of business owners – led by the efforts of Bo Chance – has played an equally pivotal role in Blue Ridge's development. Chance sold his High Country Arts and Antiques business several years after he opened it, but kept the building. Over the years, he acquired 19 other buildings downtown, forging a new career in property management.

12

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 149 of 172

300/766

He has always had a clear idea of what he wanted Blue Ridge to be and that philosophy and practice set him apart from typical landlords. He carefully curates tenants, making sure each is a good fit for the area – and has the potential to succeed.

"If a business owner requires a lot of foot traffic, I'm not going to rent them a building that is off the beaten path," he says as an example. "I also won't locate a competitor near an existing business if I can help it. My philosophy is 'your success is my success.' I want each business to thrive."

One of those thriving businesses is owned by Lynn Kemp, another Atlanta transplant and former Macy's buyer who moved to Blue Ridge with her husband and started making her own jewelry. In 2011, Kemp rented a building from Chance and opened Gawdy Bobbles, a design studio and shop that sells handcrafted jewelry with an artistic flair, made on the premises. "It's a different retail customer here every day of the week," she says. "We have some locals and lots of tourists. Blue Ridge is one of a kind. I couldn't have this business in Atlanta."

Kemp's success led her to buy her own building and open a second business, Canoe Bags, last year. The handbags are designed by Kemp and hand-sewn locally.

"We have an environment that's conducive to someone who is successful at selling a form of art," says Chance. Indeed, downtown Blue Ridge is now home to an array of crafted and creative enterprises. Bill and Shannen Oyster own Oyster Fly Rods, in which they not only custom make and sell hand-crafted bamboo rods with shotgun-steel engraving, but teach others how to do it in their six-day classes. Fly fishing enthusiasts come in from all over the country to create their own custom made rods in these classes, which usually fill up six months in advance.

Mike Lacy of the Blue Ridge Community Theatre also owns Multitudes Gallery, which features hand-blown glass and other fine art.

A stroll along the streets of downtown Blue Ridge turns up many other examples – artistic businesses and shops that reflect a love for the aesthetic as well as a second life for their proprietors. And visitors would be hard-pressed to find an empty storefront. Chance says occupancy is near 100 percent.

"A lot of people come up here to Blue Ridge to reinvent themselves," says Lacy. "It's been exciting to see that over and over again. The creative energy just draws people to this town."

> "A lot of people come up here to Blue Ridge to reinvent themselves. It's been exciting to see that over and over again. The creative energy just draws people to this town."
> – Mike Lacy, Owner, Multitudes Gallery

13

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 150 of 172

301/766

HAPEVILLE

Arts Facilities Developed by City and Arts Organizations
Arts and Culture Included in Municipal Planning
Arts Programming Produced by City and Arts Organizations

Key Strategies

Fulton

County

Location:
Metro Atlanta, 8 miles south of downtown Atlanta

6,373

Population

75.4%

% of Population with at least a High School Diploma

$36,435

Median Household Income

17.8%

% of Population with at least a Bachelor's Degree

15.2%

Unemployment Rate

11.1%

% Employed in Arts, Entertainment, Recreation, Accommodation and Food Services

14

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 151 of 172

302/766

Hapeville: "Pop Up" Art Adds to Revitalization Efforts

What do you do when you want to make the arts a cornerstone of your plan to revitalize the city — but you don't have any gallery space? If you're Hapeville, Ga., you buy shipping containers.

Earlier this year, the nonprofit Hapeville Arts Alliance purchased a pair of used shipping containers to convert into "pop-up" art galleries. The 8-by-40-foot containers were painted and fitted with windows and doors, and placed on a concrete slab. By late spring, the galleries would be open to the public, with artists displaying their works in a rotating series of exhibits.

"We don't have a lot of buildings," explains David Burt, executive director of the Arts Alliance, "so this seemed like a creative and cost-effective way to get space and get art into Hapeville."

Burt started doing research and found a company – ConGlobal – that sold both new and used containers. The group went with used containers since they were less than half of the $5,500 cost for new ones. The company made modifications so windows and doors could be added. Once the containers were delivered, local vendors installed windows and doors, interior framing, drywall, insulation, heating and cooling, and landscaping.

Burt estimates that the total cost for each container was about $16,000, which was paid for out of a combination of a Georgia Council for the Arts Tourism Product Development (TDP) grant, a grant from the Community Foundation Neighborhood Fund, and community fundraisers. The city is offering in-kind help by providing the land, pouring the concrete, and doing the electrical work.

> **You absolutely have to have buy-in from the government. And you get that buy-in by having a cohesive vision and implementing it step by step. Without it, you won't have the collaboration you need.**
> – Ann Ray, Vice Mayor, Hapeville

> **We don't have a lot of buildings, so this seemed like a creative and cost-effective way to get space and get art into Hapeville.**
> – David Burt, Executive Director, Hapeville Arts Alliance

"The cost is a bit more than we originally anticipated," Burt admits, "but we will be able to cover it. We could have shaved several thousand dollars off each one by making them simpler, but we want these to really be interesting architecturally."

A juried committee from the Arts Alliance will choose the artists who will display work, and the art will be for show and in some cases, for sale, with the Alliance getting a commission.

The pop-up galleries are permanent fixtures on cement slabs, and more can be added at any time. Burt says no zoning changes were necessary because the containers are on city property and exempt from zoning requirements. But the city is thinking ahead in case others would like to try this idea.

"We are looking to have the zoning changed in the downtown arts district to allow private property owners to have the opportunity to also install these containers," Burt says.

Using Arts As A Destination

The pop-up galleries are just part of the arts equation calculated to bring new economic life to Hapeville. It's been a tricky equation to solve. Since the closing of a Ford Motor Co. plant in 2006, the city has battled an image problem – perceived as unsafe, too close to the airport, with nothing to do.

15

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 152 of 172

303/766

"Several years ago, downtown Hapeville was in decline and in pretty bad shape," Burt says. "Some buildings were empty, but the majority were underutilized with tenants that tended not to stay very long. And most were the color of battleship gray."

But he and others saw the situation as a canvas on which to paint a new Hapeville. In 2010, Burt was serving as president of the Hapeville Main Street board. He and fellow board members Ann Ray and Charlotte Rentz "put their heads together" to come up with a plan to revitalize the city.

"Every community needs to find its niche," Burt says. "We believed Hapeville was well-positioned to become an arts community because of its safe environment, close proximity to downtown Atlanta and an atmosphere that is diverse, tolerant and welcoming."

The trio formed the Hapeville Arts Alliance, leased an old house downtown and renovated it with volunteer labor to create the Norton Arts Center. The new enterprise provided an incubator space for local artists as well as a gallery and classrooms.

While the vision was clear – make Hapeville an arts village, a place where people want to spend time – a plan was needed. Burt's professional background and education in city planning proved to be useful; already a consultant to other cities, he contracted with Hapeville to develop "Blueprint 2020," an economic development plan.

A key goal was positioning Hapeville as an arts destination, and the strategy was a collaborative initiative involving the Arts Alliance, the Hapeville Historical Society – headed by Charlotte Rentz – and the newly relocated Academy Theatre. A key fourth partner in the initiative was the City of Hapeville.

"You absolutely have to have buy-in from the government," says Ray, who as vice mayor has a dual interest in Hapeville's success. "And you get that buy-in by having a cohesive vision and implementing it step by step. Without it, you won't have the collaboration you need."

Next Step: Getting Businesses On Board

While the Arts Alliance was gaining momentum, Burt went about trying to recruit new businesses to the city. In the last year, Drip Coffee has opened its second location in Hapeville, and Volare Wine & Bistro and Beer Girl, Growlers & Bottle Shop, have also come to downtown.

His recruitment efforts weren't limited to for-profit enterprises, however. When the Avondale Estates-based Academy Theatre, a nationally recognized professional theatre company, was looking for a new home, Burt persuaded its leadership to move to Hapeville. The theatre relocated in 2013, providing a performing arts component to the scene.

"The theatre allowed us to create some nighttime traffic," Burt says, "and that traffic is conducive to bringing in restaurants." Now he's hoping the pop-up galleries will attract more businesses, and more people will come into downtown, especially on weekends.

"The galleries will be open two Saturdays a month – maybe more in the future - and the art will rotate out," explains Burt. "People can come back and not see the same art twice." To generate more foot traffic, Burt says they are planning to pair the gallery openings with shows at the Academy Theatre.

While it seems that things have been coming together pretty quickly in Hapeville, Burt and Ray say it's all been calculated with the intention of getting it right. "The bar has to be set pretty high from the beginning," Ray says. "We can't just do substandard work to fill the space and expect it to last. If you do that, people might come here once, but they won't come back. If it's worth doing, it's worth doing well."

> **The bar has to be set pretty high from the beginning. We can't just do substandard work to fill the space and expect it to last. If you do that, people might come here once, but they won't come back. If it's worth doing, it's worth doing well.**
> – Ann Ray, Vice Mayor, Hapeville

16

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 153 of 172

304/766

DULUTH

Arts Facilities Funded by City and Organizations
Public Art Funded by City and Companies
Arts Programming Funded by City
Arts Festivals and Special Events Produced by Organizations
Public Arts Commission and Fine Arts League Established through City Leadership

Key Strategies

Location:
Metro Atlanta, 30 miles north of Atlanta

Gwinnett

County

26,600

Population

92.0%

% of Population with at least a High School Diploma

$60,161

Median Household Income

42.7%

% of Population with at least a Bachelor's Degree

7.4%

Unemployment Rate

9.5%

% Employed in Arts, Entertainment, Recreation, Accommodation and Food Services

17

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 154 of 172

305/766

Duluth: Music as a Magnet, Arts as an Attraction

When Eddie Owen first stepped inside the Red Clay Theatre in downtown Duluth, he had a sense he was in the right place at the right time.

"A friend told me I needed to go up there and look at this theatre, but I wasn't even sure how to get to Duluth," Owen recalls. "I was blown away by the set up, by the incredible sound and lighting equipment and by the theatre itself. I saw its potential, and my mind started clicking."

It was the fall of 2011. Owen, the former proprietor of the famed Eddie's Attic music club in Decatur – and a man who has been credited with helping to launch the careers of musicians John Mayer, the Indigo Girls and others – was looking to launch a new enterprise.

But the Red Clay Theatre represented more than a next act in Owen's career. The 260-seat venue was the centerpiece of a new vision and strategy for bringing people to the city, one built around the concept of "arts infrastructure." Today, the final pieces of that strategy are being put in place, and there's good reason to believe that downtown Duluth soon will be teeming with visitor activity, day and night.

> **We knew that making Duluth an attractive place to live, work and visit was key. And that starts with the arts.**
> – Nancy Harris, Mayor, Duluth

It's been a long comeback for a city that began losing downtown businesses 30 years ago, after the 1984 opening of Gwinnett Place Mall a few miles away.

> **The leadership is the most critical component of this whole formula. If you don't have leadership with a vision, you won't get anywhere.**
> – Chris McGahee, Economic Development Manager, Duluth

Since then, Duluth has taken a series of steps to revitalize its core. In 1999, Taylor Park, was built on a small plot of land next to City Hall. The next year, the city rolled out Duluth Town Green, an expanse of community lawn that has since added an amphitheater. Both brought more people downtown, but the district still lacked the regular foot traffic that sustains businesses and restaurants, especially in the evenings.

After Nancy Harris became mayor in 2007, the city embarked on a new effort to create an infrastructure that would attract businesses and people to downtown Duluth. "We knew that making Duluth an attractive place to live, work and visit was key," says Harris. "And that starts with the arts."

"It became clear that the city needed to take an active role in creating an infrastructure in the arts just as it does with water, sewer and roads," says Chris McGahee, the city's economic development manager. "It's the government's responsibility to make that infrastructure attractive so we can attract chef-driven restaurants and more shops and art galleries."

With the local government taking that lead, and persevering through the criticism and doubts, the city

18

One-Step Academic Program Proposal/Approval Form   Page 155 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

306/766

embarked on a plan to turn the downtown around using the arts.

Bringing Live Music Downtown

The lynchpin in those efforts was the Red Clay Theatre. Once a bank and later a church, the theatre was acquired as city property in 2004 and leased to various theatrical outfits that staged Broadway-style performances. The last of the troupes left town in 2011, and city leaders had to figure out a new plan for the theatre. Their solution: live music.

Eddie Owen's interest happened to be a stroke of good fortune. In October 2011, Owen signed a lease agreement with the city of Duluth and put on the first show that December. Despite featuring national acts and emerging artists alike, the theatre had uneven attendance, a reflection of what Owen terms as the "feast or famine" nature of concert going.

But the city wouldn't give up on Red Clay – far from it. The model was changed from a lease agreement to a venue operation contract to support Eddie Owen's vision. In fall 2013, city leaders brought in an outside consultant to study the theatre's business model and potential impact on the economy.

> **We want to be the city in Gwinnett where people come for performances and to be entertained. Red Clay and the Town Green are part of that.**
> – Nancy Harris, Mayor, Duluth

The findings were encouraging. The study showed that the venue had brought in 50,000 nighttime visitors after 7 p.m., most of whom would not have otherwise visited Duluth. It also found that downtown stores had an increase in sales on the nights the Red Clay featured a concert.

"The local pizza place made an extra $400 in cash when people came to the theatre," says McGahee. "The [study] determined there was a direct correlation with the city's investment in this space and economic return. It also made us appealing to potential business owners looking to invest in Duluth."

"Red Clay creates the ambience we were looking for," agrees Mayor Harris. "The study really changed our thinking. It was independent validation of our plan, and it was a fabulous resource that convinced the council to step up to the table and support the venue."

As a sign of that support, the city signed a five-year contract with Owen in August 2014. Two months later, Owen extended the brand, changing the name to Red Clay Music Foundry after he formed a partnership with the Gwinnett School of Music. The basement of the Foundry has been converted into a music school, offering private instruction in an array of instruments as well as voice lessons, songwriting workshops and training on how to use the sound and lighting boards.

Downtown as a Destination

The city has worked to give people other reasons to come downtown. On "Thirsty Thursdays," shops and restaurants offer specials and discounts to patrons. In conjunction with the Summer Concert Series held on the Duluth Town Green, "Food Truck Fridays" offer lots of food choices from local Atlanta vendors from June through October. Art walks – with artists and live music – take place during the summer. During special events, the alcohol ordinances are relaxed to allow open containers in the downtown area.

19

One-Step Academic Program Proposal/Approval Form   Page 156 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

307/766

"We want to be the city in Gwinnett where people come for performances and to be entertained," says Harris. "Red Clay and the Town Green are part of that."

But the arts infrastructure doesn't end with music. Other arts experiences factor prominently into the city's plans to strengthen community and make downtown a destination point.

One example is the Duluth Public Arts Commission (PAC), formed by the city council in 2013 with the purpose to support performing arts, promote public art projects and encourage developers to install public art in the city. The commission's first significant task is to create a public art master plan. The Commission is collecting input from the community to shape short- and long-term goals for public art. "We are looking to you to help fill Duluth's canvas with art that tells our one-of-a-kind story to the region and the world," invites a special website set up for the effort.

"We want to create an identity that's in line with the mayor's goal of Duluth being a destination," says G.G. Getz, director of the PAC. "One of the things we are committed to is functional art – such as bike racks and crosswalks – so you feel you are in a unique, wonderful place."

In 2014, the city unveiled "Ascension," a three-ton sculpture that was commissioned and donated to the city by AGCO Corporation, a global manufacturer of agricultural equipment headquartered in Duluth. It's located at a roundabout on McClure Bridge Road and faces the heart of the city.

The Duluth Fine Arts League, a nonprofit organization established in 2008, sponsors Art Walks, fundraisers and other events and activities that support all forms of art.

Every September, the Duluth Fall Festival takes over the Town Green with vendors selling arts, crafts and food, as well as entertainment and carnival type activities. The Festival, started in 1983, now brings in hundreds of vendors and thousands of visitors to Duluth. "Everything we earn goes back into improving downtown Duluth," says Kathryn Willis, Festival chairman and one of the founding members.

She adds that $2 million has been raised since the event's first days, which helped build Taylor Park, the festival center and a courtyard on Town Green, and supported landscaping all around the city.

> **It became clear that the city needed to take an active role in creating an infrastructure in the arts just as it does with water, sewer and roads. It's the government's responsibility to make that infrastructure attractive so we can attract chef-driven restaurants and more shops and art galleries.**
>
> – Chris McGahee, Economic Development Manager, Duluth

Adding to Duluth's arts infrastructure is the Hudgens Arts Center, located near Gwinnett Arena. The Center offers exhibits and art classes for all ages and can be rented for private events. While the city does not have a direct relationship with the Center, Mayor Harris sits on the Hudgens board, and the two entities are currently working on a joint art installation in downtown Duluth.

In addition, Duluth's first fine arts gallery, 2 Smith Gallery, opened last year in downtown, and features original artwork from regional and national artists. The owners also offer art classes.

Arts Brings Results

While a steady flow of day-and-night downtown traffic is still a bit more pending than present, Duluth is clearly seeing the results of its efforts. Case in point: In January, two investors purchased a pair of buildings downtown solely because Eddie Owen was there. The plan is to convert the spaces into chef-concept restaurants.

Two big residential developments are in the works, which will support downtown activities. Fuqua Development is planning a mixed-use complex close to downtown that will have 330 apartments. The city is assembling downtown properties to create the opportunity for a planned residential community. Developers believe the city's commitment and investment in providing an appealing cultural life is conducive to adding housing near downtown. As the plan all starts to come together, McGahee credits the mayor.

"The leadership is the most critical component of this whole formula," says McGahee. "If you don't have leadership with a vision, you won't get anywhere. Nancy's drive to make art a part of the daily life in Duluth has been the key to making this work. She has had the perseverance and the courage to listen to naysayers and take criticism, but still stay true to the vision."

20

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 157 of 172

308/766

CLARKSTON

Creative Entrepreneurs Developed by Community Center
Arts and Business Training Provided by Community Center
Arts Markets Produced by Community Center

Key Strategies

Location:
Metro Atlanta, 12 miles east of downtown Atlanta

DeKalb

County

7,554

Population

69.2%

% of Population with at least a High School Diploma

$32,392

Median Household Income

16.7%

% of Population with at least a Bachelor's Degree

23.4%

Unemployment Rate

13.2%

% Employed in Arts, Entertainment, Recreation, Accommodation and Food Services

21

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 158 of 172

309/766

Clarkston: A City of Enterprising Entrepreneurs

The 2010 Census deemed Clarkston "the most diverse city in America," and for good reason. Though the city's population is less than 8,000, an estimated 55 different languages are spoken there. They are the dialects of refugees who began arriving in Clarkston in the 1990s from all corners of the world – Somalia and Sudan, Burma and Bhutan, Nepal and Nigeria.

Some settled; others moved on. All faced the challenge of beginning a new life in a new country. For those who continue to call Clarkston home, they have a friend in the Clarkston Community Center. Since opening in 1994, the center has been a focal point for the community to come together to socialize, connect and learn new languages and skills.

While the center leases the school from the DeKalb County Board of Education free of charge, and receives some financial support from the city of Clarkston, the center is an independent non-profit responsible for raising their own funds.

"The Community Center fills an important void that, because of limited resources, the city couldn't provide," says Clarkston City Manager Keith Barker. "This is a place where there's recreation, education and cultural activities. It is needed in every community."

Art has played a special role in these efforts. More than a few refugees are skilled in a craft, and the Community Center has worked to help them develop their talents — even take them to market.

"For some, art is a hobby," says McKenzie Wren, the center's executive director. "But others would really like to make a living out of their art, so we try to get them to that place. They may know art, but they don't know business."

Prior to joining the Center in 2010, Wren worked with a group of Bhutanese performers, also refugees, who formed the Bhutanese Artists of Georgia. A National Endowment for the Arts grant - procured by Wren and a colleague - offered support for costumes, rehearsal space and more and culminated in a cultural music performance at the Horizon Theatre. The troupe became so successful that it moved its performances to Center Stage, a performing arts space in midtown Atlanta.

"Helping artists make a living is something I brought with me to the center," Wren explains, "but now we're dedicated to making it a more formal effort as opposed to just being on the sidelines."

"We teach them to fish," adds Michael Molina, director of art and education for the center, "but we also give them access to the pond."

The Clarkston Farmers Market, established by the center four years ago to strengthen a sense of community, is part of that "pond." The market – formerly held Sundays from April until November and opening on Saturdays in 2015 – features locally grown produce, prepared international foods, handmade crafts and live music performances.

"We are now changing the model," Wren says, "and not doing a traditional farmers market focused on food. This will allow us to expand into more wares and crafts, and create the energy of an international street market. It's a chance to share and showcase multiple cultures of both refugees and the American-born population." Artists can also sell their art during special events and activities in an 8-foot kiosk set up in the foyer of the Community Center. In exchange for shop space, the woodworker gave back to the center in the form of the kiosk.

> " For some, art is a hobby. But others would really like to make a living out of their art, so we try to get them to that place. They may know art, but they don't know business. "
>
> – McKenzie Wren, Executive Director, Clarkston Community Center

22

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 159 of 172

310/766

"We support artists in a couple of different ways," Wren says. "From giving them a place to showcase and sell their work, to hiring them to teach classes and camps."

Beyond providing a marketplace for artists, Wren says the center helps these budding entrepreneurs develop their business acumen. That includes connecting artists with outside resources designed specifically for them.

> **The Community Center fills an important void that because of limited resources, the city couldn't provide. This is a place where there's recreation, education and cultural activities. It is needed in every community.**
>
> – Keith Barker, City Manager, Clarkston

Two examples are C4 Atlanta, a nonprofit that offers classes in how to write a business plan, develop a marketing strategy and create a website, as well as mentor and peer support, and Start: ME, a business accelerator that offers a 13-week business training class. In addition to Bhutanese Artists of Georgia, other success stories abound.

One is Doris Mukangu, from Kenya, who started Johari Africa to market her African-themed clothing, jewelry and handmade crafts. All of her goods are made from recycled products, including necklaces made from used paper, bags sewn from scraps of cloth, and powdered glass beads used in the jewelry. She hires refugee women from Clarkston to help assemble her crafts.

Another is Sushma Barakoti, a native of Nepal, who owns Sunavworld. Her mission is to "promote sustainable, fairly traded local and global gifts for the socio-economic empowerment of artists and artisans, especially women."

She imports handmade products from Nepal to sell here, and also employs refugee women in Clarkston to sew products such as traditional baby blankets. She also helps Bhutanese basket weavers sell their crafts at markets around the area.

While neither came through the refugee program, both women are providing employment opportunities for refugees who may otherwise struggle to find a job due to cultural and language barriers. In turn, the center helps both businesses in several ways.

"We provide vending opportunities for them to test drive their lines and get experience in the community before launching on a wider scale," Wren says. "We have also connected them with other resources and used our network to promote them."

Serving these artists, both refugee and American-born, benefits not only the Community Center but the city of Clarkston as well.

"Whenever you keep money in the local community, it not only helps strengthen the community, it also adds energy," Wren says. "We also believe that the arts are a vehicle for learning about other cultures and providing the artists with an opportunity to share their heritage."

> **Helping artists make a living is something I brought with me to the center, but now we're dedicated to making it a more formal effort as opposed to just being on the sidelines.**
>
> – McKenzie Wren, Executive Director, Clarkston Community Center

23

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 160 of 172

311/766

SPRINGFIELD

Rehabilitation of Historic Theatre Funded by City
Cultural Facilities Planned by City
Arts Staff Hired and Funded by City
Arts Programming Sponsored by City
Arts and Culture Included in Municipal Planning

Key Strategies

Effingham

County

Location:
South Georgia, 30 miles northwest of Savannah

2,852

Population

78.3%

% of Population with at least a High School Diploma

$46,921

Median Household Income

14.1%

% of Population with at least a Bachelor's Degree

4.0%

Unemployment Rate

7.8%

% Employed in Arts, Entertainment, Recreation, Accommodation and Food Services

24

One-Step Academic Program Proposal/Approval Form   Page 161 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

312/766

Life from Mars: Springfield Theatre Renovation Sparks Revitalization

Barton Alderman will never forget those Saturday afternoons of his youth in Springfield, Ga.

He and his friends would stop at a downtown gas station, where the owner would count out six bottle caps for each child. Then they headed next door, to the Mars Theatre, where the bottle caps gained them admission to the Saturday matinee. Young Barton watched westerns, newsreels, cartoons and such classics as "Gone With the Wind."

Unfortunately, he would not enjoy that Saturday ritual for long. Like many small-town movie houses that lost patrons from declining populations, rising multiplexes and the advent of television, the Mars Theatre closed its doors in 1957. Shortly thereafter, a drive-in theatre three miles away also closed. Soon, the city of Springfield was on a downward economic spiral, culminating with the opening of discount retailers in surrounding cities in the mid-1990s.

"People got into the habit of leaving Springfield to get what they needed," says Alderman, a lifelong Springfield resident and the city's mayor on and off since 2003. "Businesses just couldn't last and started shutting down. No one came downtown any more." But all that is changing.

In April 2014, 57 years after the closing of the Mars Theatre, Barton Alderman once again attended an event there – the venue's grand re-opening.

A Place "Where History Plays On"

It wasn't the first time the Mars had seen life since its Eisenhower-era shuttering. In the 1970s, the lobby of the theatre was converted into office space; over the years, it served as home to an attorney's office, florist, fabric store and bank. The main theatre, however, remained unused.

> " I'm convinced that when business owners see the city taking the lead and running with it, they'll jump on board. The people in the community are more open-minded and optimistic that we can make something happen. There is a sense of pride in the community. "
> – Brett Bennett, City Manager, Springfield

In the late 1990s, a group of residents formed the Springfield Revitalization Corporation (SRC) and leased the dilapidated theatre to prevent it from being torn down. In 2007, SRC bought the building and started raising funds to restore it. While the group was able to make some minor improvements to the facade, SRC struggled financially over the years, especially during the recession.

The city bought the building from SRC in 2010 thinking they could renovate it enough to be rented out. After the leaky roof was repaired, the city decided to move forward with a full renovation, hoping to create a chain reaction that would revitalize the city.

"A thriving downtown is all about getting people out there at night," says Alderman. "The success of

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 162 of 172

313/766

the theatre would necessitate the addition of new restaurants and businesses downtown."

For the theatre to be successful, though, it had to be done right. At a weekend retreat in 2012, the city council – some of whom were not entirely on board with the project at that point – made a commitment not just to restore the Mars Theatre but to do it "first class." That meant investing in quality construction and state-of-the-art sound, lighting and projection equipment. "Going to the theatre had to be a pleasing experience right off the bat, from the sound to the temperature and right down to the popcorn," Alderman says. "As the saying goes, you only get one chance to make a first impression."

The project cost just under $1 million, with most of it coming from city funds. Alderman says that had the city not stepped in and rebuilt the theatre, there would just be an empty lot sitting in downtown Springfield. While city officials could oversee the renovations, they didn't know anything about running a theatre. At the advice of City Manager Brett Bennett, they hired an expert.

> " Taking this job was a tremendous opportunity. It was a chance to make an impact on a community that was dedicated to bringing back local theatre and using arts, culture and heritage to revitalize the city. "
> – Tommy Deadwyler, Cultural Affairs Director, Springfield

"I told the City Council that if we expect the theatre to have an impact in economic development, we can't just renovate the building in hopes that people will use it," Bennett says. "If it's going to have that impact, it must have regular programming and a director who will be responsible for promoting as well."

Enter Tommy Deadwyler, an event producer who visited Springfield in May 2013 when he ran the Georgia Presenters Network for the Fox Theatre Institute.

He was hired and oversaw everything from the lighting to the sound to the seating.

"Tommy came on board during construction and played an integral role in developing the finished product," Bennett says. "Had we not had his insight, it would not have the economic viability that it has."

Beyond overseeing the theatre renovation, Deadwyler was named director of cultural affairs, a somewhat rare position for such a small city, and another sign of Springfield's commitment to use the arts to put itself on an upward trajectory.

"Taking this job was a tremendous opportunity," Deadwyler recalls. "It was a chance to make an impact on a community that was dedicated to bringing back local theatre and using arts, culture and heritage to revitalize the city."

Beyond creating what he calls "an extraordinary experience" for patrons, Deadwyler sets up programming that appeals to a broad audience and brings people into the theatre not just on weekends, but also for live performances throughout the week. Beer and wine are sold at the live performances when adult audiences are in attendance.

"You need to not only offer something for everyone, but you also need to be in tune with what the community will support," he says. To generate ticket sales, he hired a marketing company to spread the word outside of Springfield.

Within months after the theatre's reopening, the strategies appeared to be working. The 250-seat theatre brings in as many as 500 patrons for first-run and classic movies on weekends and hundreds more for live performances throughout the week.

In an act of foresight, renovations included creating outdoor access to the bathroom facilities, with a wall separating the space from the theatre. This facilitates large crowds such as the 9,000 people who come to the annual Springfield Fall Festival in October, as well as future events. The city also hopes to revisit its alcohol

26

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 163 of 172

314/766

> **" A thriving downtown is all about getting people out there at night. The success of the theatre would necessitate the addition of new restaurants and businesses downtown. "**
>
> – Barton Alderman, Mayor, Springfield

ordinances, such as allowing beer and wine sales outside like they do at the festival, as well as selling locally made beer and wine.

And Springfield is seeing signs of new life and progress. By the end of 2014, four new businesses had opened in downtown Springfield, while existing businesses began extending operating hours to accommodate evening shoppers.

Creating a Downtown Where People Want to Be

As the cornerstone of Springfield's revitalization, the Mars Theatre ties into a broader plan to get both residents and visitors into downtown Springfield. But city officials realize that they can't depend solely on the Mars Theatre to turn downtown around.

Before the renovation project, the city spent $1 million on a streetscape project. "Updating the sidewalks and lamp posts is not going to bring people to downtown," Bennett acknowledges, "But once we have a way to bring people here, it's important that it looks nice."

In addition, Bennett contacted the Savannah College of Art and Design (SCAD) and had interior design, graphic design and historic preservation students design a master plan for downtown, create plans to revitalize City Hall, conduct historic property surveys and work on other projects. The SCAD students provided their services and skill for little or no cost.

The city would eventually like to turn the current City Hall building, once home to a Ford dealership, into a multi-use event space. Plans created by SCAD students include transforming the parking lot into a garden, and adding a gallery.

In December 2014, the city acquired 275 acres at historic Ebenezer Creek, which includes two miles of rivers and streams where the creek meets the Savannah River. It's become a popular destination for kayaking and canoeing, and the city is hoping the outdoor lovers will stay awhile after their adventures.

"Right now they paddle the creek and go home," says Bennett. "We're working to give them more reasons to visit downtown."

While Springfield still has a ways to go in its revitalization, the city has created forward momentum that it hopes will lead others to take the initiative.

"I'm convinced that when business owners see the city taking the lead and running with it, they'll jump on board," Bennett says. "The people in the community are more open-minded and optimistic that we can make something happen. There is a sense of pride in the community."

No one felt that sense of pride and optimism more than Barton Alderman on the night the Mars Theatre reopened.

"I was absolutely speechless," he says. "Being in the theatre brought back so many memories. It's worth every penny we've spent."

27

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 164 of 172

315/766

ATHENS

Arts Facilities Construction Funded by SPLOST
Percent for Art Ordinance Passed by Mayor and Commission
Cultural Arts Commission Established by Local Government
Public Art Investments Funded by Local Government
Arts Staff and Programming Funded by Local Government

Key Strategies

Clarke

County

Location:
North Georgia, 60 miles east of Atlanta

115,452

Population

85.1%

% of Population with at least a High School Diploma

$32,853

Median Household Income

39.5%

% of Population with at least a Bachelor's Degree

9.3%

Unemployment Rate

15.3%

% Employed in Arts, Entertainment, Recreation, Accommodation and Food Services

28

One-Step Academic Program Proposal/Approval Form   Page 165 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

316/766

Athens: A City Committed to Art

The "Nest" is a vibrant sculpture of red-metal bars and stainless steel mesh, dramatically suspended inside the new atrium of the Athens Classic Center, a convention center and performing arts arena. And it's one of the first pieces of public art in Athens paid for with taxpayer money.

> **"You don't have to be involved in the arts to appreciate what it does for the community and economic development."**
> – Doc Eldridge, President and CEO, Athens Area Chamber of Commerce

"There is a deliberate dedication to the arts in Athens," says Mayor Nancy Denson. "The attitude isn't 'if it happens, it happens.' There's a conscious effort by the government to make it work."

In 2010, the Athens-Clarke County Commission strengthened that commitment by passing an ordinance requiring that 1 percent of the construction budget for all special purpose local option sales tax (SPLOST) projects be dedicated to public art connected to the project.

So when the Classic Center underwent a $24 million expansion in 2012 that added exhibit space and increased seating capacity, some of the budget helped fund the "Nest."

The public art initiative is just one element contributing to Athens' vibrant arts scene. The Classic Center is home to concerts and performing arts. Lyndon House Arts Center offers classes for all ages and provides a venue for artists to showcase their work. The Georgia Museum of Art, housed on the University of Georgia campus, showcases art from around the world, while the university itself offers concerts, plays and other performing arts events.

Denson and city officials also view the arts as a magnet to attract new business to Athens. She points to the 2012 decision by Caterpillar, a top manufacturer of tractors and industrial equipment, to build a facility in Athens, noting that the city's artistic attributes contribute to a higher quality of life.

"Arts are not the deciding factor," Denson says, "but companies look at the total environment. Sometimes it comes down to the one small thing that pushes one community over another. In Athens, we're hoping it's the arts."

City leaders are not alone in their commitment to the arts. The business community is behind the efforts as well.

"You don't have to be involved in the arts to appreciate what it does for the community and economic development," says Doc Eldridge, head of the Athens-Clarke County Chamber of Commerce and former mayor of Athens. "The business community is supportive of the arts, and vice versa. Both sides know that the Arts are so critically important to the growth and uniqueness of the community. It's why people like to come back to Athens."

29

One-Step Academic Program Proposal/Approval Form   Page 166 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

317/766

Using The Arts To Re-Invent Downtown

The story of how Athens came to embrace the arts so firmly begins in the early 1980s. The city's downtown hit a slump just after Georgia Square Mall opened in 1981 and flagship stores like Macy's, J.C. Penney and Belk left for the mall. Almost overnight, downtown went from being what Mayor Nancy Denson calls "the retail center" to one that was "dead" after 6 p.m.

But there was hope: The empty buildings and inexpensive rents proved conducive to attracting clubs and bars for live music, and soon the Athens music scene was born.

"Athens transformed from a 'Mayberry-like' city to a funky little downtown, completely re-inventing itself," Denson says. "This gave Athens a more creative vibe and laid the groundwork for the arts in general."

Indeed, the citizenry increasingly embraced a creative identity over the years. In the mid-1990s, voters approved SPLOST funding to build the Classic Center and expand the Lyndon House Arts Center. Other SPLOST referendums were later approved to expand the Classic Center and renovate the Morton Theatre, a historic performing arts space that was once an African-American vaudeville theatre.

"Art has probably received more money from SPLOST than any other single area," says Eldridge, "In Athens, we know [infrastructure] can't all be about roads and bridges."

> **There is a deliberate dedication to the arts in Athens. The attitude isn't 'if it happens, it happens.' There's a conscious effort by the government to make it work.**
> – Nancy Denson, Mayor, Athens

The Classic Center is a centerpiece, doubling as a convention center and a premier performing arts venue. It hosts travelling Broadway shows, concerts, dance performances and a range of other events that draw patrons from outside of Athens. Beyond bringing the community together, the Center has a profound impact on the economy: $65 million a year, according to a 2013 study.

> **We know that quality public art draws more businesses, young people and artists into a community. It makes Athens a more welcoming place.**
> – Marilyn Wolf-Ragatz, Chair, Athens Cultural Arts Commission

Another jewel in Athens' arts crown is the Lyndon House Arts Center, a building once home to a prominent Athens family. The city acquired the house in 1939 and used it primarily as a recreation hall. It became a visual arts center in 1974 and expanded 25 years later, though the original historic Ware-Lyndon House is still attached and serves as a house museum.

The Center hosts gallery exhibitions, festivals, workshops, art meetings, special events and classes for all ages and levels. It is also home to 22 art guilds.

"The vision is for Lyndon House to be a true community arts center," says Didi Dunphy, the executive director. "We want to provide a creative and productive environment for those who want to pursue the arts." She says what makes the Lyndon House successful is the fact that the community has embraced the arts as an element for an enriching life in Athens.

The city also financially supports the Center – since it is a division of Athens-Clarke County Leisure Services – which Dunphy calls "a partnership that works."

Dunphy is working on strengthening the membership program to help pay for special projects, such as juried

30

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 167 of 172

318/766

shows. She also wants to widen the scope of Lyndon House, hosting artists in residence and adding new kinds of programs. "My mission is to incorporate art into everyday life," Dunphy says, "whether that's functionally or aesthetically. It's a form of cultural placemaking."

'Art For Everyone'

Another cultural component in Athens is the Georgia Museum of Art. The museum not only displays works from artists from all over the world, it also provides education to school-age children, film series and symposia for artists.

"Our motto is 'art for everyone,' and we are always trying to find new ways to accommodate different interests," says Michael Lachowski, who is head of public relations at the museum.

The symposia hosted by the museum throughout the year bring artists from all over the country into Athens for several days. "These can draw up to 200 people at a time, which can have an impact on the economy, since they pay to stay, eat and shop." Lachowski says. "It also gives us a chance to show visitors a part of the University that is not athletics."

To engage audiences, the Georgia Museum offers "Family Days" to give parents and children a chance to view an exhibition and participate in an art project related to that exhibit, all free of charge. The Georgia Museum of Art (GMOA) also takes part in monthly "Third Thursdays," in which seven art spaces—GMOA, ATHICA, Cine, the Classic Center, Hotel Indigo, the Lamar Dodd School of Art and Lyndon House— have extended hours for an "evening of art." The Classic Center Cultural Foundation sponsors a shuttle to provide free transportation to the different venues.

The arts scene extends way beyond visual arts – from film, dance, theatre, music, even learning the art of aerial dancing - proving there is something for everyone in Athens. "The arts scene in Athens is lively and we have a lot of it," says Mayor Denson. "I am proud we are always doing something to promote the arts."

The Art of Public Art

The public is now also engaged in public art, thanks to the creation of the Athens Cultural Arts Commission, established at the end of 2010 to help oversee the public art installation process of projects funded by SPLOST money. According to Marilyn Wolf-Ragatz, chair of the commission, the group helps keep the process "organized and consistent."

"People often think it's a group whose purpose is to select and install art," says Wolf-Ragatz. "That's not it at all."

Instead, the process is much more involved, including getting input from the stakeholders, coming up with the criteria for the project, gathering proposals and pulling together a selection committee to choose the artist. At the end of the project, the Commission organizes an event to unveil the installation that has something for all ages.

Wolf-Ragatz says that for the most part, the community supports their efforts. But they did run into trouble when a SPLOST project involved the county jail. "That was our first big project," says Wolf-Ragatz. "One percent of that construction budget was large, and many residents reacted against placing art in jail. Some worried it might be placed in jail cells, which wasn't the case." Since the Athens-Clarke County Commission must approve all public arts projects, public opinion was enough to make the measure fail. No public art was done at the jail, and the money went back into the main project budget.

That project not withstanding, the city and the community know the importance of public art. "We know that quality public art draws more businesses, young people and artists into a community" says Wolf-Ragatz. "It makes Athens a more welcoming place. It also introduces citizens to new and exciting forms of arts."

One-Step Academic Program Proposal/Approval Form   Page 168 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

319/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

PHOTOS (Interior)

Pg 5 – FLAUNT Festival in Downtown Thomasville
Pg 7 – Downtown Thomasville
Pg 8 (top) – Sturdy Brothers in Thomasville
Pg 8 (bottom) – Thomasville Center for the Arts
Pg 9 (top) – Fuzzy Goat Yarn Shop in Thomasville
Pg 9 (bottom) – Sweet Grass Dairy in Thomasville
Pg 11 – Downtown Blue Ridge
Pg 12 – Gawdy Bobbles in Blue Ridge
Pg 13 (top) – Guitar Lesson at Blue Ridge Mountains Arts Association
Pg 13 (bottom) – Working Artist at Multitudes Gallery in Blue Ridge
Pg 15 (center) – Downtown Hapeville
Pg 15 (bottom) – Shipping Container Gallery in Hapeville
Pg 16 – Mural in Downtown Hapeville
Pg 18 (left) – Eddie Owen at Red Clay Music Foundry in Duluth
Pg 18 (bottom) – Town Green in Duluth
Pg 19 (right) – Painter at 2 Smith Gallery in Duluth
Pg 22 – Artists at Winter Craft Fair, Clarkston Community Center
Pg 23 (top) – Shoppers at Winter Craft Fair, Clarkston Community Center
Pg 23 (bottom) – Refugee Beads at Winter Craft Fair, Clarkston Community Center
Pg 25 (left) – Downtown Springfield
Pg 25 (right) – Mars Theatre in Springfield
Pg 26 – Model of Springfield City Hall Renovation
Pg 27 – Ebeneezer Creek near Springfield
Pg 29 (top) – Canopy Studio in Athens
Pg 29 (bottom) – Athens Institute for Contemporary Art (ATHICA)
Pg 30-31 (top) – Georgia Museum of Art on the University of Georgia Campus in Athens
Pg 30-31 (bottom) – The Nest at The Classic Center in Athens

FRONT COVER PHOTOS

(top to bottom, left to right)
Artspace Gallery in Hapeville
Multitudes Gallery Customers in Blue Ridge
Ascension in Duluth
Canopy Studio in Athens
Interior of Mars Theatre in Springfield
Waxing Fabric at Sturdy Bros. in Thomasville

BACK COVER PHOTOS

(top to bottom, left to right)
Artists and Shoppers at Winter Craft Fair, Clarkston Community Center
Historic Jerusalem Church at New Ebenezer near Springfield
Door Public Art Project in Duluth
40 Watt Club in Athens
Shop Window in Downtown Blue Ridge

CREDITS

Sara Baxter, Writer
Johnny Cain, Photographer

32

One-Step Academic Program Proposal/Approval Form
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

Page 169 of 172

320/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

One-Step Academic Program Proposal/Approval Form   Page 170 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

321/766

ONE-STEP ACADEMIC PROGRAM PROPOSAL

A division of the
Georgia Department of
Economic Development
GAArts.org

Georgia Municipal
Association
www.gmanet.com

One-Step Academic Program Proposal/Approval Form   Page 171 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

322/766

Appendix 11: Support Letters

March 10, 2019

To Whom It May Concern:

I am writing to express my support of the University of West Georgia Department of Art developing a Master of Fine Arts program in the Visual Arts.

The arts hold a special place in my heart. As the son of two artists, I've been fortunate to have been immersed in the art world and all that it offers. Art provides more than just aesthetic appeal. Whether viewing or making art, local access to art decreases stress while improving memory, empathy, and critical thinking. In addition to quality of life improvements, Carrollton's Center for the Arts also has an extremely positive economic impact to our community, to the tune of $2.2 million in 2018. UWG's art program develops, educates and creates a necessary positive benefit to the City of Carrollton and the surrounding region. The creation of the Master of Fine Arts, here in Carrollton, will only further support the burgeoning arts community which improves the overall livelihood of the city.

While improving valuable revenue, and strengthening our local economy, local arts also improve academic performance for our young population, drive tourism in our region, improve individual well-being, unify our community, all while sparking creativity and innovation. I strongly support the development of the Master of Fine Arts program in the Visual Arts at the University of West Georgia.

Sincerely,

Rory Wojcik
Carrollton City Council Member- Ward 2
rory@carrollton-ga.gov

CITY OF CARROLLTON
315 BRADLEY STREET · CARROLLTON, GA 30117
PO BOX 1949 · CARROLLTON, GA 30112

One-Step Academic Program Proposal/Approval Form   Page 172 of 172
RACAA Review July 16; Adopted August 30; Finalized October 3, 2016, USG System Office, MVMM

323/766

Proposed Program Map for MFA with a major in Visual Art			
60 credits (A minimum of 30 credit hours must be completed at the 6000 level or above)			
YEAR 1			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
ART 6001 (Pro Practices and Ped I)	1	Art 6001 (Pro Practices and Ped I)	1
Graduate Studio (area of specialization)	3	Graduate Studio (area of specialization)	3
Graduate Studio (area of specialization)	3	Graduate Studio (area of specialization)	3
Graduate ART History	3	Graduate Art Academic	3
SEMESTER TOTAL	*10*	*SEMESTER TOTAL*	*10*
Milestones		**Milestones**	
		Complete MFA dossier in preparation to remaining program and professional development	
YEAR 2			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
Graduate Studio (area of specialization)	3	Art 6078 (Graduate Mid-Program Review)	0
Graduate Studio (area of specialization)	3	Graduate Studio (area of specialization)	3
Graduate Art Academic	3	Graduate Studio (area of specialization)	3
Graduate Studio (Elective)	3	Graduate Studio (Elective)	3
SEMESTER TOTAL	*12*	*SEMESTER TOTAL*	*9*
Milestones		**Milestones**	
		Complete MFA Mid Program Review	
YEAR 3			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
ART 6002 (Pro Practices and Ped II)	1	ART 6002 (Pro Practices and Ped II)	1
Graduate Studio (area of specialization)	3	Graduate Studio (area of specialization)	3
Graduate Studio (area of specialization)	3	Graduate Studio (area of specialization)	3
Graduate Studio (Elective)	3	Art 7099 Graduate Thesis/Exhibition	2
SEMESTER TOTAL	*10*	*SEMESTER TOTAL*	*9*
Milestones		**Milestones**	
		Present thesis/exhibition and final thesis packet for graduation	

Master of Fine Arts (MFA) (with a Major in Visual Arts)
Art (CIP 50.0702)

Student Learning	Strategic Plan	Measure/Method	Success	AY20	AY21
Demonstrate a breadth of understanding in art and appropriately related disciplines, with the ability to think and work independently	SP Imperatives 1 & 2	Data for this learning outcome is gathered through the development and execution of a Thesis Exhibition. Faculty evaluate MFA candidates' Thesis exhibitions by assessing the graduate's competencies idenified within the thesis rubric. Data reported is based on the percentage of graduates that passed their exhibition and compentencies based on thier collective rubric scores.	90 % passing rate (Goal) Passing rate is defined as an exam or rubric score of 90 or higher.	TBD	TBD
Demonstrate depth of knowledge and the ability to integrate and synthesize information, while gaining professional competencies within the graduate student's studio specialization.	SP Imperatives 1 & 2	Data for this learning outcome is gathered through ART 6001, ART 6002, ART 6078. Data for this learning outcome is gathered in the Mid-Program Review and Pedagogy 1 & 2 courses through the develpoment of a Graduate Student Dossier and culminates in Graduate Thesis. Data reported is based on the percentage of graduate's who passes these assessment points based on thier respective rubric scores.	90 % passing rate (Goal) Passing rate is defined as an exam or rubric score of 90 or higher.	NA	NA
Demonstrate knowledge of contemporary issues and developments influencing the graduate student's studio specialization and appropriately related disciplines.	SP Imperatives 1 & 2	Data for this learning outcome is gathered in the Mid-Program Review and Pedagogy 2 course through the develpoment of a Graduate Student Dossier and culminates in Graduate Thesis. Data reported is based on the percentage of graduate's who passes these assessment points based on thier respective rubric scores.	90 % passing rate (Goal) Passing rate is defined as an exam or rubric score of 90 or higher.	NA	NA

Demonstrate the ability and clear potential to contribute to the expansion and evolution of the graduate student's studio specialization.	SP Imperatives 1 & 2	Data for this learning outcome is gathered in ART 7099 Graduate Thesis/Exhibition. Data reported is based on the percentage of graduate's who passes these assessment points based on their respective rubric scores.	90 % passing rate (Goal) Passing rate is defined as an exam or rubric score of 90 or higher.	NA	NA
Demonstrate advanced capabilities in technologies utilized in the creation, presentation and preservation of studio works common to the graduate student's studio specialization.	SP Imperatives 1 & 2 & 3	Data for this learning outcome is gathered in the Pedagogy 1, Mid-Program Review, and Pedagogy 2 and Thesis course through the develpoment of a Graduate Student Dossier. Data reported is based on the percentage of graduate's who passes these assessment points based on thier respective rubric scores.	90 % passing rate (Goal) Passing rate is defined as an exam or rubric score of 90 or higher.	NA	NA
Demonstrate strong communication skills, as evident in clear writing and speaking proficiencies that facilitate the graduate student's preparedness as a potential leader within various arts communities, the	SP Imperatives 1 & 2 & 3	Data for this learning outcome is gathered in the Pedagogy 1, Mid-Program Review, and Pedagogy 2 and Thesis course through the develpoment of a Graduate Student Dossier and program requirements. Data reported is based on the percentage of graduate's who passes these assessment points based on thier respective rubric scores.	90 % passing rate (Goal) Passing rate is defined as an exam or rubric score of 90 or higher.	NA	NA

AY22	AY23	Interpretation & Use of Results
TBD	TBD	Upon initial data collection we will review and interpret the scores, in order to develop an improvement plan for MFA SLO 1.
NA	NA	Upon initial data collection we will review and interpret the scores, in order to develop an improvement plan for MFA SLO 2.
NA	NA	Upon initial data collection we will review and interpret the scores, in order to develop an improvement plan for MFA SLO 3.

NA	NA	Upon initial data collection we will review and interpret the scores, in order to develop an improvement plan for MFA SLO 4.
NA	NA	Upon initial data collection we will review and interpret the scores, in order to develop an improvement plan for MFA SLO 5.
NA	NA	Upon initial data collection we will review and interpret the scores, in order to develop an improvement plan for MFA SLO 6

Improvement Plan
An improvement plan will be developed once data for SLO 1 begins to be recorded based off of review of the data and its interpretation.
An improvement plan will be developed once data for SLO 2 begins to be recorded based off of review of the data and its interpretation.
An improvement plan will be developed once data for SLO 3 begins to be recorded based off of review of the data and its interpretation.

An improvement plan will be developed once data for SLO 4 begins to be recorded based off of review of the data and its interpretation.

An improvement plan will be developed once data for SLO 5 begins to be recorded based off of review of the data and its interpretation.

An improvement plan will be developed once data for SLO 6 begins to be recorded based off of review of the data and its interpretation.

ART - 5000 - Graduate Drawing

2020-2021 Graduate Revise Course Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking 🛈 **next to the print icon directly above this message.**

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

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

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

Proposed Modifications (Check all that apply) *

- ☐ Course Title
- ☑ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☑ Catalog Description
- ☑ Credit Hours
- ☑ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester * | Fall

Desired Effective Year * | 2021

Course Information

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

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

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

Course Prefix* | ART

Course Number* 5000

Course Title* Graduate Drawing

Long Course Title

Course Type - DO NOT EDIT* | Art

Catalog Course Description* Graduate Drawing facilitates development of one's own visual language through research and incorporating critical discourse, advanced technical mastery, and professional practices. The course is designed as an introduction to graduate level investigations in drawing and as such this course is repeatable and progressive up to 12 hours.

Prerequisites * none

Corequisites* none

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

Grading

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal will need to be submitted.

Lec Hrs	0

Lab Hrs	2.0-12.0

Credit Hrs	1.0-6.0

Status*	⦿ Active-Visible ◯ Inactive-Hidden

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing	

Restrictions	

Can a student take this course multiple times, each attempt counting separately toward graduation? *	☑ Yes ☐ No		**If yes, indicate maximum number of credit hours counted toward graduation.** *	12

Justification and Assessment

What is the rationale for the requested course changes? *	ART 5000 is being revised to bring it in alignment with the pedagogy and professional development goals of the proposed Master of Fine Arts program at the University of West Georgia. It will facilitate the development of the first year graduate experience and studio explorations as well as contribute the credit hours that are required for the MFA program.

| **If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.** | 1. Demonstrate an ability to conceive, plan, and execute significant works with integrated relevant research, while demonstrating an advanced competence in the graduate student's studio practice.

2. Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research.

3. Demonstrate clear communication through speaking and writing about one's work and the relevant area of research.

4. Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research. |
|---|---|

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as <u>one</u> document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus*	☑ I have attached the syllabus.
	☐ N/A

Resources and Funding

Planning Info*	◉ Library Resources are Adequate
	○ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	We project 3 to 5 students enrolled the first year with a growth of enrolled students to 10 to 15 by the 3rd year.

Are you making changes to the special fees or tuition that is required for this course?*	☐ Yes ☑ No	**If yes, what will the fee be?***	See current fee

Fee Justification*	Course currently has a fee, and the department is not requesting a change at this time.

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

College - School/Department - DO NOT EDIT*	College of Arts and Humanities	Department of Art

Is Senate Review Required?* ⦿ Yes ◯ No

Is this a School of Nursing course?* ◯ Yes ⦿ No

Is this a College of Education course?* ◯ Yes ⦿ No

Administrative Use Only - DO NOT EDIT

Course ID* ART 5000

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

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

Graduate Drawing- ART 5000
Humanities

_____

Course Description: Graduate Drawing facilitates development of one's own visual language through research and incorporating critical discourse, advanced technical mastery, and professional practices. The course is designed as an introduction to graduate level investigations in drawing and as such this course is repeatable and progressive up to 12 hours.

Course Objectives: Students will engage in advanced studio practice and present works related to their research findings. Students will foster the ability to synthesize knowledge and skills associated to make connections and integrations with other fields of study appropriate to the individual's area of research. Students will engage in dialogue and set the standard for a graduate level of discourse and production both in research and work produced. Students will actively seek professional practice as pertains to their research. (Developed from NASAD requirements.) The research and its documentation will be maintained in preparation and support of the graduate enrolling in Mid Program Review ART 6078.

Learning Outcomes: Students will:

-Demonstrate an ability to conceive, plan, and execute significant works with integrated relevant research, while demonstrating an advanced competence in the graduate student's studio practice.

-Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research.

- Demonstrate clear communication through speaking and writing about one's work and the relevant area of research.

- Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research.

Course Summary

Students will create/amend a proposal for their creative research. Students are responsible for working on the research they have defined in their proposal; and will be evaluated on class preparedness, productivity, and presentations, as well as their willingness and ability to incorporate concepts based on directed readings into their work. There will be regular-in progress discussions and critiques.

A sustained studio practice and research is expected. We expect that the graduate students' work ethic and research practice to set a positive example for the undergraduates. Graduate

students should consider themselves to be a role model and resource to the undergraduates and conduct themselves accordingly.

Lab and Studio Responsibilities

Facilities, studios, equipment, technology and some consumable materials are paid for with lab and technology fees not departmental budget money. The way you treat these things is directly related to the quality of the experience you will have in this program. If you break or lose items there is a possibility they will be immediately replaced. For security reasons, the self-closing doors should never be propped open.

Texts

TBD by Graduate Student and Area Faculty
Additional Text and PDF handouts may be assigned by the instructor

Grades

Midterm Critique- 25%

Research- 25%

Final Critique- 50%

Grading Scale (Passing is a B or higher)

. A 90 – 100%

. B 80–89%

. C 70–79%

. D 60–69%

‘   F 0–59

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

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

http://www.usg.edu/hb280/additional_information#

You may also visit our website for help with USG Guidance:

https://www.westga.edu/police/campus-carry.php

- **DOA Course Fees for Studio Art Courses:**

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

The Studio Art Course Fee are a flat rate fee for students enrolled in various studio art courses, and are applied to purchases and maintenance of art studios, studio materials and equipment, and items needed to provide students with a proper and safe working/learning environment. The departmental objective for these courses is based on student success as follows:

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

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

ART - 5005 - Graduate Life Drawing

2020-2021 Graduate Revise Course Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking 🛈 **next to the print icon directly above this message.**

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Proposed Modifications (Check all that apply) *

- ☐ Course Title
- ☑ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☑ Catalog Description
- ☑ Credit Hours
- ☑ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester* | Fall

Desired Effective Year * | 2021

Course Information

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

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

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

Course Prefix* ART

Course Number* 5005

Course Title* Graduate Life Drawing

Long Course Title

Course Type - DO NOT EDIT* Art

Catalog Course Description* Graduate Life Drawing facilitates development of one's own visual language through research and incorporating critical discourse, advanced technical mastery, and professional practices. The course is designed as an introduction to graduate level investigations in sculpture and as such this course is repeatable and progressive up to 12 hours.

Prerequisites * Admission to the program or with the permission of the Department of Art chair.

Corequisites* None

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

Grading Graduate Standard Letter

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal will need to be submitted.

Lec Hrs	0

Lab Hrs	2.0-12.0

Credit Hrs	1.0-6.0

Status*	⦿ Active-Visible ◯ Inactive-Hidden

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing	

Restrictions	

Can a student take this course multiple times, each attempt counting separately toward graduation? *	☑ Yes ☐ No	**If yes, indicate maximum number of credit hours counted toward graduation.*** 12

Justification and Assessment

What is the rationale for the requested course changes?*	ART 5005 is being revised to bring it in alignment with the pedagogy and professional development goals of the proposed Masters of Fine Art program at the University of West Georgia. It will facilitate the development of the first year graduate experience and studio explorations as well as contribute the credit hours that are required for the MFA program.

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.	1. Demonstrate an ability to conceive, plan, and execute significant works with integrated relevant research, while demonstrating an advanced competence in the graduate student's studio practice. 2. Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research. 3. Demonstrate clear communication through speaking and writing about one's work and the relevant area of research. 4. Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research.

<u>REQUIRED ATTACHMENTS</u>

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as <u>one</u> document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus*	☑ I have attached the syllabus.
	☐ N/A

Resources and Funding

Planning Info*	⦿ Library Resources are Adequate
	○ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	We project 3 to 5 students enrolled the first year with a growth of enrolled students to 10 to 15 by the 3rd year.

Are you making changes to the special fees or tuition that is required for this course?*	☐ Yes ☑ No	**If yes, what will the fee be?***	See current fee

Fee Justification*	Course currently has a fee, and the department is not requesting a change at this time.

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs**.**

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

College - School/ Department - DO NOT EDIT*	College of Arts and Humanities	Department of Art

Is Senate Review Required?*	○ Yes ◉ No

Is this a School of Nursing course?*	○ Yes ◉ No

Is this a College of Education course?*	○ Yes ◉ No

Administrative Use Only - DO NOT EDIT

Course ID*	ART 5005

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

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

Graduate Life Drawing- ART 5005
Prerequisite: Admission to the program or with the permission of the Department of Art chair.
Humanities

_____

Course Description: Graduate Life Drawing facilitates development of one's own visual language through research and incorporating critical discourse, advanced technical mastery, and professional practices. The course is designed as an introduction to graduate level investigations in sculpture and as such this course is repeatable and progressive up to 12 hours.

Course Objectives: Students will engage in advanced studio practice and present works in relation to their research findings. Students will foster the ability to synthesize knowledge and skills associated to make connections and integrations with other fields of study appropriate to the individual's area of research. Students will engage in dialogue and set the standard for a graduate level of discourse and production both in research and work produced. Students will actively seek professional practice as pertains to their research. (Developed from NASAD requirements.) The research and its documentation will be maintained in preparation and support of the graduate enrolling in Mid Program Review ART 6078.

Learning Outcomes: Students will:

-Demonstrate an ability to conceive, plan, and execute significant works with integrated relevant research, while demonstrating an advanced competence in the graduate student's studio practice.

-Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research.

- Demonstrate clear communication through speaking and writing about one's work and the relevant area of research.

- Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research.

Course Summary

Students will create/amend a proposal for their creative research. Students are responsible for working on the research they have defined in their proposal; and will be evaluated on class preparedness, productivity, and presentations, as well as their willingness and ability to incorporate concepts based on directed readings into their work. There will be regular in-progress discussions and critiques.

A sustained studio practice and research is expected. We expect that the graduate students' work ethic and research practice to set a positive example for the undergraduates. Graduate

students should consider themselves to be a role model and resource to the undergraduates and conduct themselves accordingly.

Lab and Studio Responsibilities

Facilities, studios, equipment, technology and some consumable materials are paid for with lab and technology fees not departmental budget money. The way you treat these things is directly related to the quality of the experience you will have in this program. If you break or lose items there is a possibility they will be immediately replaced. For security reasons, the self-closing doors should never be propped open.

Texts

TBD by Graduate Student and Area Faculty
Additional Text and PDF handouts may be assigned by the instructor

Grades

Midterm Critique- 25%

Research- 25%

Final Critique- 50%

Grading Scale (Passing is a B or higher)

.   A 90 – 100%

.   B 80–89%

.   C 70–79%

.   D 60–69%

'   F 0–59

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

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

http://www.usg.edu/hb280/additional_information#

You may also visit our website for help with USG Guidance:

https://www.westga.edu/police/campus-carry.php

- **DOA Course Fees for Studio Art Courses:**

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

The Studio Art Course Fee is a flat rate fee for students enrolled in various studio art courses, and are applied to purchases and maintenance of art studios, studio materials and equipment, and items needed to provide students with a proper and safe working/learning environment. The departmental objective for these courses is based on student success as follows:

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

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

ART - 5007 - Graduate Digital Media

2020-2021 Graduate New Course Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking ⓘ next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester*	Fall

Desired Effective Year*	2021

Course Information

Course Prefix*	ART

Course Number*	5007

Course Title*	Graduate Digital Media

Course Type*	Art

Catalog Course Description*	Graduate Digital Media for Artists is a graduate level course focusing on personal promotion and professionalism via a digital and online presence. Through research and class discussions, students will identify a larger community of artists that appeals to the individual and strategize how to join that larger discourse in the arts. Discussions will focus on the aesthetics of design and design as a process.

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

Is this a variable credit hour course? *	☐ Yes ☑ No

Lec Hrs *	0

Lab Hrs *	6

Credit Hrs *	3

Can a student take this course multiple times, each attempt counting separately toward graduation? *	☐ Yes ☑ No	**If yes, indicate maximum number of credit hours counted toward graduation.** * 3

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

Prerequisites	

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status *	◉ Active-Visible ○ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?		**Grading** * Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course? *	ART 5007 will facilitate graduate students seeking their Master of Fine Arts at the University of West Georgia. It is designed for the student interested in graduate research focusing on digital media and documentation, as well as the professional use of social media and maintaining an online presence relative to art research. This course will contribute to the credit hour requirement of UWG's credit hour policy for graduate degrees conferred.

Student Learning Outcomes*	- Demonstrate an ability to conceive, plan, and execute web and social media promotional strategies which are integrated with relevant research with the graduate student's studio practice. - Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research. - Demonstrate clear communication through speaking and writing about one's work and the relevant area of research. - Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research.

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus*	⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	⦿ Library Resources are Adequate ◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	We project 3 to 5 students in the MFA program our initial year with a project growth of 10 to 15 by year 3.

Will this course have special fees or tuition required?*	☑ Yes ☐ No	**If yes, what will the fee be?***	75

Fee Justification	Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negatively impacting RPG, increase each student's individual and additional expenditures overall to meet course objectives, directly impairing a student's ability to meet course objectives and/or program/professional goals, and undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs. Lab fee NOTE: The fee is utilized to properly provide graduate students with supplemental consumables, materials, services and equipment essential for meeting course and program objectives. Such as, but not limited to, items purchased; in bulk, through professional vendors, restricted or costly items not readily/directly available to students, or items purchased through grouping orders to lower costs and increase accessibility. Additionally, fee covers costs associated with updating and maintaining Labs Safety/Art Studio Functionality, directly impacting students' ability to meet course, program and professional objectives. It is expected that graduates use of studio/ labs, materials and equipment will greatly impact the lifespan of equipment and increase demand on to maintain studio/ labs, materials and equipment. Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negatively impacting RPG, increase each student's individual and additional overall expenditures to meet course objectives, directly impairing a student's ability to meet course objectives and/or program/professional goals, and undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs.

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

School/ Department*	College of Arts and Humanities	Department of Art

Is this a School of Nursing or University College course?*	○ Yes ◉ No		Is this a College of Education course?*	○ Yes ◉ No

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

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

ART 5007 - Graduate Digital Media (0 /2.0 - 12.0/ 1.0 - 6.0)
Prerequisite:

Course Description: Graduate Digital Media for Artists is a graduate level course focusing on personal promotion and professionalism via a digital and online presence. Through research and class discussions, students will identify a larger community of artists that appeals to the individual and strategize how to join that larger discourse in the arts. Discussions will focus on the aesthetics of design and design as a process.

Course Objectives: Students will engage in advanced studio practice and present works in relation to their research findings. Students will foster the ability to synthesize knowledge and skills associated to make connections and integrations with other fields of study appropriate to the individual's area of research. Students will engage in dialogue and set the standard for a graduate level of discourse and production both in research and work produced. Students will actively seek professional practice as pertains to their research. (Developed from NASAD requirements.) The research and its documentation will be maintained in preparation and support of the graduate enrolling in Mid Program Review ART 6078.

Learning Outcomes: Students will:

- Demonstrate an ability to conceive, plan, and execute web and social media promotional strategies which are integrated with relevant research with the graduate student's studio practice.

- Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research.

- Demonstrate clear communication through speaking and writing about one's work and the relevant area of research.

- Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research.

Course Summary

Students will create/amend a proposal for their creative research. Students are responsible for working on the research they have defined in their proposal; and will be evaluated on class preparedness, productivity, and presentations, as well as their willingness and ability to incorporate concepts based on directed readings into their work. There will be regular in-progress discussions and critiques.

A sustained studio practice and research is expected. We expect that the graduate students' work ethic and research practice to set a positive example for the undergraduates. Graduate students should consider themselves to be a role model and resource to the undergraduates and conduct themselves accordingly.

Lab and Studio Responsibilities

Facilities, studios, equipment, technology and some consumable materials are paid for with lab and technology fees not departmental budget money. The way you treat these things is directly related to the quality of the experience you will have in this program. If you break or lose items there is a possibility they will be immediately replaced. For security reasons, the self-closing doors should never be propped open.

Texts

TBD by Graduate Student and Area Faculty
Additional Text and PDF handouts may be assigned by the instructor

Grades

Midterm Critique- 25%

Research- 25%

Final Critique- 50%

Grading Scale (Passing is a B or higher)

.   A 90 – 100%

.   B 80–89%

.   C 70–79%

.   D 60–69%

'   F 0–59

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

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

http://www.usg.edu/hb280/additional_information#

You may also visit our website for help with USG Guidance:

https://www.westga.edu/police/campus-carry.php

- **DOA Course Fees for Studio Art Courses:**

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

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

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

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

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

ART - 5305 - Graduate Ceramics

2020-2021 Graduate Revise Course Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking 🛈 next to the print icon directly above this message.

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

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

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

Proposed Modifications (Check all that apply) *

- ☐ Course Title
- ☑ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☑ Catalog Description
- ☑ Credit Hours
- ☑ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester* | Fall

Desired Effective Year * | 2021

Course Information

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

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

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

Course Prefix* ART

Course Number* 5305

Course Title* Graduate Ceramics

Long Course Title

Course Type - DO NOT EDIT* Art

Catalog Course Description* Graduate Ceramics facilitates development of one's own visual language through research and incorporating critical discourse, advanced technical mastery, and professional practices. The course is designed as an introduction to graduate level investigations in sculpture and as such this course is repeatable and progressive up to 12 hours.

Prerequisites * Admission to the program or with the permission of the Department of Art chair.

Corequisites* none

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

Grading Graduate Standard Letter

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal will need to be submitted.

Lec Hrs	0

Lab Hrs	2.0-12.0

Credit Hrs	1.0-6.0

Status*	⦿ Active-Visible ◯ Inactive-Hidden

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing	

Restrictions	

Can a student take this course multiple times, each attempt counting separately toward graduation? *	☑ Yes ☐ No	**If yes, indicate maximum number of credit hours counted toward graduation.***	12

Justification and Assessment

What is the rationale for the requested course changes?*	ART 5305 is being revised to bring it in alignment with the pedagogy and professional development goals of the proposed Masters of Fine Art program at the University of West Georgia. It will facilitate the development of the first year graduate experience and studio explorations as well as contribute the credit hours that are required for the MFA program.

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.	1. Demonstrate an ability to conceive, plan, and execute significant works with integrated relevant research, while demonstrating an advanced competence in the graduate student's studio practice. 2. Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research. 3. Demonstrate clear communication through speaking and writing about one's work and the relevant area of research. 4. Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research.

<u>REQUIRED ATTACHMENTS</u>

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as <u>one</u> document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ☑ I have attached the syllabus. ☐ N/A	

Resources and Funding

Planning Info* ◉ Library Resources are Adequate
⚪ Library Resources Need Enhancement

Present or Projected Annual Enrollment* We project 3 to 5 students enrolled the first year with a growth of enrolled students to 10 to 15 by the 3rd year.

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

If yes, what will the fee be?* See current fee

Fee Justification* Course currently has a fee, and the department is not requesting a change at this time.

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs**.**

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

College - School/ Department - DO NOT EDIT*	College of Arts and Humanities	Department of Art

Is Senate Review Required? ⭐ ◯ Yes ⊙ No

Is this a School of Nursing course? ⭐ ◯ Yes ⊙ No

Is this a College of Education course? ⭐ ◯ Yes ⊙ No

Administrative Use Only - DO NOT EDIT

Course ID ⭐ ART 5305

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

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

Graduate Ceramics- ART 5305
Prerequisite: Admission to the program or with the permission of the Department of Art chair.
Visual Arts Building

_____

Course Description: Graduate Ceramics facilitates development of one's own visual language through research and incorporating critical discourse, advanced technical mastery, and professional practices. The course is designed as an introduction to graduate level investigations in sculpture and as such this course is repeatable and progressive up to 12 hours.

Course Objectives: Students will engage in advanced studio practice and present works in relation to their research findings. Students will foster the ability to synthesize knowledge and skills associated to make connections and integrations with other fields of study appropriate to the individual's area of research. Students will engage in dialogue and set the standard for a graduate level of discourse and production both in research and work produced. Students will actively seek professional practice as pertains to their research. (Developed from NASAD requirements.) The research and its documentation will be maintained in preparation and support of the graduate enrolling in Mid Program Review ART 6078.

Learning Outcomes: Students will:

-Demonstrate an ability to conceive, plan, and execute significant works with integrated relevant research, while demonstrating an advanced competence in the graduate student's studio practice.

-Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research.

- Demonstrate clear communication through speaking and writing about one's work and the relevant area of research.

- Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research.

Course Summary

Students will create/amend a proposal for their creative research. Students are responsible for working on the research they have defined in their proposal; and will be evaluated on class preparedness, productivity, and presentations, as well as their willingness and ability to incorporate concepts based on directed readings into their work. There will be regular in-progress discussions and critiques.

A sustained studio practice and research is expected. We expect that the graduate students' work ethic and research practice to set a positive example for the undergraduates. Graduate

students should consider themselves to be a role model and resource to the undergraduates and conduct themselves accordingly.

Lab and Studio Responsibilities

Facilities, studios, equipment, technology and some consumable materials are paid for with lab and technology fees not departmental budget money. The way you treat these things is directly related to the quality of the experience you will have in this program. If you break or lose items there is a possibility they will be immediately replaced. For security reasons, the self-closing doors should never be propped open.

Texts

TBD by Graduate Student and Area Faculty
Additional Text and PDF handouts may be assigned by the instructor

Grades

Midterm Critique- 25%

Research- 25%

Final Critique- 50%

Grading Scale (Passing is a B or higher)

- A 90 – 100%

- B 80–89%

- C 70–79%

- D 60–69%

- F 0–59

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

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

http://www.usg.edu/hb280/additional_information#

You may also visit our website for help with USG Guidance:

https://www.westga.edu/police/campus-carry.php

- **DOA Course Fees for Studio Art Courses:**

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

The Studio Art Course Fee is a flat rate fee for students enrolled in various studio art courses, and are applied to purchases and maintenance of art studios, studio materials and equipment, and items needed to provide students with a proper and safe working/learning environment. The departmental objective for these courses is based on student success as follows:

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

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

ART - 5605 - Graduate Painting

2020-2021 Graduate Revise Course Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking ⓘ next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Proposed Modifications (Check all that apply) *
- ☐ Course Title
- ☑ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☑ Catalog Description
- ☐ Credit Hours
- ☑ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester * Fall

Desired Effective Year * 2021

Course Information

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

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

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

Course Prefix* `ART`

Course Number* 5605

Course Title* Graduate Painting

Long Course Title

Course Type - DO NOT EDIT* `Art`

Catalog Course Description* Graduate Painting facilitates development of one's own visual language through research and incorporating critical discourse, advanced technical mastery, and professional practices. The course is designed as an introduction to graduate level investigations in sculpture and as such this course is repeatable and progressive up to 12 hours.

Prerequisites * Admission to the program or with the permission of the Department of Art chair.

Corequisites* none

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

Grading `Graduate Standard Letter`

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal will need to be submitted.

Lec Hrs	0

Lab Hrs	2.0-12.0

Credit Hrs	1.0-6.0

Status*	⦿ Active-Visible ○ Inactive-Hidden

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing	

Restrictions	

Can a student take this course multiple times, each attempt counting separately toward graduation? *	☑ Yes ☐ No		**If yes, indicate maximum number of credit hours counted toward graduation.***	12

Justification and Assessment

What is the rationale for the requested course changes?*	ART 5605 is being revised to bring it in alignment with the pedagogy and professional development goals of the proposed Masters of Fine Art program at the University of West Georgia. It will facilitate the development of the first year graduate experience and studio explorations as well as contribute the credit hours that are required for the MFA program.

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.	1. Demonstrate an ability to conceive, plan, and execute significant works with integrated relevant research, while demonstrating an advanced competence in the graduate student's studio practice. 2. Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research. 3. Demonstrate clear communication through speaking and writing about one's work and the relevant area of research. 4. Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research.

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as one document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ☑ I have attached the syllabus.

☐ N/A

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate

○ Library Resources Need Enhancement

Present or Projected Annual Enrollment* We project 3 to 5 students enrolled the first year with a growth of enrolled students to 10 to 15 by the 3rd year.

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

If yes, what will the fee be?* See current fee

Fee Justification* Course currently has a fee, and the department is not requesting a change at this time.

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

College - School/ Department - DO NOT EDIT*	College of Arts and Humanities	Department of Art

Is Senate Review Required?*	◯ Yes ⊙ No

Is this a School of Nursing course?*	◯ Yes ⊙ No

Is this a College of Education course?*	◯ Yes ⊙ No

Administrative Use Only - DO NOT EDIT

Course ID*	ART 5605

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

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

/

Graduate Painting- ART 5605
Prerequisite: Admission to the program or with the permission of the Department of Art chair.
Humanities

_____

Course Description: Graduate Painting facilitates development of one's own visual language through research and incorporating critical discourse, advanced technical mastery, and professional practices. The course is designed as an introduction to graduate level investigations in sculpture and as such this course is repeatable and progressive up to 12 hours.

Course Objectives: Students will engage in advanced studio practice and present works in relation to their research findings. Students will foster the ability to synthesize knowledge and skills associated to make connections and integrations with other fields of study appropriate to the individual's area of research. Students will engage in dialogue and set the standard for a graduate level of discourse and production both in research and work produced. Students will actively seek professional practice as pertains to their research. (Developed from NASAD requirements.) The research and its documentation will be maintained in preparation and support of the graduate enrolling in Mid Program Review ART 6078.

Learning Outcomes: Students will:

-Demonstrate an ability to conceive, plan, and execute significant works with integrated relevant research, while demonstrating an advanced competence in the graduate student's studio practice.

-Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research.

- Demonstrate clear communication through speaking and writing about one's work and the relevant area of research.

- Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research.

Course Summary

Students will create/amend a proposal for their creative research. Students are responsible for working on the research they have defined in their proposal; and will be evaluated on class preparedness, productivity, and presentations, as well as their willingness and ability to incorporate concepts based on directed readings into their work. There will be regular in-progress discussions and critiques.

A sustained studio practice and research is expected. We expect that the graduate students' work ethic and research practice to set a positive example for the undergraduates. Graduate students should consider themselves to be a role model and resource to the undergraduates and conduct themselves accordingly.

Lab and Studio Responsibilities

Facilities, studios, equipment, technology and some consumable materials are paid for with lab and technology fees not departmental budget money. The way you treat these things is directly related to the quality of the experience you will have in this program. If you break or lose items there is a possibility they will be immediately replaced. For security reasons, the self-closing doors should never be propped open.

Texts

TBD by Graduate Student and Area Faculty
Additional Text and PDF handouts may be assigned by the instructor

Grades

Midterm Critique- 25%

Research- 25%

Final Critique- 50%

Grading Scale (Passing is a B or higher)

- . 	A 90 – 100%

- . 	B 80–89%

- . 	C 70–79%

- . 	D 60–69%

- ' 	F 0–59

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

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

http://www.usg.edu/hb280/additional_information#

You may also visit our website for help with USG Guidance:

https://www.westga.edu/police/campus-carry.php

- **DOA Course Fees for Studio Art Courses:**
Our Studio Art Course Fees are utilized to enrich the educational experience of all students enrolled in Art studio-based courses within the Department of Art.

The Studio Art Course Fee is a flat rate fee for students enrolled in various studio art courses, and are applied to purchases and maintenance of art studios, studio materials and equipment, and items needed to provide students with a proper and safe working/learning environment. The departmental objective for these courses is based on student success as follows:

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

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

ART - 5705 - Graduate Photography

2020-2021 Graduate Revise Course Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking 🛈 **next to the print icon directly above this message.**

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Proposed Modifications (Check all that apply) *

- ☐ Course Title
- ☑ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☑ Catalog Description
- ☐ Credit Hours
- ☑ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester* Fall

Desired Effective Year * 2021

Course Information

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

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

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

Course Prefix* ART

Course Number* 5705

Course Title* Graduate Photography

Long Course Title

Course Type - DO NOT EDIT* Art

Catalog Course Description* Graduate Photography facilitates development of one's own visual language through research and incorporating critical discourse, advanced technical mastery, and professional practices. The course is designed as an introduction to graduate level investigations in sculpture and as such this course is repeatable and progressive up to 12 hours.

Prerequisites * Admission to the program or with the permission of the Department of Art chair.

Corequisites* none

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

Grading Graduate Standard Letter

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal will need to be submitted.

Lec Hrs	0

Lab Hrs	2.0-12.0

Credit Hrs	1.0-6.0

Status* ⦿ Active-Visible ◯ Inactive-Hidden

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing	

Restrictions	

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

If yes, indicate maximum number of credit hours counted toward graduation.* 12

Justification and Assessment

What is the rationale for the requested course changes?* ART 5705 is being revised to bring it in alignment with the pedagogy and professional development goals of the proposed Masters of Fine Art program at the University of West Georgia. It will facilitate the development of the first year graduate experience and studio explorations as well as contribute the credit hours that are required for the MFA program.

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format. 1. Demonstrate an ability to conceive, plan, and execute significant works with integrated relevant research, while demonstrating an advanced competence in the graduate student's studio practice. 2. Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research. 3. Demonstrate clear communication through speaking and writing about one's work and the relevant area of research. 4. Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research.

<u>REQUIRED ATTACHMENTS</u>

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as <u>one</u> document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus*	☑ I have attached the syllabus.
	☐ N/A

Resources and Funding

Planning Info*	◉ Library Resources are Adequate
	◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	We project 3 to 5 students enrolled the first year with a growth of enrolled students to 10 to 15 by the 3rd year.

Are you making changes to the special fees or tuition that is required for this course?*	☐ Yes ☑ No	**If yes, what will the fee be?***	See current fee

Fee Justification*	Course currently has a fee, and the department is not requesting a change at this time.

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs**.**

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

College - School/ Department - DO NOT EDIT * | College of Arts and Humanities | Department of Art

Is Senate Review Required? * ○ Yes ⦿ No

Is this a School of Nursing course? * ○ Yes ⦿ No

Is this a College of Education course? * ○ Yes ⦿ No

Administrative Use Only - DO NOT EDIT

Course ID * ART 5705

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

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

/

Graduate Photography- ART 5705
Prerequisite: Admission to the program or with the permission of the Department of Art chair.
Humanities

_____

Course Description: Graduate Photography facilitates development of one's own visual language through research and incorporating critical discourse, advanced technical mastery, and professional practices. The course is designed as an introduction to graduate level investigations in sculpture and as such this course is repeatable and progressive up to 12 hours.

Course Objectives: Students will engage in advanced studio practice and present works in relation to their research findings. Students will foster the ability to synthesize knowledge and skills associated to make connections and integrations with other fields of study appropriate to the individual's area of research. Students will engage in dialogue and set the standard for a graduate level of discourse and production both in research and work produced. Students will actively seek professional practice as pertains to their research. (Developed from NASAD requirements.) The research and its documentation will be maintained in preparation and support of the graduate enrolling in Mid Program Review ART 6078.

Learning Outcomes: Students will:

-Demonstrate an ability to conceive, plan, and execute significant works with integrated relevant research, while demonstrating an advanced competence in the graduate student's studio practice.

-Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research.

- Demonstrate clear communication through speaking and writing about one's work and the relevant area of research.

- Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research.

Course Summary

Students will create/amend a proposal for their creative research. Students are responsible for working on the research they have defined in their proposal; and will be evaluated on class preparedness, productivity, and presentations, as well as their willingness and ability to incorporate concepts based on directed readings into their work. There will be regular in-progress discussions and critiques.

A sustained studio practice and research is expected. We expect that the graduate students' work ethic and research practice to set a positive example for the undergraduates. Graduate

students should consider themselves to be a role model and resource to the undergraduates and conduct themselves accordingly.

Lab and Studio Responsibilities

Facilities, studios, equipment, technology and some consumable materials are paid for with lab and technology fees not departmental budget money. The way you treat these things is directly related to the quality of the experience you will have in this program. If you break or lose items there is a possibility they will be immediately replaced. For security reasons, the self-closing doors should never be propped open.

Texts

TBD by Graduate Student and Area Faculty
Additional Text and PDF handouts may be assigned by the instructor

Grades

Midterm Critique- 25%

Research- 25%

Final Critique- 50%

Grading Scale (Passing is a B or higher)

.   A 90 – 100%

.   B 80–89%

.   C 70–79%

.   D 60–69%

'   F 0–59

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

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

http://www.usg.edu/hb280/additional_information#

You may also visit our website for help with USG Guidance:

https://www.westga.edu/police/campus-carry.php

- **DOA Course Fees for Studio Art Courses:**

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

The Studio Art Course Fee is a flat rate fee for students enrolled in various studio art courses, and are applied to purchases and maintenance of art studios, studio materials and equipment, and items needed to provide students with a proper and safe working/learning environment. The departmental objective for these courses is based on student success as follows:

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

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

ART - 5805 - Graduate Printmaking

2020-2021 Graduate Revise Course Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking 🛈 next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Proposed Modifications (Check all that apply) *

- ☐ Course Title
- ☑ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☑ Catalog Description
- ☑ Credit Hours
- ☑ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester* | Fall

Desired Effective Year * | 2021

Course Information

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

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

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

Course Prefix* `ART`

Course Number* 5805

Course Title* Graduate Printmaking

Long Course Title

Course Type - DO NOT EDIT* `Art`

Catalog Course Description* Graduate Printmaking facilitates development of one's own visual language through research and incorporating critical discourse, advanced technical mastery, and professional practices. The course is designed as an introduction to graduate level investigations in sculpture and as such this course is repeatable and progressive up to 12 hours.

Prerequisites * Acceptance to the MFA program or by permission of the Department Chair

Corequisites* none

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

Grading `Graduate Standard Letter`

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal will need to be submitted.

Lec Hrs	0

Lab Hrs	2.0-12.0

Credit Hrs	1.0-6.0

Status *	⦿ Active-Visible ◯ Inactive-Hidden

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing	

Restrictions	

Can a student take this course multiple times, each attempt counting separately toward graduation? *	☑ Yes ☐ No	**If yes, indicate maximum number of credit hours counted toward graduation.** *	12

Justification and Assessment

What is the rationale for the requested course changes? *	ART 5805 is being revised to bring it in alignment with the pedagogy and professional development goals of the proposed Masters of Fine Art program at the University of West Georgia. It will facilitate the development of the first year graduate experience and studio explorations as well as contribute the credit hours that are required for the MFA program.

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.	1. Demonstrate an ability to conceive, plan, and execute significant works with integrated relevant research, while demonstrating an advanced competence in the graduate student's studio practice. 2. Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research. 3. Demonstrate clear communication through speaking and writing about one's work and the relevant area of research. 4. Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research.

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as <u>one</u> document.

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

Syllabus*	☑ I have attached the syllabus.
	☐ N/A

Resources and Funding

Planning Info*	⦿ Library Resources are Adequate
	○ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	We project 3 to 5 students enrolled the first year with a growth of enrolled students to 10 to 15 by the 3rd year.

Are you making changes to the special fees or tuition that is required for this course?*	☐ Yes ☑ No	**If yes, what will the fee be?***	See current fee

Fee Justification*	Course currently has a fee, and the department is not requesting a change at this time.

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

College - School/ Department - DO NOT EDIT*	College of Arts and Humanities	Department of Art

Is Senate Review Required?*	○ Yes ⦿ No

Is this a School of Nursing course?*	○ Yes ⦿ No

Is this a College of Education course?*	○ Yes ⦿ No

Administrative Use Only - DO NOT EDIT

Course ID*	ART 5805

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

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

/

Graduate Printmaking- ART 5805
Prerequisite: Admission to the program or with the permission of the Department of Art chair.
Visual Arts Building

_____

Course Description: Graduate Printmaking facilitates development of one's own visual language through research and incorporating critical discourse, advanced technical mastery, and professional practices. The course is designed as an introduction to graduate level investigations in sculpture and as such this course is repeatable and progressive up to 12 hours.

Course Objectives: Students will engage in advanced studio practice and present works in relation to their research findings. Students will foster the ability to synthesize knowledge and skills associated to make connections and integrations with other fields of study appropriate to the individual's area of research. Students will engage in dialogue and set the standard for a graduate level of discourse and production both in research and work produced. Students will actively seek professional practice as pertains to their research. (Developed from NASAD requirements.) The research and its documentation will be maintained in preparation and support of the graduate enrolling in Mid Program Review ART 6078.

Learning Outcomes: Students will:

-Demonstrate an ability to conceive, plan, and execute significant works with integrated relevant research, while demonstrating an advanced competence in the graduate student's studio practice.

-Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research.

- Demonstrate clear communication through speaking and writing about one's work and the relevant area of research.

- Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research.

Course Summary

Students will create/amend a proposal for their creative research. Students are responsible for working on the research they have defined in their proposal; and will be evaluated on class preparedness, productivity, and presentations, as well as their willingness and ability to incorporate concepts based on directed readings into their work. There will be regular in-progress discussions and critiques.

A sustained studio practice and research is expected. We expect that the graduate students' work ethic and research practice to set a positive example for the undergraduates. Graduate

students should consider themselves to be a role model and resource to the undergraduates and conduct themselves accordingly.

Lab and Studio Responsibilities

Facilities, studios, equipment, technology and some consumable materials are paid for with lab and technology fees not departmental budget money. The way you treat these things is directly related to the quality of the experience you will have in this program. If you break or lose items there is a possibility they will be immediately replaced. For security reasons, the self-closing doors should never be propped open.

Texts

TBD by Graduate Student and Area Faculty
Additional Text and PDF handouts may be assigned by the instructor

Grades

Midterm Critique- 25%

Research- 25%

Final Critique- 50%

Grading Scale (Passing is a B or higher)

. A 90 – 100%

. B 80–89%

. C 70–79%

. D 60–69%

' F 0–59

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

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

http://www.usg.edu/hb280/additional_information#

You may also visit our website for help with USG Guidance:

https://www.westga.edu/police/campus-carry.php

- **DOA Course Fees for Studio Art Courses:**

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

The Studio Art Course Fee is a flat rate fee for students enrolled in various studio art courses, and are applied to purchases and maintenance of art studios, studio materials and equipment, and items needed to provide students with a proper and safe working/learning environment. The departmental objective for these courses is based on student success as follows:

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

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

ART - 5905 - Graduate Sculpture

2020-2021 Graduate Revise Course Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking ⓘ **next to the print icon directly above this message.**

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Proposed Modifications (Check all that apply) *
- ☐ Course Title
- ☑ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☑ Catalog Description
- ☑ Credit Hours
- ☑ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester * Fall

Desired Effective Year * 2021

Course Information

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

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

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

| Course Prefix* | ART | | Course Number* | 5905 |

| Course Title* | Graduate Sculpture |

| Long Course Title | |

| Course Type - DO NOT EDIT* | Art |

| Catalog Course Description* | Graduate Sculpture facilitates development of one's own visual language through research and incorporating critical discourse, advanced technical mastery, and professional practices. The course is designed as an introduction to graduate level investigations in sculpture and as such this course is repeatable and progressive up to 12 hours. |

| Prerequisites * | Admission to the program or with the permission of the Department of Art chair. |

| Corequisites* | none |

| Frequency - How many semesters per year will this course be offered? | | Grading | Graduate Standard Letter |

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal will need to be submitted.

Lec Hrs	0

Lab Hrs	2.0-12.0

Credit Hrs	1.0-6.0

Status*	⦿ Active-Visible ◯ Inactive-Hidden

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing	

Restrictions	

Can a student take this course multiple times, each attempt counting separately toward graduation? *	☑ Yes ☐ No	**If yes, indicate maximum number of credit hours counted toward graduation.***	12

Justification and Assessment

What is the rationale for the requested course changes?*	ART 5905 is being revised to bring it in alignment with the pedagogy and professional development goals of the proposed Masters of Fine Art program at the University of West Georgia. It will facilitate the development of the first year graduate experience and studio explorations as well as contribute the credit hours that are required for the MFA program.

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.	1. Demonstrate an ability to conceive, plan, and execute significant works with integrated relevant research, while demonstrating an advanced competence in the graduate student's studio practice. 2. Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research. 3. Demonstrate clear communication through speaking and writing about one's work and the relevant area of research. 4. Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research.

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as <u>one</u> document.

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

Syllabus*	☑ I have attached the syllabus.
	☐ N/A

Resources and Funding

Planning Info*	⦿ Library Resources are Adequate
	◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	We project 3 to 5 students enrolled the first year with a growth of enrolled students to 10 to 15 by the 3rd year.

Are you making changes to the special fees or tuition that is required for this course?*	☐ Yes ☑ No	**If yes, what will the fee be?***	See current fee

Fee Justification*	Course currently has a fee, and the department is not requesting a change at this time.

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs**.**

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

College - School/ Department - DO NOT EDIT*	College of Arts and Humanities	Department of Art

Is Senate Review Required?*	○ Yes ● No

Is this a School of Nursing course?*	○ Yes ● No

Is this a College of Education course?*	○ Yes ● No

Administrative Use Only - DO NOT EDIT

Course ID*	ART 5905

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

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

Graduate Sculpture- ART 5905
Prerequisite: Admission to the program or with the permission of the Department of Art chair.
Visual Arts Building

_____

Course Description: Graduate Sculpture facilitates development of one's own visual language through research and incorporating critical discourse, advanced technical mastery, and professional practices. The course is designed as an introduction to graduate level investigations in sculpture and as such this course is repeatable and progressive up to 12 hours.

Course Objectives: Students will engage in advanced studio practice and present works in relation to their research findings. Students will foster the ability to synthesize knowledge and skills associated to make connections and integrations with other fields of study appropriate to the individual's area of research. Students will engage in dialogue and set the standard for a graduate level of discourse and production both in research and work produced. Students will actively seek professional practice as pertains to their research. (Developed from NASAD requirements.) The research and its documentation will be maintained in preparation and support of the graduate enrolling in Mid Program Review ART 6078.

Learning Outcomes: Students will:

-Demonstrate an ability to conceive, plan, and execute significant works with integrated relevant research, while demonstrating an advanced competence in the graduate student's studio practice.

-Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research.

- Demonstrate clear communication through speaking and writing about one's work and the relevant area of research.

- Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research.

Course Summary

Students will create/amend a proposal for their creative research. Students are responsible for working on the research they have defined in their proposal; and will be evaluated on class preparedness, productivity, and presentations, as well as their willingness and ability to incorporate concepts based on directed readings into their work. There will be regular in-progress discussions and critiques.

A sustained studio practice and research is expected. We expect that the graduate students' work ethic and research practice to set a positive example for the undergraduates. Graduate

students should consider themselves to be a role model and resource to the undergraduates and conduct themselves accordingly.

Lab and Studio Responsibilities

Facilities, studios, equipment, technology and some consumable materials are paid for with lab and technology fees not departmental budget money. The way you treat these things is directly related to the quality of the experience you will have in this program. If you break or lose items there is a possibility they will be immediately replaced. For security reasons, the self-closing doors should never be propped open.

Texts

TBD by Graduate Student and Area Faculty
Additional Text and PDF handouts may be assigned by the instructor

Grades

Midterm Critique- 25%

Research- 25%

Final Critique- 50%

Grading Scale (Passing is a B or higher)

.   A 90 – 100%

.   B 80–89%

.   C 70–79%

.   D 60–69%

'   F 0–59

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

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

http://www.usg.edu/hb280/additional_information#

You may also visit our website for help with USG Guidance:

https://www.westga.edu/police/campus-carry.php

- **DOA Course Fees for Studio Art Courses:**

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

The Studio Art Course Fee is a flat rate fee for students enrolled in various studio art courses, and are applied to purchases and maintenance of art studios, studio materials and equipment, and items needed to provide students with a proper and safe working/learning environment. The departmental objective for these courses is based on student success as follows:

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

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

ART - 6000 - Advanced Graduate Drawing

2020-2021 Graduate New Course Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking 🛈 next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester* `Fall`

Desired Effective Year* `2021`

Course Information

Course Prefix* `ART`

Course Number* 6000

Course Title* Advanced Graduate Drawing

Course Type* `Art`

Catalog Course Description* Advanced Graduate Drawing facilitates advanced investigations in drawing and the continued development of one's own visual language, through focused research incorporating critical discourse, advanced technical mastery, and professional practices, leading to an emerging professional in the field. As such, this course is repeatable and progressive up to 33 hours, and may be taken through the successful completion of ART 7099.

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

Is this a variable credit hour course?*	☑ Yes ☐ No

Lec Hrs*	0

Lab Hrs*	2.0-12.0

Credit Hrs*	1.0-6.0

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☑ Yes ☐ No	If yes, indicate maximum number of credit hours counted toward graduation.*	33

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

Prerequisites	ART 5000 or permission of the instructor.

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?		Grading*	Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?*	ART 6000 will facilitate graduate students seeking their Master of Fine Arts degree at the University of West Georgia. ART 6000 is designed as being repeatable and progressive for the student interested in graduate research focusing on the medium of drawing. This course will contribute to the credit hour requirement of UWG's credit hour policy for graduate degrees conferred.

Student Learning Outcomes*	- Demonstrate an ability to develop and execute a significant body of work, with integrated relevant research, while demonstrating an emerging professional competence in the studio practice.
	- Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research. Students will demonstrate the ability to contextualize work within the larger discourse of their area of study.
	- Demonstrate clear communication through speaking and writing about one's work, with the ability to demonstrate a breadth of understanding in art and the area of research.
	- Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research.

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:
http://www.westga.edu/UWGSyllabusPolicies/

Syllabus*	◉ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	◉ Library Resources are Adequate
	◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	We project 3 to 5 students in the MFA program our initial year with a project growth of 10 to 15 by year 3.

Will this course have special fees or tuition required?*	☑ Yes ☐ No		If yes, what will the fee be?*	40

Fee Justification	Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negatively impacting RPG, increase each student's individual and additional expenditures overall to meet course objectives, directly impairing a student's ability to meet course objectives and/or program/professional goals, and undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs.
	Lab fee NOTE:
	The fee is utilized to properly provide graduate students with supplemental consumables, materials, services and equipment essential for meeting course and program objectives. Such as, but not limited to, items purchased; in bulk, through professional vendors, restricted or costly items not readily/directly available to students, or items purchased through grouping orders to lower costs and increase accessibility. Additionally, fee covers costs associated with updating and maintaining Labs Safety/Art Studio Functionality, directly impacting students' ability to meet course, program and professional objectives. It is expected that graduates use of studio/ labs, materials and equipment will greatly impact the lifespan of equipment and increase demand on to maintain studio/ labs, materials and equipment.
	Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negatively impacting RPG, increase each student's individual and additional overall expenditures to meet course objectives, directly impairing a student's ability to meet course objectives and/or program/professional goals, and undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs.

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

School/ Department*	College of Arts and Humanities Department of Art

Is this a School of Nursing course?*	◯ Yes ⦿ No	
		Is this a College of Education course?* ◯ Yes ⦿ No

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

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

Graduate Drawing- ART 6000
Prerequisite: ART 5000 level or permission of the instructor.

 Humanities

_____

Course Description: Advanced Graduate Drawing facilitates advanced investigations in drawing and the continued development of one's own visual language, through focused research incorporating critical discourse, advanced technical mastery, and professional practices, leading to an emerging professional in the field. As such, this course is repeatable and progressive up to 33 hours, and may be taken through the successful completion of ART 7099.

Course Objectives: Students will engage in advanced studio practice and present works in relation to their research findings. Students will demonstrate the ability to synthesize knowledge and skills associated to make connections and integrations with other fields of study appropriate to the individual's area of research. Students will engage in dialogue and set the standard for a graduate level of discourse and production both in research and work produced. Students will actively seek professional practice as pertains to their research. (Developed from NASAD requirements.) The research and its documentation will be maintained in support of the graduate's successful completion of ART 7099.

Learning Outcomes: Students will:

- Demonstrate an ability to develop and execute a significant body of work, with integrated relevant research, while demonstrating an emerging professional competence in the studio practice.

- Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research. Students will demonstrate the ability to contextualize work within the larger discourse of their area of study.

- Demonstrate clear communication through speaking and writing about one's work, with the ability to demonstrate a breadth of understanding in art and the area of research.

- Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research.

Course Summary

Students will create/amend a proposal for their creative research. Students are responsible for working on the research they have defined in their proposal; and will be evaluated on class preparedness, productivity, and presentations, as well as their willingness and ability to incorporate concepts based on directed readings into their work. There will be regular in-progress discussions and critiques.

A sustained studio practice and research is expected. We expect that the graduate students' work ethic and research practice to set a positive example for the undergraduates. Graduate student should consider themselves to be a role model and resource to the undergraduates and conduct themselves accordingly.

Lab and Studio Responsibilities

Facilities, studios, equipment, technology and some consumable materials are paid for with lab and technology fees not departmental budget money. The way you treat these things is directly related to the quality of the experience you will have in this program. If you break or lose items there is a possibility they will be immediately replaced. For security reasons, the self-closing doors should never be propped open.

Texts

TBD by Graduate Student and Area Faculty
Additional Text and PDF handouts may be assigned by the instructor

Grades

Midterm Critique- 25%

Research- 25%

Final Critique- 50%

Grading Scale (Passing is a B or higher)

.   A 90 – 100%

.   B 80–89%

.   C 70–79%

.   D 60–69%

'   F 0–59

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

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

http://www.usg.edu/hb280/additional_information#

You may also visit our website for help with USG Guidance:

https://www.westga.edu/police/campus-carry.php

- **DOA Course Fees for Studio Art Courses:**

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

The Studio Art Course Fee is a flat rate fee for students enrolled in various studio art courses, and are applied to purchases and maintenance of art studios, studio materials and equipment, and items needed to provide students with a proper and safe working/learning environment. The departmental objective for these courses is based on student success as follows:

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

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

ART - 6001 - Professional Practices and Pedagogy

2020-2021 Graduate New Course Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking 🛈 next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester* | Fall

Desired Effective Year* | 2021

Course Information

Course Prefix* | ART

Course Number* 6001

Course Title* Professional Practices and Pedagogy

Course Type* | Art

Catalog Course Description* A graduate seminar exploring professional development skills including grant writing, contracts, residencies, and exhibitions; and investigations in pedagogy, curricular development, instruction and assessment. This course will be taken each semester during the graduate students first year. Repeatable for up to 2 credit hours

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

Is this a variable ☐ Yes ☑ No

credit hour course? *   Yes   No

Lec Hrs *   1

Lab Hrs *   0

Credit Hrs *   1

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

If yes, indicate maximum number of credit hours counted toward graduation. *   2

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

Prerequisites   Permission of the Department Chair

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status *   ◉ Active-Visible   ○ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?   2

Grading *   Graduate Standard Letter

Type of Delivery (Select all that apply) *   ☑ Carrollton or Newnan Campus: Face-to-Face

☐ Entirely Online

☐ Hybrid

☐ Fully Online

Justification and Assessment

What is the rationale for adding this course?*	Art 6001 will facilitate graduate students seeking their Master of Fine Arts degree at the University of West Georgia. It is designed as being repeatable and progressive for the student focusing on the professional aspects of both a studio practice and pedagogy. The course is foundational in respect to the MFA degree, assisting in the student identifying their graduate studies goal as relating to studio practice and pedagogy. Students will be introduced to degree requirement of keeping a dossier throughout their graduate experience which will be major component to their successful completion of the degree program. This course will contribute to the credit hour requirement of UWG's credit hour policy for graduate degrees conferred.

Student Learning Outcomes*	- Students will be able to define clear curricular goals and objectives and begin developing teaching materials relative to their discipline. - Students will demonstrate a broad understanding of pedagogical philosophy and practice in the field of art. - Students will identify professional goals and advance them through individual career objectives. - Students will identify approaches to community/civic engagement via art based initiatives.

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:
http://www.westga.edu/UWGSyllabusPolicies/

Syllabus*	⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	⦿ Library Resources are Adequate ◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	We project 3 to 5 students in the MFA program our initial year with a project growth of 10 to 15 by year 3.

Will this course have special fees or tuition required?*	☐ Yes ☑ No	**If yes, what will the fee be?***	None

Fee Justification	

Routing Information

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

School/ Department* | College of Arts and Humanities | Department of Art

Is this a School of Nursing course?* ○ Yes ◉ No

Is this a College of Education course?* ○ Yes ◉ No

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

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

Professional Practices and Pedagogy I - ART 6001
1-0-1
Humanities

_____

Course Description: A graduate seminar exploring professional development skills including grant writing, contracts, residencies, and exhibitions; and investigations in pedagogy, curricular development, instruction and assessment. This course will be taken each semester during the graduates first year. Repeatable for up to 2 credit hours

Course Objectives: Students will engage in discussions in pedagogy and professional practice while developing curricular philosophy and teaching materials and a dossier that will be maintained throughout their graduate experience and provided as part of their graduation requirements.

Learning Outcomes:

- Students will be able to define clear curricular goals and objectives and begin developing teaching materials relative to their discipline.

- Students will demonstrate a broad understanding of pedagogical philosophy and practice in the field of art.

- Students will identify professional goals and advance them through individual career objectives.

Course Summary

ART 6001 is a seminar based class that will prepare students for both studio and academic careers that fosters ability to integrate knowledge and skills associated with studio art practice and teaching. Students will be introduced to classroom pedagogy and professional studio practices to inform their own career development. Furthermore, students will explore the potential of these practices in relationship to community engagement. This class will develop a professional dossier that will be maintained throughout the graduate program.

Lab and Studio Responsibilities

Facilities, studios, equipment, technology and some consumable materials are paid for with lab and technology fees not departmental budget money. The way you treat these things is directly related to the quality of the experience you will have in this program. If you break or lose items there is a possibility they will be immediately replaced. For security reasons, the self-closing doors should never be propped open.

Texts

TBD by Graduate Student and Area Faculty
Additional Text and PDF handouts may be assigned by the instructor

Grades

Midterm Critique- 25%

Research- 25%

Final Critique- 50%

Grading Scale

. A 90 – 100%

. B 80–89%

. C 70–79%

. D 60–69%

. F 0–59

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

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

http://www.usg.edu/hb280/additional_information#

You may also visit our website for help with USG Guidance:

https://www.westga.edu/police/campus-carry.php

- **DOA Course Fees for Studio Art Courses:**
Our Studio Art Course Fees are utilized to enrich the educational experience of all students enrolled Art studio-based courses within the in the Department of Art.
The Studio Art Course Fee are a flat rate fee for students enrolled in various studio art courses, and are applied to purchases and maintenance of art studios, studio materials and equipment, and items needed to provide students with a proper and safe working/learning environment. The departmental objective for these courses is based on student success as follows:
  1. Studio Fees provide for the purchase and maintenance of the best up-to-date studio equipment and support needed for ideal learning within all departmental studio programs.
  2. Studio Fees provide for the purchase, maintenance, and distribute of studio course materials that are more economical to purchase in bulk, are more environmentally friendly, or that may not be readily available.

3. Studio Fees do not cover all costs associated with a studio-based courses or practices. Students enrolled in studio Art courses may have need to purchase additional materials and/or texts, in addition to what is supplied by the instructor, to complete projects and coursework.

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

ART - 6002 - Professional Practices and Pedagogy II

2020-2021 Graduate New Course Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking 🛈 next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

| Desired Effective Semester* | Fall |
| Desired Effective Year* | 2021 |

Course Information

| Course Prefix* | ART |
| Course Number* | 6002 |

Course Title* Professional Practices and Pedagogy II

Course Type* Art

Catalog Course Description* A graduate seminar course which further explores professional development skills including grant writing, contracts, residencies, and exhibitions; and investigations in pedagogy, curricular development, instruction and assessment. This course will be taken each semester during the graduates final year. Repeatable for up to 2 credit hours.

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

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 1

Lab Hrs* 0

Credit Hrs* 1

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

If yes, indicate maximum number of credit hours counted toward graduation.* 2

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

Prerequisites Successful completion of ART 6078

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 2

Grading* Graduate Standard Letter

Type of Delivery (Select all that apply)* ☑ Carrollton or Newnan Campus: Face-to-Face

☐ Entirely Online

☐ Hybrid

☐ Fully Online

Justification and Assessment

What is the rationale for adding this course?*	ART 6002 will facilitate graduate students seeking their Master of Fine Arts degree at the University of West Georgia. It is designed as being repeatable and progressive for the student focusing on the professional aspects of both a studio practice and pedagogy. The course is instrumental in respect to the MFA degree, assisting in the student identifying their post graduate studies goal as relating to studio practice and pedagogy. Students will be working to complete their degree requirement of keeping a dossier throughout their graduate experience, a major component to their successful completion of the degree program. This course will contribute to the credit hour requirement of UWG's credit hour policy for graduate degrees conferred.
Student Learning Outcomes*	- Students will define clear curricular goals and objectives and develop teaching materials relative to their discipline. - Students will demonstrate an advanced understanding of pedagogical philosophy and/or practice in the field of art. - Students will progress their professional goals through individual career objectives. - Students will Demonstrate community/civic engagement via an art based initiative(s).

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus*	◉ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	◉ Library Resources are Adequate
	○ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	We project 3 to 5 students in the MFA program our initial year with a project growth of 10 to 15 by year 3.

Will this course have special fees or tuition required?*	☐ Yes ☑ No	**If yes, what will the fee be?***	none

Fee Justification	

Routing Information	430/766

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department*	College of Arts and Humanities	Department of Art

Is this a School of Nursing course?* ○ Yes ⦿ No

Is this a College of Education course?* ○ Yes ⦿ No

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

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

Professional Practices and Pedagogy II - ART 6002
1/0/1
Humanities

_____

Course Description: A graduate seminar course which further explores professional development skills including grant writing, contracts, residencies, and exhibitions; and investigations in pedagogy, curricular development, instruction and assessment. This course will be taken each semester during the graduates final year. Repeatable for up to 2 credit hours

Course Objectives: Students will continue discussions in pedagogy and professional practice. Students will be completing their graduate dossier in preparation for their individual career paths.

Learning Outcomes:

- Students will define clear curricular goals and objectives and develop teaching materials relative to their discipline.

- Students will demonstrate an advanced understanding of pedagogical philosophy and/or practice in the field of art.

- Students will progress their professional goals through individual career objectives.

Course Summary

ART 6002 is a seminar based class that will culminate students' preparation for both studio and academic careers that fosters ability to integrate knowledge and skills associated with studio art practice and teaching. Students will engage with classroom pedagogy and/or professional studio practices to inform their own career development. Student's will provide evidence of integrating an art's based practice with a component of community engagement. This class will complete a professional dossier that has been maintained throughout the graduate program and provided as part of their graduation requirements.

Lab and Studio Responsibilities

Facilities, studios, equipment, technology and some consumable materials are paid for with lab and technology fees not departmental budget money. The way you treat these things is directly related to the quality of the experience you will have in this program. If you break or lose items there is a possibility they will be immediately replaced. For security reasons, the self-closing doors should never be propped open.

Texts

TBD by Graduate Student and Area Faculty
Additional Text and PDF handouts may be assigned by the instructor

Grades

Midterm Critique- 25%

Research- 25%

Final Critique- 50%

Grading Scale

. A 90 – 100%

. B 80–89%

. C 70–79%

. D 60–69%

' F 0–59

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

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

http://www.usg.edu/hb280/additional_information#

You may also visit our website for help with USG Guidance:

https://www.westga.edu/police/campus-carry.php

- **DOA Course Fees for Studio Art Courses:**

Our Studio Art Course Fees are utilized to enrich the educational experience of all students enrolled in Art studio-based courses within the in the Department of Art.
The Studio Art Course Fee are a flat rate fee for students enrolled in various studio art courses, and are applied to purchases and maintenance of art studios, studio materials and equipment, and items needed to provide students with a proper and safe working/learning environment.
The departmental objective for these courses is based on student success as follows:

1. Studio Fees provide for the purchase and maintenance of the best up-to-date studio equipment and support needed for ideal learning within all departmental studio programs.
2. Studio Fees provide for the purchase, maintenance, and distribute of studio course materials that are more economical to purchase in bulk, are more environmentally friendly, or that may not be readily available.

3. Studio Fees do not cover all costs associated with a studio-based courses or practices. Students enrolled in studio Art courses may have need to purchase additional materials and/or texts, in addition to what is supplied by the instructor, to complete projects and coursework.

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

ART - 6005 - Advanced Graduate Life Drawing

2020-2021 Graduate New Course Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking 🛈 next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester* | Fall

Desired Effective Year* | 2021

Course Information

Course Prefix* | ART

Course Number* 6005

Course Title* Advanced Graduate Life Drawing

Course Type* | Art

Catalog Course Description* Advanced Graduate Life Drawing facilitates advanced investigations in life drawing and the continued development of one's own visual language, through focused research incorporating critical discourse, advanced technical mastery, and professional practices, leading to an emerging professional in the field. As such, this course is repeatable and progressive up to 33 hours, and may be taken through the successful completion of ART 7099.

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

Is this a variable credit hour course?*	☑ Yes ☐ No

Lec Hrs*	0

Lab Hrs*	2.0-12.0

Credit Hrs*	1.0-6.0

Can a student take this course multiple times, each attempt counting separately toward graduation? *	☑ Yes ☐ No	**If yes, indicate maximum number of credit hours counted toward graduation.*** 33

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

Prerequisites	ART 5005 or permission of the instructor.

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status*	⦿ Active-Visible ○ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?		**Grading*** Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?*	ART 6005 will facilitate graduate students seeking their Master of Fine Arts degree at the University of West Georgia. It is designed as being repeatable and progressive for the student interested in graduate research focusing on the practice of life drawing. This course will contribute to the credit hour requirement of UWG's credit hour policy for graduate degrees conferred.

Student Learning Outcomes*	- Demonstrate an ability to develop and execute a significant body of work, with integrated relevant research, while demonstrating an emerging professional competence in the studio practice.
	- Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research. Students will demonstrate the ability to contextualize work within the larger discourse of their area of study.
	- Demonstrate clear communication through speaking and writing about one's work, with the ability to demonstrate a breadth of understanding in art and the area of research.
	- Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research.

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus*	⊙ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	⊙ Library Resources are Adequate
	○ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	We project 3 to 5 students in the MFA program our initial year with a project growth of 10 to 15 by year 3.

Will this course have special fees or tuition required?*	☑ Yes ☐ No	**If yes, what will the fee be?***	75

Fee Justification Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negatively impacting RPG, increase each student's individual and additional expenditures overall to meet course objectives, directly impairing a student's ability to meet course objectives and/or program/professional goals, and undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs.
Lab fee NOTE:
The fee is utilized to properly provide graduate students with supplemental consumables, materials, services and equipment essential for meeting course and program objectives. Such as, but not limited to, items purchased; in bulk, through professional vendors, restricted or costly items not readily/directly available to students, or items purchased through grouping orders to lower costs and increase accessibility. Additionally, fee covers costs associated with updating and maintaining Labs Safety/Art Studio Functionality, directly impacting students' ability to meet course, program and professional objectives. It is expected that graduates use of studio/ labs, materials and equipment will greatly impact the lifespan of equipment and increase demand on to maintain studio/ labs, materials and equipment.
Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negatively impacting RPG, increase each student's individual and additional overall expenditures to meet course objectives, directly impairing a student's ability to meet course objectives and/or program/professional goals, and undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs.

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

School/ Department * | College of Arts and Humanities | Department of Art |

Is this a School of Nursing course? * ○ Yes ◉ No

Is this a College of Education course? * ○ Yes ◉ No

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

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

Advanced Graduate Life Drawing- ART 6005
Prerequisite: ART 5005 or permission of the instructor.

Humanities

_____

Course Description: Advanced Graduate Life Drawing facilitates advanced investigations in life drawing and the continued development of one's own visual language, through focused research incorporating critical discourse, advanced technical mastery, and professional practices, leading to an emerging professional in the field. As such, this course is repeatable and progressive up to 33 hours, and may be taken through the successful completion of ART 7099.

Course Objectives: Students will engage in advanced studio practice and present works in relation to their research findings. Students will demonstrate the ability to synthesize knowledge and skills associated to make connections and integrations with other fields of study appropriate to the individual's area of research. Students will engage in dialogue and set the standard for a graduate level of discourse and production both in research and work produced. Students will actively seek professional practice as pertains to their research. (Developed from NASAD requirements.) The research and its documentation will be maintained in support of the graduate's successful completion of ART 7099.

Learning Outcomes: Students will:

- Demonstrate an ability to develop and execute a significant body of work, with integrated relevant research, while demonstrating an emerging professional competence in the studio practice.

- Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research. Students will demonstrate the ability to contextualize work within the larger discourse of their area of study.

- Demonstrate clear communication through speaking and writing about one's work, with the ability to demonstrate a breadth of understanding in art and the area of research.

- Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research.

Course Summary

Students will create/amend a proposal for their creative research. Students are responsible for working on the research they have defined in their proposal; and will be evaluated on class preparedness, productivity, and presentations, as well as their willingness and ability to incorporate concepts based on directed readings into their work. There will be regular i-progress discussions and critiques.

A sustained studio practice and research is expected. We expect that the graduate students' work ethic and research practice to set a positive example for the undergraduates. Graduate student should consider themselves to be a role model and resource to the undergraduates and conduct themselves accordingly.

Lab and Studio Responsibilities

Facilities, studios, equipment, technology and some consumable materials are paid for with lab and technology fees not departmental budget money. The way you treat these things is directly related to the quality of the experience you will have in this program. If you break or lose items there is a possibility they will be immediately replaced. For security reasons, the self-closing doors should never be propped open.

Texts

TBD by Graduate Student and Area Faculty
Additional Text and PDF handouts may be assigned by the instructor

Grades

Midterm Critique- 25%

Research- 25%

Final Critique- 50%

Grading Scale (Passing is a B or higher)

.   A 90 – 100%

.   B 80–89%

.   C 70–79%

.   D 60–69%

'   F 0–59

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

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

http://www.usg.edu/hb280/additional_information#

You may also visit our website for help with USG Guidance:

https://www.westga.edu/police/campus-carry.php

- **DOA Course Fees for Studio Art Courses:**

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

The Studio Art Course Fee is a flat rate fee for students enrolled in various studio art courses, and are applied to purchases and maintenance of art studios, studio materials and equipment, and items needed to provide students with a proper and safe working/learning environment. The departmental objective for these courses is based on student success as follows:

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

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

ART - 6078 - Graduate Mid-Program Review

2020-2021 Graduate New Course Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking 🛈 next to the print icon directly above this message.

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

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

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

Desired Effective Semester*	Fall

Desired Effective Year*	2021

Course Information

Course Prefix*	ART

Course Number*	6078

Course Title*	Graduate Mid-Program Review

Course Type*	Art

Catalog Course Description*	The course serves as the mid-program review for the Master of Fine Art Degree, and should be completed in the graduate student's fourth semester.

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

Is this a variable credit hour course?*	☐ Yes ☑ No

Lec Hrs*	0

Lab Hrs*	0

Credit Hrs*	0

Can a student take this course multiple times, each attempt counting separately toward graduation? *

☑ Yes
☐ No

If yes, indicate maximum number of credit hours counted toward graduation.* 0

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

Prerequisites Successful completion of 2 credits hours in Art 6001.

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered? [1]

Grading* Satisfactory/Unsatisfactory - No IP

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

Justification and Assessment

What is the rationale for adding this course?* ART 6078 will facilitate graduate students seeking their Master of Fine Arts degree at the University of West Georgia. Students will present evidence of research and professional development demonstrating readiness to formalize their thesis proposal. Students will submit their dossier, documentation of studio research, and proposed thesis committee. This course will contribute to the credit hour requirement of UWG's credit hour policy for graduate degrees conferred.

Student Learning Outcomes*	- Clearly articulate their research, professional practice, and pedagogical philosophy in their dossier. - Submit evidence of progress towards successful portfolio development. - Propose a thesis committee through working in consultation with faculty in their discipline/s and the graduate coordinator.

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:
http://www.westga.edu/UWGSyllabusPolicies/

Syllabus*	⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	⦿ Library Resources are Adequate ◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	We project 3 to 5 students in the MFA program our initial year with a project growth of 10 to 15 by year 3.

Will this course have special fees or tuition required?*	☐ Yes ☑ No		If yes, what will the fee be?*	none

Fee Justification	

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

School/Department*	College of Arts and Humanities	Department of Art

Is this a School of Nursing course?* ○ Yes ◉ No

Is this a College of Education course?* ○ Yes ◉ No

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

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

ART 6078 Graduate Mid-Program Review 0/0/0

Prerequisite: Successful completion of 2 credits hours in Art 6001.

Course Description: The course serves as the mid-program review for the Master of Fine Art Degree, and should be completed in the graduate student's fourth semester.

Course Objectives: Candidates will present evidence of research and professional development demonstrating readiness to formalize their thesis proposal. Students will submit their dossier, documentation of studio research, and proposed thesis committee.

Learning Outcomes: Candidates will:

- Clearly articulate their research, professional practice, and pedagogical philosophy in their dossier.

- Submit evidence of progress towards successful portfolio development.

- Propose a thesis committee through working in consultation with faculty in their discipline/s and the graduate coordinator.

Course Summary

ART 6078 defines the mid-term point of the candidate's MFA program trajectory as evidenced in the presentation of the individual's work to date as evident in the submission of the candidate's dossier. A review committee comprised of members of the Department of Art faculty will evaluate the preparedness for thesis work.

Lab and Studio Responsibilities

Facilities, studios, equipment, technology and some consumable materials are paid for with lab and technology fees not departmental budget money. The way you treat these things is directly related to the quality of the experience you will have in this program. If you break or lose items there is a possibility they will be immediately replaced. For security reasons, the self-closing doors should never be propped open.

Texts

TBD by Graduate Student and Area Faculty
Additional Text and PDF handouts may be assigned by the instructor

Grading Scale

Satisfactory or Unsatisfactory

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

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

http://www.usg.edu/hb280/additional_information#

You may also visit our website for help with USG Guidance:

https://www.westga.edu/police/campus-carry.php

- **DOA Course Fees for Studio Art Courses:**

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

The Studio Art Course Fee are a flat rate fee for students enrolled in various studio art courses, and are applied to purchases and maintenance of art studios, studio materials and equipment, and items needed to provide students with a proper and safe working/learning environment. The departmental objective for these courses is based on student success as follows:

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

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

ART - 6305 - Advanced Graduate Ceramics

2020-2021 Graduate New Course Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking 🛈 next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester*	Fall

Desired Effective Year*	2021

Course Information

Course Prefix*	ART

Course Number*	6305

Course Title*	Advanced Graduate Ceramics

Course Type*	Art

Catalog Course Description*	Advanced Graduate Ceramics facilitates advanced investigations in ceramics and the continued development of one's own visual language, through focused research incorporating critical discourse, advanced technical mastery, and professional practices, leading to an emerging professional in the field. As such, this course is repeatable and progressive up to 33 hours, and may be taken through the successful completion of ART 7099.

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

Is this a variable credit hour course?*	☑ Yes ☐ No

Lec Hrs*	0

Lab Hrs*	2.0-12.0

Credit Hrs*	1.0-6.0

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

If yes, indicate maximum number of credit hours counted toward graduation.*	33

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

Prerequisites	Art 5305 or permission of the instructor.

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status*	⦿ Active-Visible ◯ Inactive-Hidden

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

Grading*	Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?*	Art 6305 will facilitate graduate students seeking their Master of Fine Arts degree at the University of West Georgia. It is designed as being repeatable and progressive for the student interested in graduate research focusing on the practice of ceramics. This course will contribute to the credit hour requirement of UWG's credit hour policy for graduate degrees conferred.

Student Learning Outcomes*	- Demonstrate an ability to develop and execute a significant body of work, with integrated relevant research, while demonstrating an emerging professional competence in the studio practice.
	- Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research. Students will demonstrate the ability to contextualize work within the larger discourse of their area of study.
	- Demonstrate clear communication through speaking and writing about one's work, with the ability to demonstrate a breadth of understanding in art and the area of research.
	- Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research.

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus*	⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	⦿ Library Resources are Adequate
	◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	We project 3 to 5 students in the MFA program our initial year with a project growth of 10 to 15 by year 3.

Will this course have special fees or tuition required?*	☑ Yes ☐ No		If yes, what will the fee be?*	100

Fee Justification   Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negatively impacting RPG, increase each student's individual and additional expenditures overall to meet course objectives, directly impairing a student's ability to meet course objectives and/or program/professional goals, and undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs. Lab fee NOTE: The fee is utilized to properly provide graduate students with supplemental consumables, materials, services and equipment essential for meeting course and program objectives. Such as, but not limited to, items purchased; in bulk, through professional vendors, restricted or costly items not readily/directly available to students, or items purchased through grouping orders to lower costs and increase accessibility. Additionally, fee covers costs associated with updating and maintaining Labs Safety/Art Studio Functionality, directly impacting students' ability to meet course, program and professional objectives. It is expected that graduates use of studio/ labs, materials and equipment will greatly impact the lifespan of equipment and increase demand on to maintain studio/ labs, materials and equipment. Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negatively impacting RPG, increase each student's individual and additional overall expenditures to meet course objectives, directly impairing a student's ability to meet course objectives and/or program/professional goals, and undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs.

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

School/ Department *   College of Arts and Humanities   Department of Art

Is this a School of Nursing course? *   ◯ Yes   ⦿ No

Is this a College of Education course? *   ◯ Yes   ⦿ No

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

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

Advanced Graduate Ceramics- ART 6305
Prerequisite: Art 5305 or permission of the instructor.

Visual Arts Building

_____

Course Description: Advanced Graduate Ceramics facilitates advanced investigations in ceramics and the continued development of one's own visual language, through focused research incorporating critical discourse, advanced technical mastery, and professional practices, leading to an emerging professional in the field. As such, this course is repeatable and progressive up to 33 hours, and may be taken through the successful completion of ART 7099.

Course Objectives: Students will engage in advanced studio practice and present works in relation to their research findings. Students will demonstrate the ability to synthesize knowledge and skills associated to make connections and integrations with other fields of study appropriate to the individual's area of research. Students will engage in dialogue and set the standard for a graduate level of discourse and production both in research and work produced. Students will actively seek professional practice as pertains to their research. (Developed from NASAD requirements.) The research and its documentation will be maintained in support of the graduate's successful completion of ART 7099.

Learning Outcomes: Students will:

- Demonstrate an ability to develop and execute a significant body of work, with integrated relevant research, while demonstrating an emerging professional competence in the studio practice.

- Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research. Students will demonstrate the ability to contextualize work within the larger discourse of their area of study.

- Demonstrate clear communication through speaking and writing about one's work, with the ability to demonstrate a breadth of understanding in art and the area of research.

- Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research.

Course Summary

Students will create/amend a proposal for their creative research. Students are responsible for working on the research they have defined in their proposal; and will be evaluated on class preparedness, productivity, and presentations, as well as their willingness and ability to incorporate concepts based on directed readings into their work. There will be regular i-progress discussions and critiques.

A sustained studio practice and research is expected. We expect that the graduate students' work ethic and research practice to set a positive example for the undergraduates. Graduate student should consider themselves to be a role model and resource to the undergraduates and conduct themselves accordingly.

Lab and Studio Responsibilities

Facilities, studios, equipment, technology and some consumable materials are paid for with lab and technology fees not departmental budget money. The way you treat these things is directly related to the quality of the experience you will have in this program. If you break or lose items there is a possibility they will be immediately replaced. For security reasons, the self-closing doors should never be propped open.

Texts

TBD by Graduate Student and Area Faculty
Additional Text and PDF handouts may be assigned by the instructor

Grades

Midterm Critique- 25%

Research- 25%

Final Critique- 50%

Grading Scale (Passing is a B or higher)

. A 90 – 100%

. B 80–89%

. C 70–79%

. D 60–69%

'   F 0–59

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

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

http://www.usg.edu/hb280/additional_information#

You may also visit our website for help with USG Guidance:

https://www.westga.edu/police/campus-carry.php

- **DOA Course Fees for Studio Art Courses:**

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

The Studio Art Course Fee is a flat rate fee for students enrolled in various studio art courses, and are applied to purchases and maintenance of art studios, studio materials and equipment, and items needed to provide students with a proper and safe working/learning environment. The departmental objective for these courses is based on student success as follows:

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

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

ART - 6605 - Advanced Graduate Painting

2020-2021 Graduate New Course Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking 🛈 next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit **here**.

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

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

Desired Effective Semester* `Fall`	**Desired Effective Year*** `2021`

Course Information

Course Prefix* `ART`	**Course Number*** 6605

Course Title* Advanced Graduate Painting

Course Type* `Art`

Catalog Course Description* Advanced Graduate Painting facilitates advanced investigations in painting and the continued development of one's own visual language, through focused research incorporating critical discourse, advanced technical mastery, and professional practices, leading to an emerging professional in the field. As such, this course is repeatable and progressive up to 33 hours, and may be taken through the successful completion of ART 7099.

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

Is this a variable credit hour course?*	☑ Yes ☐ No

Lec Hrs*	0

Lab Hrs*	2.0-12.0

Credit Hrs*	1.0-6.0

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

If yes, indicate maximum number of credit hours counted toward graduation.*	33

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

Prerequisites	Art 5605 or permission of the instructor.

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status*	⦿ Active-Visible ○ Inactive-Hidden

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

Grading*	Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?*	ART 6605 will facilitate graduate students seeking their Master of Fine Arts degree at the University of West Georgia. It ART is designed as being repeatable and progressive for the student interested in graduate research focusing on the practice of painting. This course will contribute to the credit hour requirement of UWG's credit hour policy for graduate degrees conferred.

| Student Learning Outcomes* | - Demonstrate an ability to develop and execute a significant body of work, with integrated relevant research, while demonstrating an emerging professional competence in the studio practice.

- Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research. Students will demonstrate the ability to contextualize work within the larger discourse of their area of study.

- Demonstrate clear communication through speaking and writing about one's work, with the ability to demonstrate a breadth of understanding in art and the area of research.

- Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research. |
|---|---|

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus*	⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	⦿ Library Resources are Adequate ◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	We project 3 to 5 students in the MFA program our initial year with a project growth of 10 to 15 by year 3.

Will this course have special fees or tuition required?*	☑ Yes ☐ No		If yes, what will the fee be?*	75

Fee Justification Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negatively impacting RPG, increase each student's individual and additional expenditures overall to meet course objectives, directly impairing a student's ability to meet course objectives and/or program/professional goals, and undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs. Lab fee NOTE: The fee is utilized to properly provide graduate students with supplemental consumables, materials, services and equipment essential for meeting course and program objectives. Such as, but not limited to, items purchased; in bulk, through professional vendors, restricted or costly items not readily/directly available to students, or items purchased through grouping orders to lower costs and increase accessibility. Additionally, fee covers costs associated with updating and maintaining Labs Safety/Art Studio Functionality, directly impacting students' ability to meet course, program and professional objectives. It is expected that graduates use of studio/ labs, materials and equipment will greatly impact the lifespan of equipment and increase demand on to maintain studio/ labs, materials and equipment. Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negatively impacting RPG, increase each student's individual and additional overall expenditures to meet course objectives, directly impairing a student's ability to meet course objectives and/or program/professional goals, and undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs.

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

School/ Department* | College of Arts and Humanities | Department of Art

Is this a School of Nursing course?* ○ Yes ◉ No

Is this a College of Education course?* ○ Yes ◉ No

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

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

Advanced Graduate Painting- ART 6605
Prerequisite: Art 5605 or permission of the instructor.

Humanities

_____

Course Description: Advanced Graduate Painting facilitates advanced investigations in painting and the continued development of one's own visual language, through focused research incorporating critical discourse, advanced technical mastery, and professional practices, leading to an emerging professional in the field. As such, this course is repeatable and progressive up to 33 hours, and may be taken through the successful completion of ART 7099.

Course Description: Graduate investigations in Life Drawing facilitates continued development of one's own visual language through research and faculty mentorship incorporating critical discourse, advanced technical mastery, and professional practices. As such this course is repeatable and progressive up to 30 hours, and may be taken through the successful completion of ART 7099.

Course Objectives: Students will engage in advanced studio practice and present works in relation to their research findings. Students will demonstrate the ability to synthesize knowledge and skills associated to make connections and integrations with other fields of study appropriate to the individual's area of research. Students will engage in dialogue and set the standard for a graduate level of discourse and production both in research and work produced. Students will actively seek professional practice as pertains to their research. (Developed from NASAD requirements.) The research and its documentation will be maintained in support of the graduate's successful completion of ART 7099.

Learning Outcomes: Students will:

- Demonstrate an ability to develop and execute a significant body of work, with integrated relevant research, while demonstrating an emerging professional competence in the studio practice.

- Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research. Students will demonstrate the ability to contextualize work within the larger discourse of their area of study.

- Demonstrate clear communication through speaking and writing about one's work, with the ability to demonstrate a breadth of understanding in art and the area of research.

- Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research.

Course Summary

Students will create/amend a proposal for their creative research. Students are responsible for working on the research they have defined in their proposal; and will be evaluated on class preparedness, productivity, and presentations, as well as their willingness and ability to incorporate concepts based on directed readings into their work. There will be regular i-progress discussions and critiques.

A sustained studio practice and research is expected. We expect that the graduate students' work ethic and research practice to set a positive example for the undergraduates. Graduate student should consider themselves to be a role model and resource to the undergraduates and conduct themselves accordingly.

Lab and Studio Responsibilities

Facilities, studios, equipment, technology and some consumable materials are paid for with lab and technology fees not departmental budget money. The way you treat these things is directly related to the quality of the experience you will have in this program. If you break or lose items there is a possibility they will be immediately replaced. For security reasons, the self-closing doors should never be propped open.

Texts

TBD by Graduate Student and Area Faculty
Additional Text and PDF handouts may be assigned by the instructor

Grades

Midterm Critique- 25%

Research- 25%

Final Critique- 50%

Grading Scale (Passing is a B or higher)

> .   A 90 – 100%

> .   B 80–89%

> .   C 70–79%

> .   D 60–69%

'   F 0–59

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

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

http://www.usg.edu/hb280/additional_information#

You may also visit our website for help with USG Guidance:

https://www.westga.edu/police/campus-carry.php

- **DOA Course Fees for Studio Art Courses:**

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

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

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

1. Studio Fees provide for the purchase and maintenance of the best up-to-date studio equipment and support needed for ideal learning within all departmental studio programs.

2. Studio Fees provide for the purchase, maintenance, and distribution of studio course materials that are more economical to purchase in bulk, are more environmentally friendly, or that may not be readily available.

3. Studio Fees do not cover all costs associated with a studio-based courses or practices. Students enrolled in studio Art courses may have need to purchase additional materials and/or texts, in addition to what is supplied by the instructor, to complete projects and coursework.

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

ART - 6705 - Advanced Graduate Photography

2020-2021 Graduate New Course Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking 🛈 next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester* Fall

Desired Effective Year* 2021

Course Information

Course Prefix* ART

Course Number* 6705

Course Title* Advanced Graduate Photography

Course Type* Art

Catalog Course Description* Advanced Graduate Photography facilitates advanced investigations in photography and the continued development of one's own visual language, through focused research incorporating critical discourse, advanced technical mastery, and professional practices, leading to an emerging professional in the field. As such, this course is repeatable and progressive up to 33 hours, and may be taken through the successful completion of ART 7099.

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

Is this a variable credit hour course? *	☑ Yes ☐ No

Lec Hrs *	0

Lab Hrs *	2.0-12.0

Credit Hrs *	1.0-6.0

Can a student take this course multiple times, each attempt counting separately toward graduation? *	☑ Yes ☐ No	**If yes, indicate maximum number of credit hours counted toward graduation.** * 33

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

Prerequisites	Art 5705 or permission of the instructor.

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status *	◉ Active-Visible ○ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?		**Grading** * Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course? *	ART 6705 will facilitate graduate students seeking their Master of Fine Arts degree at the University of West Georgia. It is designed as being repeatable and progressive for the student interested in graduate research focusing on the medium of photography. This course will contribute to the credit hour requirement of UWG's credit hour policy for graduate degrees conferred.

Student Learning Outcomes*	- Demonstrate an ability to develop and execute a significant body of work, with integrated relevant research, while demonstrating an emerging professional competence in the studio practice.
	- Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research. Students will demonstrate the ability to contextualize work within the larger discourse of their area of study.
	- Demonstrate clear communication through speaking and writing about one's work, with the ability to demonstrate a breadth of understanding in art and the area of research.
	- Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research.

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus*	⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	⦿ Library Resources are Adequate
	◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	We project 3 to 5 students in the MFA program our initial year with a project growth of 10 to 15 by year 3.

Will this course have special fees or tuition required?*	☑ Yes ☐ No		If yes, what will the fee be?*	125

Fee Justification Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negatively impacting RPG, increase each student's individual and additional expenditures overall to meet course objectives, directly impairing a student's ability to meet course objectives and/or program/professional goals, and undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs. Lab fee NOTE: The fee is utilized to properly provide graduate students with supplemental consumables, materials, services and equipment essential for meeting course and program objectives. Such as, but not limited to, items purchased; in bulk, through professional vendors, restricted or costly items not readily/directly available to students, or items purchased through grouping orders to lower costs and increase accessibility. Additionally, fee covers costs associated with updating and maintaining Labs Safety/Art Studio Functionality, directly impacting students' ability to meet course, program and professional objectives. It is expected that graduates use of studio/ labs, materials and equipment will greatly impact the lifespan of equipment and increase demand on to maintain studio/ labs, materials and equipment. Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negatively impacting RPG, increase each student's individual and additional overall expenditures to meet course objectives, directly impairing a student's ability to meet course objectives and/or program/professional goals, and undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs.

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs**.**

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

School/ Department* College of Arts and Humanities   Department of Art

Is this a School of Nursing course?* ○ Yes ⦿ No

Is this a College of Education course?* ○ Yes ⦿ No

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

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

Advanced Graduate Photography- ART 6705
Prerequisite: Art 5705 or permission of the instructor.

 Humanities

_____

Course Description: Advanced Graduate Photography facilitates advanced investigations in photography and the continued development of one's own visual language, through focused research incorporating critical discourse, advanced technical mastery, and professional practices, leading to an emerging professional in the field. As such, this course is repeatable and progressive up to 33 hours, and may be taken through the successful completion of ART 7099.

Course Description: Graduate investigations in Life Drawing facilitates continued development of one's own visual language through research and faculty mentorship incorporating critical discourse, advanced technical mastery, and professional practices. As such this course is repeatable and progressive up to 30 hours, and may be taken through the successful completion of ART 7099.

Course Objectives: Students will engage in advanced studio practice and present works in relation to their research findings. Students will demonstrate the ability to synthesize knowledge and skills associated to make connections and integrations with other fields of study appropriate to the individual's area of research. Students will engage in dialogue and set the standard for a graduate level of discourse and production both in research and work produced. Students will actively seek professional practice as pertains to their research. (Developed from NASAD requirements.) The research and its documentation will be maintained in support of the graduate's successful completion of ART 7099.

Learning Outcomes: Students will:

- Demonstrate an ability to develop and execute a significant body of work, with integrated relevant research, while demonstrating an emerging professional competence in the studio practice.

- Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research. Students will demonstrate the ability to contextualize work within the larger discourse of their area of study.

- Demonstrate clear communication through speaking and writing about one's work, with the ability to demonstrate a breadth of understanding in art and the area of research.

- Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research.

Course Summary

Students will create/amend a proposal for their creative research. Students are responsible for working on the research they have defined in their proposal; and will be evaluated on class preparedness, productivity, and presentations, as well as their willingness and ability to incorporate concepts based on directed readings into their work. There will be regular i-progress discussions and critiques.

A sustained studio practice and research is expected. We expect that the graduate students' work ethic and research practice to set a positive example for the undergraduates. Graduate student should consider themselves to be a role model and resource to the undergraduates and conduct themselves accordingly.

Lab and Studio Responsibilities

Facilities, studios, equipment, technology and some consumable materials are paid for with lab and technology fees not departmental budget money. The way you treat these things is directly related to the quality of the experience you will have in this program. If you break or lose items there is a possibility they will be immediately replaced. For security reasons, the self-closing doors should never be propped open.

Texts

TBD by Graduate Student and Area Faculty
Additional Text and PDF handouts may be assigned by the instructor

Grades

Midterm Critique- 25%

Research- 25%

Final Critique- 50%

Grading Scale (Passing is a B or higher)

> . A 90 – 100%

> . B 80–89%

> . C 70–79%

> . D 60–69%

' F 0–59

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

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

http://www.usg.edu/hb280/additional_information#

You may also visit our website for help with USG Guidance:

https://www.westga.edu/police/campus-carry.php

- **DOA Course Fees for Studio Art Courses:**

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

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

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

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

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

ART - 6805 - Advanced Graduate Printmaking

2020-2021 Graduate New Course Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking 🛈 next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester* | Fall

Desired Effective Year* | 2021

Course Information

Course Prefix* | ART

Course Number* 6805

Course Title* Advanced Graduate Printmaking

Course Type* | Art

Catalog Course Description* Advanced Graduate Printmaking facilitates advanced investigations in printmaking and the continued development of one's own visual language, through focused research incorporating critical discourse, advanced technical mastery, and professional practices, leading to an emerging professional in the field. As such, this course is repeatable and progressive up to 33 hours, and may be taken through the successful completion of ART 7099.

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

Is this a variable credit hour course?✶	☑ Yes ☐ No

Lec Hrs✶	0

Lab Hrs✶	2.0-12.0

Credit Hrs✶	1.0-6.0

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

If yes, indicate maximum number of credit hours counted toward graduation.✶	33

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

Prerequisites	Art 5805 or permission of the instructor.

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status✶	⦿ Active-Visible ◯ Inactive-Hidden

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

Grading✶	Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?✶	ART 6805 will facilitate graduate students seeking their Master of Fine Arts degree at the University of West Georgia. It is designed as being repeatable and progressive for the student interested in graduate research focusing on the medium of printmaking. This course will contribute to the credit hour requirement of UWG's credit hour policy for graduate degrees conferred.

Student Learning Outcomes*	Demonstrate an ability to develop and execute a significant body of work, with integrated relevant research, while demonstrating an emerging professional competence in the studio practice.
	- Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research. Students will demonstrate the ability to contextualize work within the larger discourse of their area of study.
	- Demonstrate clear communication through speaking and writing about one's work, with the ability to demonstrate a breadth of understanding in art and the area of research.
	- Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research.

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus*	⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	⦿ Library Resources are Adequate
	◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	We project 3 to 5 students in the MFA program our initial year with a project growth of 10 to 15 by year 3.

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

If yes, what will the fee be?*	75

Fee Justification	Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negatively impacting RPG, increase each student's individual and additional expenditures overall to meet course objectives, directly impairing a student's ability to meet course objectives and/or program/professional goals, and undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs. Lab fee NOTE: The fee is utilized to properly provide graduate students with supplemental consumables, materials, services and equipment essential for meeting course and program objectives. Such as, but not limited to, items purchased; in bulk, through professional vendors, restricted or costly items not readily/directly available to students, or items purchased through grouping orders to lower costs and increase accessibility. Additionally, fee covers costs associated with updating and maintaining Labs Safety/Art Studio Functionality, directly impacting students' ability to meet course, program and professional objectives. It is expected that graduates use of studio/ labs, materials and equipment will greatly impact the lifespan of equipment and increase demand on to maintain studio/ labs, materials and equipment. Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negatively impacting RPG, increase each student's individual and additional overall expenditures to meet course objectives, directly impairing a student's ability to meet course objectives and/or program/professional goals, and undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs.

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

School/ Department*	College of Arts and Humanities Department of Art

Is this a School of Nursing course?*	◯ Yes ⦿ No		**Is this a College of Education course?***	◯ Yes ⦿ No

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

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

Advanced Graduate Printmaking- ART 6805
Prerequisite: Art 5805 or permission of the instructor.

Visual Arts Building

_____

Course Description: Advanced Graduate Printmaking facilitates advanced investigations in printmaking and the continued development of one's own visual language, through focused research incorporating critical discourse, advanced technical mastery, and professional practices, leading to an emerging professional in the field. As such, this course is repeatable and progressive up to 33 hours, and may be taken through the successful completion of ART 7099.

Course Objectives: Students will engage in advanced studio practice and present works in relation to their research findings. Students will demonstrate the ability to synthesize knowledge and skills associated to make connections and integrations with other fields of study appropriate to the individual's area of research. Students will engage in dialogue and set the standard for a graduate level of discourse and production both in research and work produced. Students will actively seek professional practice as pertains to their research. (Developed from NASAD requirements.) The research and its documentation will be maintained in support of the graduate's successful completion of ART 7099.

Learning Outcomes: Students will:

- Demonstrate an ability to develop and execute a significant body of work, with integrated relevant research, while demonstrating an emerging professional competence in the studio practice.

- Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research. Students will demonstrate the ability to contextualize work within the larger discourse of their area of study.

- Demonstrate clear communication through speaking and writing about one's work, with the ability to demonstrate a breadth of understanding in art and the area of research.

- Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research.

Course Summary

Students will create/amend a proposal for their creative research. Students are responsible for working on the research they have defined in their proposal; and will be evaluated on class preparedness, productivity, and presentations, as well as their willingness and ability to incorporate concepts based on directed readings into their work. There will be regular i-progress discussions and critiques.

A sustained studio practice and research is expected. We expect that the graduate students' work ethic and research practice to set a positive example for the undergraduates. Graduate student should consider themselves to be a role model and resource to the undergraduates and conduct themselves accordingly.

Lab and Studio Responsibilities

Facilities, studios, equipment, technology and some consumable materials are paid for with lab and technology fees not departmental budget money. The way you treat these things is directly related to the quality of the experience you will have in this program. If you break or lose items there is a possibility they will be immediately replaced. For security reasons, the self-closing doors should never be propped open.

Texts

TBD by Graduate Student and Area Faculty
Additional Text and PDF handouts may be assigned by the instructor

Grades

Midterm Critique- 25%

Research- 25%

Final Critique- 50%

Grading Scale (Passing is a B or higher)

. A 90 – 100%

. B 80–89%

. C 70–79%

. D 60–69%

'   F 0–59

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

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

http://www.usg.edu/hb280/additional_information#

You may also visit our website for help with USG Guidance:

https://www.westga.edu/police/campus-carry.php

- **DOA Course Fees for Studio Art Courses:**

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

The Studio Art Course Fee is a flat rate fee for students enrolled in various studio art courses, and are applied to purchases and maintenance of art studios, studio materials and equipment, and items needed to provide students with a proper and safe working/learning environment. The departmental objective for these courses is based on student success as follows:

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

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

ART - 6905 - Advanced Graduate Sculpture

2020-2021 Graduate New Course Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking 🛈 next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester* | Fall

Desired Effective Year* | 2021

Course Information

Course Prefix* | ART

Course Number* 6905

Course Title* Advanced Graduate Sculpture

Course Type* | Art

Catalog Course Description* Advanced Graduate Sculpture facilitates advanced investigations in sculpture and the continued development of one's own visual language, through focused research incorporating critical discourse, advanced technical mastery, and professional practices, leading to an emerging professional in the field. As such, this course is repeatable and progressive up to 33 hours, and may be taken through the successful completion of ART 7099.

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

Is this a variable credit hour course?*	☑ Yes ☐ No

Lec Hrs*	0

Lab Hrs*	2.0-12.0

Credit Hrs*	1.0-6.0

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

If yes, indicate maximum number of credit hours counted toward graduation.*	33

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

Prerequisites	Art 5905 or permission of the instructor.

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status*	◉ Active-Visible ○ Inactive-Hidden

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

Grading*	Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?*	ART 6905 will facilitate graduate students seeking their Master of Fine Arts degree at the University of West Georgia. It is designed as being repeatable and progressive for the student interested in graduate research focusing on the medium of sculpture. This course will contribute to the credit hour requirement of UWG's credit hour policy for graduate degrees conferred.

| Student Learning Outcomes* | - Demonstrate an ability to develop and execute a significant body of work, with integrated relevant research, while demonstrating an emerging professional competence in the studio practice.

- Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research. Students will demonstrate the ability to contextualize work within the larger discourse of their area of study.

- Demonstrate clear communication through speaking and writing about one's work, with the ability to demonstrate a breadth of understanding in art and the area of research.

- Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research. |

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

| Syllabus* | ⦿ I have attached the REQUIRED syllabus. |

Resources and Funding

| Planning Info* | ⦿ Library Resources are Adequate |
| | ◯ Library Resources Need Enhancement |

| Present or Projected Annual Enrollment* | We project 3 to 5 students in the MFA program our initial year with a project growth of 10 to 15 by year 3. |

| Will this course have special fees or tuition required?* | ☑ Yes
☐ No | | If yes, what will the fee be?* | 150 |

Fee Justification Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negatively impacting RPG, increase each student's individual and additional expenditures overall to meet course objectives, directly impairing a student's ability to meet course objectives and/or program/professional goals, and undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs. Lab fee NOTE: The fee is utilized to properly provide graduate students with supplemental consumables, materials, services and equipment essential for meeting course and program objectives. Such as, but not limited to, items purchased; in bulk, through professional vendors, restricted or costly items not readily/directly available to students, or items purchased through grouping orders to lower costs and increase accessibility. Additionally, fee covers costs associated with updating and maintaining Labs Safety/Art Studio Functionality, directly impacting students' ability to meet course, program and professional objectives. It is expected that graduates use of studio/ labs, materials and equipment will greatly impact the lifespan of equipment and increase demand on to maintain studio/ labs, materials and equipment. Without approval of this fee, the department's budget cannot cover the total costs associated with our Studio/Labs by any other means. Resulting in: negatively impacting RPG, increase each student's individual and additional overall expenditures to meet course objectives, directly impairing a student's ability to meet course objectives and/or program/professional goals, and undermine all art studio programs ability to meet the needs of our students or maintain the health and safety of our studio/ labs.

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

School/ Department* | College of Arts and Humanities | Department of Art

Is this a School of Nursing course?* ○ Yes ◉ No

Is this a College of Education course?* ○ Yes ◉ No

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

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

Advanced Graduate Sculpture- ART 6905
Prerequisite: Art 5905 or permission of the instructor.

Visual Arts Building

_____

Course Description: Advanced Graduate Sculpture facilitates advanced investigations in sculpture and the continued development of one's own visual language, through focused research incorporating critical discourse, advanced technical mastery, and professional practices, leading to an emerging professional in the field. As such, this course is repeatable and progressive up to 33 hours, and may be taken through the successful completion of ART 7099.

Course Objectives: Students will engage in advanced studio practice and present works in relation to their research findings. Students will demonstrate the ability to synthesize knowledge and skills associated to make connections and integrations with other fields of study appropriate to the individual's area of research. Students will engage in dialogue and set the standard for a graduate level of discourse and production both in research and work produced. Students will actively seek professional practice as pertains to their research. (Developed from NASAD requirements.) The research and its documentation will be maintained in support of the graduate's successful completion of ART 7099.

Learning Outcomes: Students will:

- Demonstrate an ability to develop and execute a significant body of work, with integrated relevant research, while demonstrating an emerging professional competence in the studio practice.

- Demonstrate an awareness of contemporary and historical practice and issues relevant to the area of research. Students will demonstrate the ability to contextualize work within the larger discourse of their area of study.

- Demonstrate clear communication through speaking and writing about one's work, with the ability to demonstrate a breadth of understanding in art and the area of research.

- Advanced capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in their area of research, with a basic knowledge of bibliographic and/or technological resources in the area(s) of research.

Course Summary

Students will create/amend a proposal for their creative research. Students are responsible for working on the research they have defined in their proposal; and will be evaluated on class preparedness, productivity, and presentations, as well as their willingness and ability to incorporate concepts based on directed readings into their work. There will be regular i-progress discussions and critiques.

A sustained studio practice and research is expected. We expect that the graduate students' work ethic and research practice to set a positive example for the undergraduates. Graduate student should consider themselves to be a role model and resource to the undergraduates and conduct themselves accordingly.

Lab and Studio Responsibilities

Facilities, studios, equipment, technology and some consumable materials are paid for with lab and technology fees not departmental budget money. The way you treat these things is directly related to the quality of the experience you will have in this program. If you break or lose items there is a possibility they will be immediately replaced. For security reasons, the self-closing doors should never be propped open.

Texts

TBD by Graduate Student and Area Faculty
Additional Text and PDF handouts may be assigned by the instructor

Grades

Midterm Critique- 25%

Research- 25%

Final Critique- 50%

Grading Scale (Passing is a B or higher)

.   A 90 – 100%

.   B 80–89%

.   C 70–79%

.   D 60–69%

'   F 0–59

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

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

http://www.usg.edu/hb280/additional_information#

You may also visit our website for help with USG Guidance:

https://www.westga.edu/police/campus-carry.php

- **DOA Course Fees for Studio Art Courses:**

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

The Studio Art Course Fee is a flat rate fee for students enrolled in various studio art courses, and are applied to purchases and maintenance of art studios, studio materials and equipment, and items needed to provide students with a proper and safe working/learning environment. The departmental objective for these courses is based on student success as follows:

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

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

ART - 7099 - Graduate Thesis

2020-2021 Graduate New Course Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking 🛈 next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester*	Fall

Desired Effective Year*	2021

Course Information

Course Prefix*	ART

Course Number*	7099

Course Title*	Graduate Thesis

Course Type*	Art

Catalog Course Description*	The course is the culminating experience for the Masters of Fine Art degree. The thesis exhibition will be completed to the satisfaction of the MFA candidate's thesis committee. A written component as specified by MFA candidate's discipline(s) and/or thesis committee to document the research conducted and the implications of the findings to the field of visual art. ART 7099 is a two credit hour course.

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

Is this a variable credit hour course?*	☐ Yes ☑ No

Lec Hrs*	1.0

Lab Hrs*	1.0

Credit Hrs*	2.0

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☐ Yes ☑ No	If yes, indicate maximum number of credit hours counted toward graduation.*	2

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

Prerequisites	Successful completion of Art 6078

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status*	◉ Active-Visible ○ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?		Grading*	Satisfactory/Unsatisfactory - No IP

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

Justification and Assessment

What is the rationale for adding this course?*	ART 7099 is the culminating experience for graduate students seeking their Master of Fine Arts degree at the University of West Georgia. Students will present evidence of research and professional development through an individual thesis exhibition and corresponding written materials. Students will submit their final portfolio including but not limited to their dossier, professional documentation of their thesis exhibition and studio research, completed throughout the students time in the MFA program. This

course will contribute to the credit hour requirement of UWG's credit hour policy for graduate degrees conferred.

| Student Learning Outcomes* | - Mount an exhibition based on the significance of their research and studio practice, and that contributes to the body of knowledge and practice in art.

- Present evidence of their graduate research and exhibition through a professional, self-published catalog of their thesis work.

- Clearly articulate their research, professional practice, and pedagogical philosophy in their dossier and through an oral presentation.

- Submit a professional portfolio.

- Publicize their work through traditional and digital media platforms. |

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

| Syllabus* | ⦿ I have attached the REQUIRED syllabus. |

Resources and Funding

| Planning Info* | ⦿ Library Resources are Adequate |
| | ◯ Library Resources Need Enhancement |

| Present or Projected Annual Enrollment* | We project 3 to 5 students in the MFA program our initial year with a project growth of 10 to 15 by year 3. |

| Will this course have special fees or tuition required?* | ☐ Yes ☑ No | | If yes, what will the fee be?* | none |

| Fee Justification | |

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department*	College of Arts and Humanities	Department of Art

Is this a School of Nursing course?* ◯ Yes ⦿ No

Is this a College of Education course?* ◯ Yes ⦿ No

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

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

ART 7099 Graduate Thesis 1/1/2

Course Description: The course is the culminating experience for the Masters of Fine Art degree. The thesis exhibition will be completed to the satisfaction of the MFA candidate's thesis committee. A written component as specified by MFA candidate's discipline(s) and/or thesis committee to document the research conducted and the implications of the findings to the field of visul art. ART 7099 is a two credit hour course.

Learning Outcomes: Candidates will:

- Mount an exhibition based on the significance of their research and studio practice, and that contributes to the body of knowledge and practice in art.

- Present evidence of their graduate research and exhibition through a professional, self-published catalog of their thesis work.

- Clearly articulate their research, professional practice, and pedagogical philosophy in their dossier and through an oral presentation.

- Submit a professional portfolio.

- Publicize their work through traditional and digital media platforms.

Course Summary

ART 7099 defines the culmination of the candidate's MFA program as evidenced in the presentation of the individual's body of work. Candidates will complete and present a thesis exhibition, an oral presentation, and written requirements. As such, candidates will continue to work with their graduate committee throughout this course.

Lab and Studio Responsibilities

Facilities, studios, equipment, technology and some consumable materials are paid for with lab and technology fees not departmental budget money. The way you treat these things is directly related to the quality of the experience you will have in this program. If you break or lose items there is a possibility they will be immediately replaced. For security reasons, the self-closing doors should never be propped open.

Texts

TBD by Graduate Student and Area Faculty
Additional Text and PDF handouts may be assigned by the instructor

Grades:

(Percentages as defined by the individual candidate's specific discipline. Percentages for interdisciplinary candidates will be defined in consultation with the candidate's committee, disciplines' faculty and the Graduate Director.)

Successful completion of MFA Thesis: (100% total)

- Exhibition: no less than 65%
- All other MFA Thesis requirements: no less than 10%

Grading Scale

Satisfactory or Unsatisfactory

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

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

HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance:

http://www.usg.edu/hb280/additional_information#

You may also visit our website for help with USG Guidance:

https://www.westga.edu/police/campus-carry.php

● **DOA Course Fees for Studio Art Courses:**

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

The Studio Art Course Fee are a flat rate fee for students enrolled in various studio art courses, and are applied to purchases and maintenance of art studios, studio materials and equipment, and items needed to provide students with a proper and safe working/learning environment. The departmental objective for these courses is based on student success as follows:

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

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

ENGL - 5304 - Advanced Writing in Disciplines

2020-2021 Graduate New Course Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking ⓘ next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester*	Fall

Desired Effective Year*	2020

Course Information

Course Prefix*	ENGL

Course Number*	5304

Course Title*	Advanced Writing in Disciplines

Course Type*	English

Catalog Course Description*	Advanced composition course focusing on syntactical and rhetorical skills necessary for effective communication in a variety of professional settings and disciplines. Students will study the principles of sentence construction and persuasion, and learn to perform structural and functional analyses of both in order to address particular audiences in specific situations. They will also explore the relationship between multimodality and accessibility in the creation and reception of meaning. Open to all MA students.

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

Is this a variable credit hour course?*	☐ Yes ☑ No

Lec Hrs*	3

Lab Hrs*	0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation? *	☐ Yes ☑ No	**If yes, indicate maximum number of credit hours counted toward graduation.*** n/a

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

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	1	**Grading*** Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?*	Job managers who oversee the employment of recent college graduates routinely assert that their analytical thinking and communication skills are lacking. According Forbes, 60% of managers surveyed in 2016 claim that new graduates do not have "the critical thinking and problem-solving skills" necessary to succeed at the jobs for which they are hiring, 56% said new graduates do not pay sufficient attention to detail, and 44% said new graduates were lacking in writing proficiency specifically. In addressing these concerns, this class confronts the reality that knowledge of grammar alone will not improve writing style. Near unanimous research in writing studies concludes that in order for knowledge of grammar to materially improve writing style, students must be given repeated opportunities to practice making conscious connections between the two. This course aims to both strengthen students' understanding of language's syntactical functions and to apply that understanding of language to a variety of rhetorical purposes. To that end, students will use the course's provided technologies to support their writing and not the other way around. The foundational rhetorical and writing strategies that have proved effective in onsite classes have been migrated online in order to reach a broader, more interdisciplinary audience.

Student Learning Outcomes*	Student Learning Outcomes Students will… • Practice syntactical analysis through the study of structural "templates." • Practice rhetorical analysis of varied and increasingly complex texts. • Create written artifacts that demonstrate the connection between syntactical awareness and rhetorical purpose. • Develop the understanding of writing as a process, which for professionals tends to involve multiple drafts as well as peer feedback. • Produce field-specific projects that combine syntactical and rhetorical awareness to emphasize how different disciplines use language for different purposes.

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus*	⊙ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	⊙ Library Resources are Adequate ◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	3

Will this course have special fees or tuition required? * ☐ Yes ☑ No	**If yes, what will the fee be?** * 0

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

School/ Department * Department of English and Philosophy

Is this a School of Nursing or University College course? * ○ Yes ◉ No	**Is this a College of Education course?** * ○ Yes ◉ No

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

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

SYLLABUS

ENGL 4305: Advanced Writing in Disciplines

"Readers and writers meet at the sentence."—Stephen Lewis

Course Description

How do we process language and intention? What patterns and strategies are employed by readers and writers across disciplines to effectively give or exchange information with different audiences? This course approaches these questions from the perspective that writing well and communicating productively is of paramount importance in the professional world. Feedback from Fortune 500 executives lament the lack of candidates possessing the "soft skills" invaluable to the 21st-century workforce, a workforce where the static, stable skill sets from the past no longer apply in our dynamically changing global economic and cultural landscape. Being "future proof" today means being able to critically and thoughtfully react to unknown and unfamiliar contexts and to reinvent and reimagine our thinking on the fly; this kind of work *is* what work itself is becoming. Given these high-stakes writing expectations, it's understandable that some anxiety may linger, even amongst students closing in on graduation, around what it *really* means to learn to write with an effective style.

By pairing a deliberate, technical examination of English language syntax with an applied, productive practice of rhetorical theory, English 4305 will help students become more confident in both their understanding of how the English language functions and their abilities to compose with that language to meet myriad rhetorical purposes. After completing a series of modules focused on specific syntactical patterns and rhetorical strategies, students will apply these refined skills to two practical, professionally oriented analytical projects, thereby empowering them to feel better prepared to start their chosen careers. Thus, students from all departments will benefit from this course's focused, upper-division study of some of the more technical aspects English language structure and usage, and how this language actually gets applied to critical thinking and writing in the real-world disciplines they are preparing to enter.

Learning Outcomes

Students will learn to:

- Identify and analyze the appeals through which writers and speakers work to inform, persuade, and/or motivate audiences according to context;
- Recognize and apply the rules and conventions that govern the structure of sentences in the modern English language;
- Examine the general principles of multimodal composition and persuasion;
- Demonstrate in writing discipline-specific critical facilities in convincing and well-supported analyses of course material.

Course Format

This course is delivered entirely online through CourseDen, using online readings, videos, and discussions as well as assigned readings and weekly exercises from the one required book listed below. It cannot be taken on your phone. You will need a computer, preferably with good Wi-Fi or ethernet connectivity. Chrome is the best browser for being able to "see" everything correctly.

If you choose to use the library or lab to take this course, please be sure to bring earphones; there are voiced videos associated with many of the modules.

You will progress through a series of modules designed to familiarize you with increasingly complex sentence structures as well as the rhetorical possibilities associated with how we choose to present our ideas to others. You may proceed at your own pace within the given timeframe for each unit, though you must have finished the work for each module by the date listed in the schedule below. The final two units are composed of your longer projects, each of which will have multiple due dates before completion.

Potential Texts

Students will read a variety of texts that provide foundational knowledge in syntax and rhetoric. Everything will be provided online or through CourseDen except the following book, which all students will need to purchase.

Lewis, Stephen. *Templates of Style and Usage for Writers*. Broadview, 2015. 978-1-55481-142-7.

Assignment Overview
- **Weekly syntax exercises**: a series of multiple choice and fill in the blank exercises that focus on the syntactical "templates" covered by the assigned reading for each week.
- **Weekly rhetorical exercises:** a series of short written responses designed to have students reflect on a variety of persuasive texts and practice composing writing for different persuasive purposes.
- **Ad analysis project:** a comparative analysis of two magazine articles that focuses on purpose, audience, rhetorical appeals, tone, design, and identity.
- **Disciplinary analysis project:** a comparative analysis of one scholarly and one popular representation of your field that focuses on the syntactical and rhetorical strategies employed by each. Project involves research, a proposal, multiple drafts, and peer review.
- **Issue analysis project:** a rhetorical analysis of an issue of importance or controversy within your discipline that both joins a conversation with experts inside the field and translates it to an audience outside the filed. Project involves research, a proposal, multiple drafts, and peer review.

Grading
Grades are assigned on the basis of weekly exercises and formal on written assignments.

Weekly syntax exercises	16%
Weekly rhetorical exercises	16%
Ad analysis project	18%
Disciplinary analysis project	25%
Issue analysis project	25%
Total:	100 %

Letter grades are assigned according to the following grading scale:

A: 90-100%   B: 80-89%   C: 70-79%   D: 60-69%   F: 59% or less

Potential Schedule with Assignments

When?	What?
Introduction	Read syllabus, take syllabus quiz, and post your self-introduction
Unit 1 ~1 week	Read Chapter One of *Templates* and "Introduction to Rhetorical Situation" Due at end of unit: weekly exercises
Unit 2 ~1 week	Read: Chapter Two of *Templates* and "Rhetorical Situation: Dialect and Style" Due at end of unit: weekly exercises
Unit 3 ~1 week	Read: Chapter Three of *Templates* and "Rhetorical Situation Concluded" Due at end of unit: weekly exercises
Unit 4 ~1 week	Read: Chapter Four of *Templates* and "Persuasive Genres: Advertising" Due at end of unit: weekly exercises
Unit 5 ~1 week	Read: Chapter Five of *Templates* and "Sample Ad Analysis and Strategies" Due at end of unit: syntax exercises and Ad Analysis
Unit 6 ~1 week	Read: Chapter Six of *Templates* and "Listening to a Text" Due at end of unit: weekly exercises
Unit 7 ~1 week	Read: Chapters Seven and Eight of *Templates* and "Questioning a Text" Due at end of unit: weekly exercises
Unit 8 ~1 week	Read: Chapters Nine and Ten of *Templates* and "Literacy Narratives and Memoir" Due at end of unit: weekly exercises
Unit 9 ~2-3 weeks	Disciplinary Analysis Project: completed in steps with intermediate deadlines Due at end of unit: finalized project
Unit 10 ~4-5 weeks	Issue Analysis Project: completed in steps with intermediate deadlines Due at end of unit: finalized project

The overall course follows the same trajectory as the undergraduate class, but the final projects will be significantly longer.

HIST - 6699 - Thesis

2020-2021 Graduate Revise Course Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking ⓘ **next to the print icon directly above this message.**

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

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

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

Proposed Modifications (Check all that apply) *

- ☐ Course Title
- ☐ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☐ Catalog Description
- ☑ Credit Hours
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester* `Summer`

Desired Effective Year * `2020`

Course Information

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

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

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

Course Prefix* | HIST

Course Number* 6699

Course Title* Thesis

Long Course Title

Course Type - DO NOT EDIT* | History

Catalog Course Description* Thesis

Prerequisites* none

Corequisites* none

Frequency - How many semesters per year will this course be offered? | 3

Grading Satisfactory/Unsatisfactory - No IP

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal will need to be submitted.

Lec Hrs 1-3

Lab Hrs	0

Credit Hrs	1-3

Status*	⦿ Active-Visible ◯ Inactive-Hidden

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

> **Cross-listing**
> **Restrictions**
> **Repeat for Credit**

Cross-listing	

Restrictions	

Can a student take this course multiple times, each attempt counting separately toward graduation? *	☑ Yes ☐ No		**If yes, indicate maximum number of credit hours counted toward graduation.***	6

Justification and Assessment

What is the rationale for the requested course changes?*	Students in the MA History program on the Thesis track are required to take 6 hours of thesis. If students are on the Public History track, they are required to take 3 hours. Students may take additional thesis hours to prepare for their defense, but thesis hours are currently set at 3. We propose to change the hours to variable so that students may take the additional hours need to finish their thesis that correspond with the amount of work remaining on the thesis. We feel that this flexibility will enable students to finish our program in a timely manner.

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

REQUIRED ATTACHMENTS

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

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as <u>one</u> document.

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

objectives/outcomes and include link to the Common Language for Course
Syllabi: **http://www.westga.edu/UWGSyllabusPolicies/**

Syllabus * ☐ I have attached the syllabus.

☑ N/A

Resources and Funding

Planning Info * ◉ Library Resources are Adequate

○ Library Resources Need Enhancement

Present or Projected Annual Enrollment * 35

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

If yes, what will the fee be? * na

Fee Justification * there are no fees associated with this course modification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

College - School/ Department - DO NOT EDIT * | College of Arts and Humanities | | Department of History |

Is Senate Review Required? * ◉ Yes ○ No

Is this a School of Nursing course? * ○ Yes ◉ No

Is this a College of Education course? * ○ Yes ◉ No

Course ID * na

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

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

Instructional Technology, Media and Design, M.Ed., Concentrations in Instructional Technology, School Library Media

2020-2021 Graduate Revise Program Request

Introduction

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

Please TURN ON the help text before starting this proposal by clicking ⓘ **next to the print icon directly above this message.**

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

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

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

If other, please identify.	Updated course / program names. Added program notes for clarity.

Desired Effective Semester*	Fall	**Desired Effective Year***	2020

Program Information

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

Type of Program*	⦿ Program
	◯ Shared Core

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

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

> **Program Name**
> **Program Description**

Program Name*	Instructional Technology, Media and Design, M.Ed., Concentrations in Instructional Technology, School Library Media

Program ID - DO NOT EDIT*	2809

Program Code - DO NOT EDIT	

Program Type*	Master's

Degree Type*	Master of Education

Program Description*	The online Master of Education with a major in media includes three tracks: Instructional Technology, School Library Media, and School Library Media with Instructional Technology certification. All three are designed to prepare students to be progressive, innovative, and academically grounded in theory and rooted in practice. Graduates of the Instructional Technology program apply their skills in the marketplace of the P - 12 school, as well as higher education, corporate environment, health care and governmental organizations. Graduates of the School Library Media program are well grounded in the day-to-day management of the P - 12 School Library Media Centers. While in the program, Instructional Technology students have the opportunity to collaborate with stakeholders through technology-based tools and applications while School Library Media students derive learning experiences from practical field experiences in library settings. Faculty teaching in the program are grounded in theoretical perspective and practical application of knowledge to ensure that candidates are able to immediately apply learning objectives in diverse educational settings.

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Program Location*	Online

Curriculum Information

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click <u>here</u> for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

In order to delete courses that you are removing the courses from you program, please follow these steps:

> **First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the ✖ and proceed.**
> **Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the ✖ and proceed.**

Step 2 - Adding New Courses

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

> **If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ↓ icon to import the "University of West Georgia General Education Requirements."**
> **For courses already in the catalog, click on "Import Course" and find the courses needed.**
> **For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.**

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Prospective Curriculum*

Degree Requirements

Entry Degree: Bachelors Exit Degree: M.Ed. Media (36 hrs required) Entry Certification: Renewable Professional or no certificate Potential Exit Certification: S-5 instructional technology

Instructional Technology Concentration

Education Core (6 hrs)

EDRS 6301 Introduction to Research in the Human Sciences
[Right] (required)

CEPD 6101 Psychology of Classroom Learning

CURR 6575 Curriculum Trends and Issues

MEDT 7266 Comprehensive Exam for M.Ed. or Non-Degree IT
[Right] (required)

Instructional Technology Certification (12 hrs)

MEDT 7461 Instructional Technology, Media, and Design

MEDT 7468 Instructional Multimedia Design and Development

MEDT 7476 Assessing Learning in Technology-Enhanced Instruction

MEDT 7490 Visual and Media Literacy for Teaching and Learning

IT Focused Core (3 hrs)

MEDT 7464 Designing Technology Enhanced Instruction

Electives - (15 hrs - select 5 courses)

[Before]Online Teaching Endorsement or Online Teaching Certificate Elective Courses (9 hours)

MEDT 7472 Introduction to Distance Learning

[Right] (Prerequisite: MEDT 7461 or MEDT 7464)

MEDT 7491 Implementation, Assessment, and Evaluation of Online Learning

[Right] (Prerequisite: MEDT 7472)

MEDT 7492 Leadership and Administration of Online Learning and e-Learning

[Right] (Prerequisite or Co-requisite: MEDT 7491)

[Before]Additional Elective Courses

MEDT 7462 Internet Tools, Resources, and Issues in Education

MEDT 7466 Digital Photography in Instruction

MEDT 7467 Web Design for Instruction

MEDT 7470 Digital Media Production and Utilization

MEDT 7479 Digital Game-Based Learning

MEDT 7480 Global Learning and Collaboration with Technology

MEDT 7485 Special Topics in Media

[Right] (with advisor approval)

[After] Others to be approved by advisor

[After] 1. The Instructional Technology Certification courses (e.g., MEDT 7461, MEDT 7468, MEDT 7476, and MEDT 7490) are required courses for Instructional Technology Certification through the Georgia Professional Standards Commission (GaPSC) but can be taken as electives for non-certification students. 2. Subscription to Tk20 required (or other program assessment database as directed) 3. Special Education in the Regular Classroom – House Bill 671 requirement must be met – course or training or current Renewable Professional certificate. 4. Students must pass the GACE Content Assessments for IT if they seek certification. 5. Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification and Online Teaching Endorsement. 6. The Online Teaching Endorsement and the Online Teaching Certificate are two program options that require the same courses but are tailored to two distinct audiences. The endorsement is designed for students who hold a current clear, renewable teaching certificate at level 4 or higher, in accordance with the requirements of the Georgia Professional Standards Commission. The certificate is designed for students working in non-K-12 environments (i.e., higher education, industry, military) who wish to improve their online design and facilitation

competencies. 7. The Online Teaching Endorsement and the Online Teaching Certificate courses can only be taken one-

per-semester. Therefore, the programs take between three and four semesters at a minimum. 8. The courses MEDT 7476 and MEDT 7491 are not offered in summer semesters. 9. To graduate, students must hold a minimum of a "B" average (i.e., 3.0).

Justification and Assessment

Rationale* Our revisions included updating the program name (i.e., Instructional Technology, Media, and Design), which was approved by the BOR in fall 2019; organizing the Electives section to create two sub-sections for clarity related to the potential for students to embed the Online Teaching Endorsement or the Online Teaching Certificate into their M.Ed. Related prerequisites were added to the courses MEDT 7472, 7491, and 7492. Revisions were made to the notes beneath the table. These revisions clarify important advising rules and requirements as well as GaPSC rules. In addition, we revised the course name of MEDT 7472 to say Distance Learning and not Distance Education. We updated the EDRS 6301 course name to reflect its change to Introduction to Research in the Human Sciences. We added the MEDT 7266: Comprehensive Exam for M.Ed. or Non-Degree IT to guide students' comprehensive exam requirements during their final semester. We updated the name of MEDT 7461 to Instructional Technology, Media, and Design. We changed the MEDT 7492 Prerequisite of MEDT 7491 to being either Prerequisite or Corequisite.

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

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

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

Please download the assessment template from here complete, and upload.

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

Assessment Plan*	☐ I have attached the Assessment Plan.
	☑ N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

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

School/ Department - DO NOT EDIT*	Department of Educational Technology and Foundations

Is this a School of Nursing Program?*	○ Yes ◉ No	**Is this a College of Education Program?**	◉ Yes ○ No

Education Program!
*

Is Senate Review required? * ◯ Yes

◉ No

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

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

/

Student Name:	Student ID#:

University of West Georgia
Degree: M.Ed. in Media
Concentration: Instructional Technology

Entry Degree: Bachelors

Entry Certification: Renewable Professional or no certificate

Potential Exit Certification: S-5 instructional technology

Exit Degree: M.Ed. Media (36 hrs required)

Specific courses are to be determined collaboratively between student and advisor.

Course Prefix and Number	Course Title	Credit hours	Semester	Grade
Education Core (6 hours required)				
EDRS 6301	Research in Education (**required**)	3		
CEPD 6101	Psychology of Classroom Learning	3		
CURR 6575	Curriculum Trends and Issues	3		
Instructional Technology Certification*				
MEDT 7461	Instructional Design	3		
MEDT 7468	Instructional Multimedia Design and Development	3		
MEDT 7476	Assessing Learning in Tech-Enhanced Instruction	3		
MEDT 7490	Visual and Media Literacy for Teaching and Learning	3		
IT Focused Core				
MEDT 7464	Designing Technology Enhanced Instruction	3		
Electives (15 hours required)				
MEDT 7462	Internet Tools, Resources & Applications	3		
MEDT 7466	Digital Photography in Instruction	3		
MEDT 7467	Web Design for Instruction	3		
MEDT 7470	Digital Media Production & Utilization	3		
MEDT 7472	Introduction to Distance Education	3		
MEDT 7479	Digital Game Based Learning	3		
MEDT 7480	Global Learning and Collaboration with Technology	3		
MEDT 7485	Special Topics (with advisor approval)	3		
MEDT 7491	Implementation, Assessment, and Evaluation of Online Learning	3		
MEDT 7492	Leadership and Administration of Online Learning and e-Learning	3		
	Others to be approved by advisor			

*Required courses for Instructional Technology Certification through the Georgia Professional Standards Commission (GaPSC) but can be taken as electives for non-certification students

- Subscription to Tk20 required (or other program assessment database as directed)
- Special Education in the Regular Classroom – House Bill 671 requirement must be met – course or training or current Renewable Professional certificate.
- Students must pass the GACE Content Assessments for IT if they seek certification.
- Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification.

Student Signature:	Student E-mail:
Student Phone:	Student Mailing Address:
Approved (Advisor Signature): Date:	Approved (Departmental Signature): Date:

EFFECTIVE Fall 2019

PROPOSED

Student Name: **Student ID#**:

University of West Georgia
Degree: M.Ed. in Instructional Technology, Media, and Design
Concentration: Instructional Technology

Entry Degree: Bachelors
Entry Certification: Renewable Professional or no certificate **Potential Exit Certification:** S-5 instructional technology

Exit Degree: M.Ed. in Instructional Technology, Media, and Design (36 hrs required)

Specific courses are to be determined collaboratively between student and advisor.

Course Prefix and Number	Course Title	Credit hours	Semester	Grade
Education Core (6 hours required)				
EDRS 6301	Introduction to Research in the Human Sciences (**required**)	3		
CEPD 6101	Psychology of Classroom Learning	3		
CURR 6575	Curriculum Trends and Issues	3		
MEDT 7266	Comprehensive Exam for M.Ed. or Non-Degree IT **(required)**	0		
Instructional Technology Certification (12 hours)				
MEDT 7461	Instructional Technology, Media, and Design	3		
MEDT 7468	Instructional Multimedia Design and Development	3		
MEDT 7476	Assessing Learning in Tech-Enhanced Instruction	3		
MEDT 7490	Visual and Media Literacy for Teaching and Learning	3		
IT Focused Core (3 hours)				
MEDT 7464	Designing Technology Enhanced Instruction	3		
Electives (15 hours)				
Online Teaching Endorsement or Online Teaching Certificate Elective Courses (9 hours)				
MEDT 7472	Introduction to Distance Learning (Prerequisite: MEDT 7461 or MEDT 7464)	3		
MEDT 7491	Implementation, Assessment, and Evaluation of Online Learning (Prerequisite: MEDT 7472)	3		
MEDT 7492	Leadership and Administration of Online Learning and e-Learning (Prerequisite or Corequisite: MEDT 7491)	3		
Additional Elective Courses				
MEDT 7462	Internet Tools, Resources & Issues in Education	3		
MEDT 7466	Digital Photography in Instruction	3		
MEDT 7467	Web Design for Instruction	3		
MEDT 7470	Digital Media Production & Utilization	3		
MEDT 7479	Digital Game-Based Learning	3		
MEDT 7480	Global Learning and Collaboration with Technology	3		
MEDT 7485	Special Topics in Media (with advisor approval)	3		
	Others to be approved by advisor			

Notes:
1. The Instructional Technology Certification courses (e.g., MEDT 7461, MEDT 7468, MEDT 7476, and MEDT 7490) are required courses for Instructional Technology Certification through the Georgia Professional Standards Commission (GaPSC) but can be taken as electives for non-certification students.
2. Subscription to Tk20 required (or other program assessment database as directed)
3. Special Education in the Regular Classroom – House Bill 671 requirement must be met – course or training or current Renewable Professional certificate.
4. Students must pass the GACE Content Assessments for IT if they seek certification.
5. Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification and Online Teaching Endorsement.
6. The Online Teaching Endorsement and the Online Teaching Certificate are two program options that require the same courses but are tailored to two distinct audiences. The endorsement is designed for students who hold a current clear, renewable teaching certificate at level 4 or higher, in accordance with the requirements of the Georgia Professional Standards Commission. The certificate is designed for students working in non-K-12 environments (i.e., higher education, industry, military) who wish to improve their online design and facilitation competencies.

7. The Online Teaching Endorsement and the Online Teaching Certificate courses can only be taken one-per-semester. Therefore, the programs take between three and four semesters at a minimum.
8. The courses MEDT 7476 and MEDT 7491 are not offered in summer semesters.
9. To graduate, students must hold a minimum of a "B" average (i.e., 3.0).

Student Signature:	**Student E-mail**:
Student Phone:	**Student Mailing Address**:
Approved (Advisor Signature): **Date**:	**Approved (Departmental Signature)**: **Date**:

EFFECTIVE Fall 2020

Media Specialist Educator Certification Program and Instructional Technology Educator Certification Program

2020-2021 Graduate Revise Program Request

Introduction

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

Please TURN ON the help text before starting this proposal by clicking 🛈 next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

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

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

If other, please identify.

Desired Effective Semester* Fall

Desired Effective Year* 2020

Program Information

530/766

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

Type of Program*	⦿ Program
	◯ Shared Core

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

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

Program Name
Program Description

Program Name*	Media Specialist Educator Certification Program and Instructional Technology Educator Certification Program

Program ID - DO NOT EDIT*	2811

Program Code - DO NOT EDIT	

Program Type*	Educator Certification

Degree Type*	Educator Certification

Program Description*	In addition, the Department offers initial and add-on certification in Media Specialist and add-on certification in Instructional Technology. Students who possess a master's degree and hold or are eligible for a Georgia teaching certificate can do the add-on certification program in school library media and/or instructional technology; those with a master's degree and no teaching certification are eligible for the initial certification program in school library media only. In both cases, students are given individual programs that are based on their entry skills and previous course work.

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Program Location*	Online

Curriculum Information

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click <u>here</u> for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

In order to delete courses that you are removing the courses from you program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the ✗ and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the ✗ and proceed.

Step 2 - Adding New Courses

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

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

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Prospective Curriculum *	**Instructional Technology Educator Certification**

Certification in Instructional Technology - IT Focused Core (12 hrs)

MEDT 7461 Instructional Technology, Media, and Design

MEDT 7468 Instructional Multimedia Design and Development

MEDT 7476 Assessing Learning in Technology-Enhanced Instruction

MEDT 7490 Visual and Media Literacy for Teaching and Learning

MEDT 7266 Comprehensive Exam for M.Ed. or Non-Degree IT

[After] Notes: 1. Subscription to Tk20 required (or other program assessment database as directed) 2. Students must pass the GACE Content Assessments for IT if they seek certification. 3. Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification. 4. The course MEDT 7476 is not offered in summer semesters

Justification and Assessment

Rationale* Added the 0-hour MEDT 7266: Comprehensive Exam for M.Ed. or Non-Degree IT course to the program sheet. We updated the name of MEDT 7461 to Instructional Technology, Media, and Design.

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

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to cjenks@westga.edu

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

SACSCOC Comments

<u>**REQUIRED ATTACHMENTS**</u>

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking [icon] in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from **here**, and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as <u>one</u> document.

2.) Assessment Plan

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

Please download the assessment template from **here** complete, and upload.

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

Assessment Plan*
☐ I have attached the Assessment Plan.
☑ N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being <u>rejected</u> and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact

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

School/ Department - DO NOT EDIT *   Department of Educational Technology and Foundations

Is this a School of Nursing Program? *   ◯ Yes ⦿ No

Is this a College of Education Program? ⦿ Yes ◯ No
*

Is Senate Review required? *   ◯ Yes
⦿ No

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

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

/

Student Name: **Student ID#**:

University of West Georgia
Program: Non-Degree Educator Certification in Media
Concentration: Instructional Technology (IT)

Entry Degree: Master's Degree

Entry Certification: Renewable Professional
Certificate

Exit Degree: No Change

Exit Certification: S-5 Instructional Technology

Certification in Instructional Technology (12 hours)

Course Prefix and Number	Course Title	Credit Hours	Semester	Grade
MEDT 7461	Instructional Design	3		
MEDT 7468	Instructional Multimedia Design and Development	3		
MEDT 7476	Assessing Learning in Tech-Enhanced Instruction	3		
MEDT 7490	Visual and Media Literacy for Teaching and Learning	3		

- Subscription to Tk20 required (or other program assessment database as directed).
- Students must pass the GACE Content Assessment for Instructional Technology if they seek certification.
- Renewable Professional Certificate upon admission required for eligibility for Instructional Technology certification.

Student Signature:	**Student E-mail**:
Student Phone:	**Student Mailing Address**:
Approved (Advisor Signature): **Date**:	**Approved (Departmental Signature)**: **Date**:

EFFECTIVE Fall 2019

Student Name:	Student ID#:

University of West Georgia
Program: Non-Degree Educator Certification in Media
Concentration: Instructional Technology (IT)

Entry Degree: Master's Degree

Entry Certification: Renewable Professional Certificate

Exit Degree: No Change

Exit Certification: S-5 Instructional Technology

Certification in Instructional Technology (12 hours)

Course Prefix and Number	Course Title	Credit Hours	Semester	Grade
MEDT 7461	Instructional Technology, Media, and Design	3		
MEDT 7468	Instructional Multimedia Design and Development	3		
MEDT 7476	Assessing Learning in Tech-Enhanced Instruction	3		
MEDT 7490	Visual and Media Literacy for Teaching and Learning	3		
MEDT 7266	Comprehensive Exam for M.Ed. or Non-Degree IT	0		

Notes:
1. Subscription to Tk20 required (or other program assessment database as directed)
2. Students must pass the GACE Content Assessments for IT if they seek certification.
3. Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification.
4. The course MEDT 7476 is not offered in summer semesters.

Student Signature:	Student E-mail:
Student Phone:	Student Mailing Address:
Approved (Advisor Signature): Date:	Approved (Departmental Signature): Date:

EFFECTIVE Fall 2020

MEDT - 7266 - Comprehensive Exam for M.Ed. or Non-Degree IT

2020-2021 Graduate New Course Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking 🛈 **next to the print icon directly above this message.**

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester* Fall	**Desired Effective Year*** 2020

Course Information

Course Prefix* MEDT	**Course Number*** 7266

Course Title* Comprehensive Exam for M.Ed. or Non-Degree IT

Course Type* Media and Instructional Technology

Catalog Course Description* A comprehensive final examination, in the form of a portfolio, is administered during the semester immediately preceding graduation to all candidates seeking the M.Ed. in Instructional Technology, Media, and Design (Instructional Technology Concentration) degree or seeking the Post-Baccalaureate Non-Degree Certification in Media (Instructional Technology Concentration). The comprehensive exam will be submitted via CourseDen.

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

Is this a variable credit hour course?*	☐ Yes ☑ No

Lec Hrs*	0

Lab Hrs*	0

Credit Hrs*	0

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☐ Yes ☑ No	**If yes, indicate maximum number of credit hours counted toward graduation.*** n/a

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

Prerequisites	

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	3	**Grading*** Satisfactory/Unsatisfactory - No IP

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

Justification and Assessment

What is the rationale for adding this course?*	Adding this 0-hour comprehensive exam course to the M.Ed. and Non-degree programs will allow program faculty to better direct students' final portfolio creation in the programs.

Student Learning Outcomes*	The student will: 1) Create a portfolio aligned to the ISTE Standards for Coaches (ISTE-C) or the Association for Talent Development Competency Model (ATD); 2) Explain how their learning and professional growth align to the standards (i.e., ISTE-C or ATD) as supported by appropriate artifacts; 3) Describe how their knowledge and skills gained in the program have influenced their professional development.

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:
http://www.westga.edu/UWGSyllabusPolicies/

Syllabus* ⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* ⦿ Library Resources are Adequate

⦾ Library Resources Need Enhancement

Present or Projected Annual Enrollment* 30

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

If yes, what will the fee be?* n/a

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs**.**

If there are any questions or concerns regarding the routing of your proposal please contact

curriculog@westga.edu.

School/ Department*	Department of Educational Technology and Foundations

Is this a School of Nursing course?* ○ Yes ◉ No

Is this a College of Education course?* ◉ Yes ○ No

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

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

MEDT 7266 Comprehensive Exam for M.Ed. or Non-Degree IT

Semester/Year

Instructor Information

Instructor: Telephone (department):
Class Meeting Time & Location: Online Hours:
Office Location: Westga email:
Telephone (direct):   Skype or Google+ name

Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

CourseDen D2L Home Page   **Center for Academic Success**

D2L UWG Online Help (8 AM – 5 PM)   678-839-6280
Call: 678-839-6248 or 1-855-933-8946 or
email: **online@westga.edu**   **Distance Learning Library Services**

                                               Ingram Library Services
24/7/365 D2L Help Center
Call 1-855-772-0423   **Accessibility Services**
                                               678-839-6428
University Bookstore
                                               counseling@westga.edu
Student Services

College of Education Vision

The College of Education at the University of West Georgia will be recognized for leading *Innovation in Teaching, Leadership, and Wellness*, with programs designed to transform lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards, i.e., ISTE Standards for Coaches (ISTE-C) or the Association for Talent Development Competency Model (ATD) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

A comprehensive final examination, in the form of a portfolio, is administered during the semester immediately preceding graduation to all candidates seeking the M.Ed. in Instructional Technology, Media, and Design (Instructional Technology Concentration) degree or seeking the Post-Baccalaureate Non-Degree Certification in Media (Instructional Technology Concentration). The comprehensive exam will be submitted via CourseDen.

Credit Hours: 0

Texts, Readings, and Instructional Resources

Required Text(s)   None

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on how to purchase your account.
If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account.
For additional information about this resource, and to access the "How to" guides, visit the Tk20 webpage.

Approaches to Instruction

Instruction in this course will be delivered through 100% online. Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication. Students should continue to monitor their progress in the IT Advising Course at https://westga.view.usg.edu/d2l/home/1585425.

Course Objectives and Learning Outcomes

The student will:
1) Create a portfolio aligned to the ISTE Standards for Coaches (ISTE-C) or the Association for Talent Development Competency Model (ATD);

2) Explain how their learning and professional growth align to the standards (i.e., ISTE-C or ATD) as supported by appropriate artifacts;

3) Describe how their knowledge and skills gained in the program have influenced their professional development.

Assignments

Always refer to CourseDen for additional assignment details and due dates.

Portfolio: All students in Instructional Technology are required to submit an electronic portfolio. An eportfolio is a collection of work used to illustrate competency or mastery in some defined area of knowledge and/or set of skills. It also provides a means for reflection on personal and professional development. (Aligns to Objectives 1, 2, and 3; Rubric).

Required Elements
1. Introduction
2. Resume
    a. The resume should include information such as name, degrees/certifications earned with the year, contact information, and professional experiences.
3. Standards/Artifacts/Reflection
    a. For each standard (ISTE-C or ATD Competency):
        i. Select and present at least two artifacts that demonstrate your knowledge and skill in the area. Provide a brief annotation for each artifact. In the annotation, include (1) a title for the artifact, (2) a brief description of the artifact, (3) the course number and course title where the artifact was created, and (4) the relevant Conceptual Framework Descriptors.
        ii. Include a reflection on your learning and professional growth in the area related to the standards and the artifacts.
4. Overall Reflection
    a. Include a reflection to describe how your learning in the program overall has influenced your professional development.
5. Future Career Plans
    a. Include a description of your future career plans.

Graduate Exit Survey: All students will complete an exit survey at the end of the semester.

Grading Information and Policy

The pass/fail grade for MEDT 7266 will be recorded as "S" (Satisfactory, Pass) or "U" (Unsatisfactory, Fail). Candidates who receive a grade of "U" will have to re-enroll in MEDT 8466 during a following semester.

A rubric for the portfolio/comprehensive exam is provided in CourseDen.

Course Policies

Attendance Policy:

Students should continue to monitor their progress in the IT Advising Course at https://westga.view.usg.edu/d2l/home/1585425. At the beginning of the graduation semester, students must contact their advisor; participation and engagement with academic advisor up to the date of the delivery of the comprehensive exam is required.

Late Work:

There will not be a make-up date. Failure to submit the comprehensive exam by the deadline will be recorded as a U. The student will be required to re-enroll in a future semester.

Professional Conduct:

Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

UWG Policies

As of July 1, 2017, "campus carry" is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the USG Campus Carry Guidance webpage. Answers to specific questions can be found under the "Additional Information" tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi.** Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Center for Accessibility Services. UWG also provides Accessibility Statements for Technology that you may be required to use for this course.

Communication Rules

University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. Do not use the email function within CourseDen. ALL communication should transpire via the official UWG e-mail.

Network Etiquette:

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.

- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

The score on the portfolio will be returned up to four weeks after submission.

Class Schedule Information

The portfolio/comprehensive exam is due by the following deadline:

Spring Semester Deadline: March 1
Summer Semester Deadline: June 20
Fall Semester Deadline: October 31

Note: Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of CourseDen.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at UWG Online Student Help.

Center for Academic Success

The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer "Back on Track," a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of **Student Services** for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out **UWG Cares**.

Full URL Support for Courses

- **CourseDen D2L Home Page**
https://westga.view.usg.edu/
- **D2L UWG Online Help** (8 AM – 5 PM)
http://uwgonline.westga.edu/students.php
online@westga.edu
- **24/7/365 D2L Help Center**
https://d2lhelp.view.usg.edu/
- **University Bookstore**
http://www.bookstore.westga.edu/
- **Common Language for Course Syllabi**
https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
- **UWG Cares**
http://www.westga.edu/UWGCares/
- **Center for Disability**
https://www.westga.edu/student-services/counseling/accessibility-services.php
- **Student Services**
http://uwgonline.westga.edu/online-student-guide.php
- **Center for Academic Success**
http://www.westga.edu/cas/
- **Distance Learning Library Services**
- https://www.westga.edu/library/resource-sharing.php
- **Ingram Library Services**
http://www.westga.edu/library/
- **Proctored Exams**
http://uwgonline.westga.edu/exams.php#student
- **Student Services**
https://uwgonline.westga.edu/online-student-guide.php
- **UWG Accessibility Statements for Technology**
https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrgefffvts1

PHED - 7670 - Comprehensive Exam

2020-2021 Graduate New Course Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking 🛈 next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester* `Fall`

Desired Effective Year* `2020`

Course Information

Course Prefix* `PHED`

Course Number* 7670

Course Title* Comprehensive Exam

Course Type* `Physical Education`

Catalog Course Description* A comprehensive final examination is administered during the final semester to all candidates seeking a Master of Education in Physical Education.

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

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs*	0

Lab Hrs*	0

Credit Hrs*	0

Can a student take this course multiple times, each attempt counting separately toward graduation? *

☐ Yes
☑ No

If yes, indicate maximum number of credit hours counted toward graduation.* n/a

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

Prerequisites	n/a

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 2

Grading* Satisfactory/Unsatisfactory - No IP

Type of Delivery (Select all that apply)*

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

Justification and Assessment

What is the rationale for adding this course?* This is a required course in the revised Master in Physical Education Program.

Student Learning Outcomes*	The student will:

1. Demonstrate advanced knowledge of physical education disciplinary content and apply the content knowledge into teaching practice (Shape America Advanced Standard 1)

2. Demonstrate appropriate learning experiences that facilitate and enhance the growth of learners (Shape America Advanced Standard 2)

3. Demonstrate skills to further their own professional development and use their acquired knowledge to show how they will contribute to the physical education profession (Shape America Advanced Standard 3).

<u>REQUIRED ATTACHMENTS</u>

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus*	⊙ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	⊙ Library Resources are Adequate
	○ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	25

Will this course have special fees or tuition required?*	☐ Yes ☑ No		**If yes, what will the fee be?***	n/a

Fee Justification	

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department*	Department of Sport Management, Wellness, and Physical Education

Is this a School of Nursing course?*	○ Yes ● No		Is this a College of Education course?*	● Yes ○ No

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

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

PHED 7670: Comprehensive Exam

*Instructor Information

Instructor:	Telephone (department):
Class Meeting Time & Location:	Online Hours:
Office Location:	Westga email:
Telephone (direct):	Skype or Google+ name

*Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

CourseDen D2L Home Page

D2L UWG Online Help (8 AM – 5 PM)
Call: 678-839-6248 or 1-855-933-8946 or email: **online@westga.edu**

24/7/365 D2L Help Center
Call 1-855-772-0423

University Bookstore

Student Services

Center for Academic Success

678-839-6280

Distance Learning Library Services

Ingram Library Services

Accessibility Services
678-839-6428

counseling@westga.edu

College of Education Vision

The College of Education at the University of West Georgia will be recognized for leading Innovation in Teaching, Leadership, and Wellness, with programs designed to transform lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

*Course Information
Course Description

A comprehensive final examination is administered during the final semester to all candidates seeking a Master of Education in Physical Education.

Credit Hours: 3
Prerequisites: N/A
Co-requisites: N/A

Texts, Readings, and Instructional Resources

Required Text(s)

Suggested Text(s)

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on how to purchase your account.
If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account.
For additional information about this resource, and to access the "How to" guides, visit the Tk20 webpage.

Approaches to Instruction

Instruction in this course will be delivered through online sessions. Online tools such as discussion boards and chat rooms are required. Students are expected to use Course Den for information and communication.

*Course Objectives and Learning Outcomes

The student will:

1.   Demonstrate advanced knowledge of physical education disciplinary content and apply the content knowledge into teaching practice (Shape America Advanced Standard 1)

2.   Demonstrate appropriate learning experiences that facilitate and enhance the growth of learners (Shape America Advanced Standard 2)

3.   Demonstrate skills to further their own professional development and use their acquired knowledge to show how they will contribute to the physical education profession (Shape America Advanced Standard 3).

Assignments

Always refer to Course Den for assignment details and due dates.

Grading Information and Policy

Candidates are expected to review the rubric for each question so they know what is expected of their responses. Rubrics for each question are provided in CourseDen.

Each exam question will be scored based upon a 4 point rubric. The rubric includes the following descriptors: Unsatisfactory, Developing, Proficient, and Exemplary. Successful candidates who receive a "Pass" in PHED 7670 for the entire Comprehensive Exam will have a score of 3.0 (of 4) or greater for each question on the exam. Students scoring less than 3 out of 4 on the rubric for any question will have an opportunity to revise and resubmit.

Candidates will be notified of their scores via CourseDen approximately 2-3 weeks after the exam date.

Course Policies

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Attendance Policy:

In order to distribute Title IV funding (federal student aid), student attendance verification is required. For online courses, Students must post in the online discussion during week 1, to be considered as attending class. Students who do not post to the introductory discussions in week 1 module may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

Extra Credit:

No extra credit is provided in this course.

Late Work:

All assignments are due prior to class on the assigned date. Late assignments (without prior consent of the instructor) will not be accepted. Missed assessments (without prior consent of the instructor) cannot be made up.

Professional Conduct:

The student is expected to demonstrate professional dispositions in all courses, field experiences, and other settings in which the student represents the university. Professional dispositions

include but are not limited to attitude, dress, language, collegiality, preparedness, and punctuality. Professional disposition assessments are a significant part of the student's permanent file and will be used to determine the student's progress and continuation in the program.

Students are expected to display writing skills indicative of graduate level work. Therefore, all assignments will be graded with spelling, grammar, and sentence structure taken into consideration. Assignments not meeting a minimum standard may be returned. If an assignment is returned, the student will have 48 hours to resubmit the assignment with credit for the assignment beginning at 80%.

*UWG Policies

As of July 1, 2017, "campus carry" is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the USG Campus Carry Guidance webpage. Answers to specific questions can be found under the "Additional Information" tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi.** Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Center for Accessibility Services. UWG also provides Accessibility Statements for Technology that you may be required to use for this course.

Communication Rules

Network Etiquette:

Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times

My goal is to return major assignments within 7-10 days, depending on the amount of feedback required that time may be extended.

Class Schedule Information (can be a separate document)

Announcements concerning the exam, including procedures to prepare for and write the exam, will be posted online.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at UWG Online Student Help.

Center for Academic Success

The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer "Back on Track," a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of **Student Services** for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out **UWG Cares**.

Full URL Support for Courses

- **CourseDen D2L Home Page**
https://westga.view.usg.edu/
- **D2L UWG Online Help** (8 AM – 5 PM)
http://uwgonline.westga.edu/students.php
online@westga.edu
- **24/7/365 D2L Help Center**

https://d2lhelp.view.usg.edu/
- **University Bookstore**
http://www.bookstore.westga.edu/
- **Common Language for Course Syllabi**
https://www.westga.edu/administratio

n/vpaa/common-language-course-syllabi.php
- **UWG Cares**

http://www.westga.edu/UWGCares/
- **Center for Disability**

https://www.westga.edu/student-services/counseling/accessibility-services.php
- **Student Services**
  http://uwgonline.westga.edu/online-student-guide.php
- **Center for Academic Success**

http://www.westga.edu/cas/
- **Distance Learning Library Services**
- https://www.westga.edu/library/resource-sharing.php

- **Ingram Library Services**

http://www.westga.edu/library/
- **Proctored Exams**
  http://uwgonline.westga.edu/exams.php#student
- **Student Services**

https://uwgonline.westga.edu/online-student-guide.php
- **UWG Accessibility Statements for Technology**

https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqefffvts1f

Post-baccalaureate Certificate in Computational Mathematics

2020-2021 Graduate New Program Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking ⓘ **next to the print icon directly above this message.**

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

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

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

Desired Effective Semester*	Fall

Desired Effective Year*	2020

Program Information

Program Name*	Post-baccalaureate Certificate in Computational Mathematics

Degree Type*	Certificate

Program Description*	The Computational Mathematics certificate is designed to familiarize students with computational methods used in solving mathematical problems and their applications.

Program Location*	Carrollton

Status*	⦿ Active-Visible ◯ Inactive-Hidden

How will the proposed program be delivered?*	☐ Face-to-Face ☐ Online Only

Hybrid

Curriculum Information

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

Type of Program* ● Program
                        ○ Shared Core

PROGRAM CURRICULUM

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

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

Step 1 - Adding Courses to the Program

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

> **If this new program proposal includes the UWG Undergraduate General Education Curriculum, scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia General Education Requirements."**
> **For courses already in the catalog, click on "Import Course" and find the courses needed. You can select multiple courses at one time.**
> **For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number, and Course Title.**

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

Step 2 - Adding Courses to the Curriculum Schema

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

Prospective Curriculum*

Program Requirements

MATH 5013 Numerical Analysis
MATH 6503 Numerical Methods in Applied Mathematics
MATH 6513 Applied Linear Algebra
MATH 6984 Computational Mathematics Capstone

Justification and Assessment

Rationale* The mathematics department is frequently approached by teachers and instructors needing graduate-level math courses in order to be credentialed to teach at the college level. Our certificate programs will help them to meet their institution's requirements while allowing them to choose a content area that best suits their needs.

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

1. Students will demonstrate the ability to use computational methods to critically analyze real-world problems.
2. Students will demonstrate the ability to apply a variety of algorithms to solving computational problems.
3. Students will demonstrate the ability to analyze convergence and stability of computational algorithms.

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

2.) Program Map and/or Program Sheet

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

3.) Assessment Plan

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

Please download the assessment template from here complete, and upload.

4.) Curriculum Map Assessment

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

Check all that apply to this program*
☐ Significant departure from previously approved programs
☐ New instructional site at which more than 50% of program is offered

☑ None of these apply

SACSCOC Comments

Program Map* ☑ I have attached the Program Map.

USGBOR One Step Proposal* ☐ I have attached the USGBOR One Step Proposal.

☑ N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).

Assessment Plan* ☑ I have attached the Assessment Plan.

☐ N/A - Assessment Plan is not required (minor is a part of an existing major).

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs**.**

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

School/ Department* | Department of Mathematics

Is this a School of Nursing Program?* ○ Yes ⦿ No

Is this a College of Education Program? ○ Yes ⦿ No
*

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

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

BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA

CERTIFICATE NOTIFICATION FORM

Institution: University of West Georgia

College/Division: College of Science and Mathematics

Department: Mathematics

Name of Certificate: Computational Mathematics

CIP Code: 270304

Certificate Acronym: CERG
(Note: CERO -- undergraduate certificates of less than 30 hours; CER1 – undergraduate certificates greater than 30 hours; CERG – post-bachelor's [graduate] certificates; CERM – post-master's certificates, CERP – post-first professional certificates).

Number of Credit Hours of Core Curriculum Courses: 9

Total Credit Hours for Certificate Completion: 10

Start Date: Fall 2019

Approved by: _____
                         Vice President for Academic Affairs/Provost

2019-2020
Program Map
Graduate Certificate
Computational Mathematics

YEAR 1

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
MATH 5013	3	MATH 6513	3
MATH 6503	3	MATH 6984	1
SEMESTER TOTAL	6	SEMESTER TOTAL	4
Milestones		**Milestones**	
		• Complete Comprehensive Examination with 70% or higher	

YEAR 2

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		**Milestones**	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

YEAR 3			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		**Milestones**	

YEAR 4			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		**Milestones**	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

Computational Mathematics Certificate (MS)
Mathematics (CIP 270199)

Student Learning Outcome	Strategic Plan Connection	Measure/Method
L1. Students will demonstrate the ability to use computational methods to critically analyze real-world problems	1A, 2D	As part of the capstone course, MATH 6984, students will complete an original research project applying computational methods learned in the program courses to a real-world problem. They will write up their findings in a research paper and give an oral presentation outlining the results. Students will be graded on their ability to communicate their results and on the accuracy and effectiveness of their analysis. Data is reported as the total number of students achieving the success criterion over 3 semesters (Summer, Fall, & Spring)
L2. Students will demonstrate the ability to apply a variety of algorithms to solving computational	1A, 2D	All students enrolled in MATH 6503 (Numerical methods in Applied Mathematics) will take a comprehensive final exam. The data is reported as the total number of students achieving the success criterion over 3 semesters (Summer, Fall, & Spring).
L3. Students will demonstrate the ability to analyze convergence and stability of computational algorithms	1A, 2D	All students enrolled in MATH 6513 (Applied Linear Algebra) will take a comprehensive final exam. The data is reported as the total number of students achieving the success criterion over 3 semesters (Summer, Fall, & Spring).

Success Criterion	AY19	AY20	AY21	AY22	Interpretation & Use of Results	Improvement Plan
A score of 70% or higher						
Score of 70% or higher on the final exam						
Score of 70% or higher on the final exam						

CURRICULUM MAPPING TEMPLATE

DEPARTMENT:	Mathematics			PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
PROGRAM:	Masters		COURSES	Students will demonstrate the ability to use computational methods to critically analyze real-world problems	Students will demonstrate the ability to apply a variety of algorithms to solving computational problems	Students will demonstrate the ability to analyze convergence and stability of computational algorithms		
		1	MATH 5013	I	I	I		
		2	MATH 6503	R	R	R		
		3	MATH 6513	R	R	R		
	INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.	4	MATH 6984	M,A	M,A	M,A		
		5						
		6						
		7						
		8						
	REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.	9						
		10						
		11						
		12						
		13						
	MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.	14						
		15						
		16						
		17						
		18						
		19						
		20						
	**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.	21						
		22						
		23						
		24						
		25						
		26						
		27						
		28						

Post-baccalaureate Certificate in Discrete Mathematics

2020-2021 Graduate New Program Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking ⓘ next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester* | Fall

Desired Effective Year* | 2020

Program Information

Program Name* Post-baccalaureate Certificate in Discrete Mathematics

Degree Type* | Certificate |

Program Description* The Discrete Mathematics certificate is designed to develop students' ability to construct logical mathematical arguments through the study of topics in discrete mathematics.

Program Location* | Carrollton |

Status* ⦿ Active-Visible ◯ Inactive-Hidden

How will the proposed program be delivered?* ☐ Face-to-Face ☐ Online Only

☑ Hybrid

Curriculum Information

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

Type of Program*   ⦿ Program
                         ◯ Shared Core

PROGRAM CURRICULUM

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

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

Step 1 - Adding Courses to the Program

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

> If this new program proposal includes the UWG Undergraduate General Education Curriculum, scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia General Education Requirements."
> For courses already in the catalog, click on "Import Course" and find the courses needed. You can select multiple courses at one time.
> For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number, and Course Title.

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

Step 2 - Adding Courses to the Curriculum Schema

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

Prospective Curriculum *

New Core

Required courses:

MATH 6043 Topics in Number Theory
MATH 6473 Combinatorial Analysis
MATH 6985 Discrete Mathematics Capstone

New Core

MATH 5483 Graph Theory
MATH 6483 Theory of Graphs

Justification and Assessment

Rationale * The mathematics department is frequently approached by teachers and instructors needing graduate-level math courses in order to be credentialed to teach at the college level. Our certificate programs will help them to meet their institution's requirements while allowing them to choose a content area that best suits their needs.

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

1. Develop graduate-level knowledge of mathematical topics and concepts.
2. Develop skills in reading and writing mathematical proofs.
3. Develop a unified formalism for many very different looking problems and present algorithms in this common formalism.

<u>REQUIRED ATTACHMENTS</u>

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

1.) USGBOR One Step Proposal

2.) Program Map and/or Program Sheet

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

3.) Assessment Plan

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

Please download the assessment template from here complete, and upload.

4.) Curriculum Map Assessment

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

Check all that apply to this program*	☐ Significant departure from previously approved programs
	☐ New instructional site at which more than 50% of program is offered
	☑ None of these apply

SACSCOC Comments

Program Map*	☑ I have attached the Program Map.

USGBOR One Step Proposal*	☐ I have attached the USGBOR One Step Proposal.
	☑ N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).

Assessment Plan*	☑ I have attached the Assessment Plan.
	☐ N/A - Assessment Plan is not required (minor is a part of an existing major).

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department*	Department of Mathematics

Is this a School of Nursing Program?*	○ Yes ⦿ No

Is this a College of Education Program? *	○ Yes ⦿ No

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

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

CERTIFICATE NOTIFICATION FORM

Institution: University of West Georgia

College/Division: College of Science and Mathematics

Department: Mathematics

Name of Certificate: Discrete Mathematics

CIP Code: 270304

Certificate Acronym: CERG
(Note: CERO -- undergraduate certificates of less than 30 hours; CER1 – undergraduate certificates greater than 30 hours; CERG – post-bachelor's [graduate] certificates; CERM – post-master's certificates, CERP – post-first professional certificates).

Number of Credit Hours of Core Curriculum Courses: 9

Total Credit Hours for Certificate Completion: 10

Start Date: Fall 2019

Approved by: _____
                         Vice President for Academic Affairs/Provost

Discrete Mathematics Certificate (MS)
Mathematics (CIP 270199)

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY19	AY20
L1. Develop graduate-level knowledge of mathematical topics and concepts	1A, 2D	Students will take a one-hour comprehensive exam covering topics from the courses they have taken in the program. Questions for the exam will be provided by and scored by the faculty members with whom the student took the program courses. They will be allowed one opportunity to retake the exam if they do not pass the first time.	A score of 70%or higher		
L2. Develop skills in reading and writing mathematical proofs	1A, 2D	Students will take a one-hour comprehensive exam covering topics from the courses they have taken in the program. Questions for the exam will be provided by and scored by the faculty members with whom the student took the program courses. They will be allowed one opportunity to	A score of 70%or higher		
L3. Develop a unified formalism for many very different looking problems and present algorithms in	1A, 2D	Students will take a one-hour comprehensive exam covering topics from the courses they have taken in the program. Questions for the exam will be provided by and scored by the faculty members with whom the student took the program courses. They will be allowed one opportunity to retake the exam if they do not pass the	A score of 70%or higher		

AY21	AY22	Interpretation & Use of Results	Improvement Plan

2019-2020
Program Map
Graduate Certificate
Discrete Mathematics

YEAR 1					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
MATH 5483 or 6483	3		MATH 6473	3	
MATH 6043	3		MATH 6985	1	
SEMESTER TOTAL	6		SEMESTER TOTAL	4	
Milestones			**Milestones**		
			• Complete Comprehensive Examination with 70% or higher		

YEAR 2					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
SEMESTER TOTAL			SEMESTER TOTAL		
Milestones			**Milestones**		

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

YEAR 3

TERM 1

Course	Credits
SEMESTER TOTAL	

Milestones

TERM 2

Course	Credits
SEMESTER TOTAL	

Milestones

YEAR 4

TERM 1

Course	Credits
SEMESTER TOTAL	

Milestones

TERM 2

Course	Credits
SEMESTER TOTAL	

Milestones

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

CURRICULUM MAPPING TEMPLATE

DEPARTMENT:	Mathematics			PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
PROGRAM:	**Masters**	**COURSES**		Develop graduate-level knowledge of mathematical topics and concepts	Develop skills in reading and writing mathematical proofs	Develop a unified formalism for many very different looking problems and present algorithms in this common formalism		
		1	Math 6483	I	I	I		
		2	Math 6043	R	R	R		
		3	Math 6473	R	R	R		
INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		4	Math 6985	M,A	M,A	M,A		
		5						
		6						
		7						
		8						
REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.		9						
		10						
		11						
		12						
		13						
MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.		14						
		15						
		16						
		17						
		18						
		19						
		20						
**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.		21						
		22						
		23						
		24						
		25						
		26						
		27						
		28						

University of North Georgia
Office of Institutional Effectiveness and Assessment

Post-baccalaureate Certificate in Statistics

2020-2021 Graduate New Program Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking ⓘ **next to the print icon directly above this message.**

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester* Fall	**Desired Effective Year*** 2020

Program Information

Program Name*	Post-baccalaureate Certificate in Statistics
Degree Type*	Certificate
Program Description*	The Statistics certificate is designed to give students a deeper theoretical understanding of statistics and skills necessary for performing statistical analysis.
Program Location*	Carrollton
Status*	⦿ Active-Visible ◯ Inactive-Hidden
How will the proposed program be delivered?*	☐ Face-to-Face ☐ Online Only

Hybrid

Curriculum Information

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

Type of Program* ⦿ Program
⦾ Shared Core

PROGRAM CURRICULUM

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

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

Step 1 - Adding Courses to the Program

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

> **If this new program proposal includes the UWG Undergraduate General Education Curriculum, scroll to the top of this form and click on the 🔽 icon to import the "University of West Georgia General Education Requirements."**
> **For courses already in the catalog, click on "Import Course" and find the courses needed. You can select multiple courses at one time.**
> **For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number, and Course Title.**

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

Step 2 - Adding Courses to the Curriculum Schema

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

Prospective Curriculum*

New Core

Required courses:

MATH 5813 Regression Analysis
MATH 6203 Applied Probability
MATH 6213 Statistical Methods
MATH 6987 Statistics Certificate Capstone

Justification and Assessment

Rationale * The mathematics department is frequently approached by teachers and instructors needing graduate-level math courses in order to be credentialed to teach at the college level. Our certificate programs will help them to meet their institution's requirements while allowing them to choose a content area that best suits their needs.

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

1. Blend practical and theoretical data analysis and provide tools and knowledge needed for analysis of real-world problems.
2. Develop data-analytic skills and explore applications in other areas.
3. Use industry-standard software packages such as Minitab, R to perform statistical analysis.

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

2.) Program Map and/or Program Sheet

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

3.) Assessment Plan

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

Please download the assessment template from [here](#) complete, and upload.

4.) Curriculum Map Assessment

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to [cjenks@westga.edu](#)

Check all that apply to this program *
☐ Significant departure from previously approved programs
☐ New instructional site at which more than 50% of program is offered
☑ None of these apply   581/766

SACSCOC Comments

Program Map* ☑ I have attached the Program Map.

USGBOR One Step Proposal* ☐ I have attached the USGBOR One Step Proposal.

☑ N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).

Assessment Plan* ☑ I have attached the Assessment Plan.

☐ N/A - Assessment Plan is not required (minor is a part of an existing major).

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected **and a new proposal will be required.**

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

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

School/ Department* | Department of Mathematics |

Is this a School of Nursing Program?* ◯ Yes ⦿ No

Is this a College of Education Program? ◯ Yes ⦿ No
*

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

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

**BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA**

CERTIFICATE NOTIFICATION FORM

Institution: University of West Georgia

College/Division: College of Science and Mathematics

Department: Mathematics

Name of Certificate: Statistics

CIP Code: 270304

Certificate Acronym: CERG
(Note: CERO -- undergraduate certificates of less than 30 hours; CER1 – undergraduate certificates greater than 30 hours; CERG – post-bachelor's [graduate] certificates; CERM – post-master's certificates, CERP – post-first professional certificates).

Number of Credit Hours of Core Curriculum Courses: 9

Total Credit Hours for Certificate Completion: 10

Start Date: Fall 2019

Approved by: _____
Vice President for Academic Affairs/Provost

Statistics Certificate (MS)
Mathematics (CIP 270199)

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY19	AY20
L1. Blend practical and theoretical data analysis and provide tools and knowledge needed for analysis of real-world problems	1A, 2D	Students will take a one-hour comprehensive exam covering topics from the courses they have taken in the program. Questions for the exam will be provided by and scored by the faculty members with whom the student took the program courses. They will be allowed one opportunity to retake the exam if they do not pass the first time.	A score of 70%or higher		
L2. Develop data -analytic skills and explore applications in other areas	1A, 2D	Students will take a one-hour comprehensive exam covering topics from the courses they have taken in the program. Questions for the exam will be provided by and scored by the faculty members with whom the student took the program courses. They will be allowed one opportunity to	A score of 70%or higher		
L3. Use industry-standard software packages such as Minitab, R to perform statistical analysis	1A, 2D	Students will take a one-hour comprehensive exam covering topics from the courses they have taken in the program. Questions for the exam will be provided by and scored by the faculty members with whom the student took the program courses. They will be allowed one opportunity to retake the exam if they do not pass the	A score of 70%or higher		

AY21	AY22	Interpretation & Use of Results	Improvement Plan

2019-2020
Program Map
Graduate Certificate
Statistics

YEAR 1			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
MATH 5813	3	MATH 6213	3
MATH 6203	3	MATH 6987	1
SEMESTER TOTAL	6	SEMESTER TOTAL	4
Milestones		**Milestones**	
		• Complete Comprehensive Examination with 70% or higher	

YEAR 2			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
SEMESTER TOTAL		SEMESTER TOTAL	
Milestones		**Milestones**	

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

YEAR 3				

TERM 1

Course	Credits
SEMESTER TOTAL	

Milestones

TERM 2

Course	Credits
SEMESTER TOTAL	

Milestones

YEAR 4				

TERM 1

Course	Credits
SEMESTER TOTAL	

Milestones

TERM 2

Course	Credits
SEMESTER TOTAL	

Milestones

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

CURRICULUM MAPPING TEMPLATE

DEPARTMENT:	Mathematics			PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5
PROGRAM:	**Masters**	**COURSES**		**Blend practical and theoretical data analysis and provide tools and knowledge needed for analysis of real-world problems**	**Develop data -analytic skills and explore applications in other areas**	**Use industry-standard software packages such as Minitab, R to perform statistical analysis**		
		1	MATH 5813	I	I	I		
		2	MATH 6203	R	R	R		
		3	MATH 6213	R	R	R		
	INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.	4	MATH 6987	M,A	M,A	M,A		
		5						
		6						
		7						
		8						
	REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.	9						
		10						
		11						
		12						
		13						
	MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.	14						
		15						
		16						
		17						
		18						
		19						
		20						
	**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.	21						
		22						
		23						
		24						
		25						
		26						
		27						
		28						

Nurse Educator Post-Master's Certificate

2020-2021 Graduate Revise Program Request

Introduction

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

Please TURN ON the help text before starting this proposal by clicking 🛈 next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

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

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

If other, please identify.

Desired Effective Semester * `Fall`

Desired Effective Year * `2020`

Program Information

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

Type of Program * ⦿ Program
            ◯ Shared Core

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

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

    Program Name
    Program Description

Program Name*   Nurse Educator Post-Master's Certificate

Program ID - DO NOT EDIT*   2840

Program Code - DO NOT EDIT

Program Type* | Certificate |

Degree Type* | Post Master's Certificate |

Program Description*   The purpose of the Tanner Health System School of Nursing post-master's certificate programs in Nursing Education and Health Systems Leadership is to prepare advanced practice registered nurses for careers in nursing education and health systems leadership.

Status*   ⦿ Active-Visible   ◯ Inactive-Hidden

Program Location* | Online |

Curriculum Information

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click <u>here</u> for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

In order to delete courses that you are removing the courses from you program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the ✖ and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the ✖ and proceed.

Step 2 - Adding New Courses

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

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

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Prospective Curriculum*

Courses (10 credit hours)

The Post-Master's Certificate for Nursing Education is designed for a registered nurse who has earned a master's degree in another nursing specialization. To be granted the post-master's certificate, students must complete a minimum of l0 credit hours at University of West Georgia Tanner Health System School of Nursing including 240 practicum hours. Post-Master's Certificate for Nursing Education students must successfully complete graduate didactic and clinical requirements of the Master's Educators program. A GAP analysis of the applicant's transcript will be completed to determine if additional courses are required to meet the certificate program guidelines. These additional courses include but are not limited to N6103: Health Promotion and Advanced Health Assessment: N6106: Pathophysiology and Pharmacology I.

Semester 1 - (Fall - 5 semester hrs)

NURS 6110 Teaching Strategies and Evaluation

NURS 6111 Clinical Applications for the Nurse Educator

Semester 2 - (Spring - 5 semester hrs)

NURS 6112 Advanced Practicum

NURS 6113 Curriculum Development and Evaluation

Justification and Assessment

Rationale* Rationale: The request for an updated Master of Science in Nursing program, post-master's certificate, nursing education is due to the revision of four courses within the current plan of study. The change of the four classes (NURS 6110, NURS 6111, NURS 6112, and NURS 6113) will allow for the infusion of interdisciplinary educational theories and evidence-based teaching strategies. Also, the revised practicums that separately focus on advancing the clinical knowledge and skills of the nurse educator as well as advancing the nurse educator competencies within a higher educational environment.

The revision of the four classes mentioned (NURS 6110, NURS 6111, NURS 6112, and NURS 6113) are currently in the Curriculog system for approval.

NURS 6115) are currently in the Curriculog System for approval.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.	No changes to the MSN program learning outcomes will take place.

SACSCOC Substantive Change

Please review the **Policy Summary and Decision Matrix**
Send questions to **cjenks@westga.edu**

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

SACSCOC Comments The design of the Post-Master's Certificate for Nursing Education is for a registered nurse who has earned a master's degree in another nursing specialization. To be granted the post-master's certificate, students must complete a minimum of 10 credit hours at the University of West Georgia Tanner Health System School of Nursing, including 240 practicum hours.

Post-Master's Certificate for Nursing Education students must complete graduate didactic and clinical requirements of the Master's Educators program. The completion of a GAP analysis of the applicant's transcript will determine if additional courses are required to meet the certificate program guidelines. These other courses include but are not limited to NURS 6103: Health Promotion and Advanced Health Assessment and NURS 6106: Pathophysiology and Pharmacology.

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from **here**, and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as <u>one</u> document.

2.) Assessment Plan

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

Please download the assessment template from **here**, complete, and upload.

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

| Assessment Plan* | ☑ I have attached the Assessment Plan. |
| | ☐ N/A |

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being underlined **rejected** **and a new proposal will be required.**

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

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

| School/ Department - DO NOT EDIT* | Tanner Health System School of Nursing |

| Is this a School of Nursing Program?* | ◉ Yes ◯ No |

| Is this a College of Education Program? * | ◯ Yes ◉ No |

| Is Senate Review required?* | ◉ Yes |
| | ◯ No |

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

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

UNIVERSITY *of* WestGeorgia

SCHOOL OF NURSING
MASTER OF SCIENCE IN NURSING PROGRAM
DEGREE PLAN
POST - MASTER'S CERTIFICATE
NURSING EDUCATION

The Post-Master's Certificate for Nursing Education is designed for a registered nurse who has earned a master's degree in another nursing specialization. To be granted the post-master's certificate, students must complete a minimum of 10 credit hours at University of West Georgia Tanner Health System School of Nursing including 240 practicum hours.

Post-Master's Certificate for Nursing Education students must successfully complete graduate didactic and clinical requirements of the Master's Educators program. A GAP analysis of the applicant's transcript will be completed to determine if additional courses are required to meet the certificate program guidelines. These additional courses include but are not limited to N6103: Health Promotion and Advanced Health Assessment: N6106: Pathophysiology and Pharmacology

Semester Plan					
Course Number	Course Name	Hours	Course Number	Course Name	Hours
Fall Semester I (5 Hours)			*Spring* Semester II(5 Hours)		
N6110	Curriculum Development in Nursing Education	3-0-3	N6112	Nurse Educator Role Practicum II	0-8-2
N6111	Nurse Educator Role Practicum I	0-8-2	N6113	Evaluation and Testing in Nursing Education	3-0-3

A description of each of the above courses can be found in the UWG Graduate Catalog.

Rev.04.19.13 02.12.15 0.2.26.16, 02/28/2018 for implementation Fall 2019

SCHOOL OF NURSING
MASTER OF SCIENCE IN NURSING PROGRAM
DEGREE PLAN
POST - MASTER'S CERTIFICATE
NURSING EDUCATION

The design of the Post-Master's Certificate for Nursing Education is for a registered nurse who has earned a master's degree in another nursing specialization. To be granted the post-master's certificate, students must complete a minimum of 10 credit hours at the University of West Georgia Tanner Health System School of Nursing, including 240 practicum hours.

Post-Master's Certificate for Nursing Education students must complete graduate didactic and practicum requirements of the Master's Educators program. The completion of a GAP analysis of the applicant's transcript will determine if additional courses are required to meet the certificate program guidelines. These other courses include but are not limited to NURS 6103: Health Promotion and Advanced Health Assessment and NURS 6106: Pathophysiology and Pharmacology.

Semester Plan					
Course Number	Course Name	Hours	Course Number	Course Name	Hours
Fall Semester I (5 Hours)			Spring Semester II (5 Hours)		
N6110	Teaching Strategies and Evaluation	3-0-3	N6112	Advanced Practicum	0-8-2
N6111	Clinical Applications for the Nurse Educator	0-8-2	N6113	Curriculum Development and Evaluation	3-0-3

Note: A minimum of three hours in a standard week for one credit hour in practicums is the norm (4:1 for practicums).
Note: A minimum of five total semester hours necessary for financial aid eligibility.
Note: To be eligible to receive an NFLP loan, a borrower must be a part-time student, full-time student, or post-masters certificate student in the MSN Education track, Nursing Education.

SW_1/9/2020

SON GPC approval 1/9/2020

Assessment Summary AY's 13 -16	
College	**Tanner Health System School of Nursing**
Degree	**Post-Masters Certificate (CERM)**
Program	**Nursing Education (513899)**
Student Learning Outcome	**Strategic Plan Connection**
MSN SLO # 2 : Utilize leadership skills to promote ethical and critical decision making and effective working relationships. NURS 6113 EDU	2D

MSN SLO #8: Apply organizational, client centered, and culturally appropriate concepts to enhance populations based care for individuals, families, and aggregates. NURS 6112 EDU	2D

Measure/Method	Success Criterion	AY13-14	AY14-15	AY 15-16	AY16-17
Measure: Teaching Learning Capstone Project Proposal paper Peer Assessment pass rate. **Method:** The data was collected via Peer Evaluation of the Teaching Capstone Project Proposal paper. The students was evaluated with the use of an analytic/100 point scoring rubric based upon essential elements of the grading process for the paper. A single professor graded the Peer evaluation assignment. The data was collected in the spring semester within course NURS 6113/Evaluation and	**Success Criterion** : 80% of students will score 80% or higher grade	NA	NA	NA	N=2 100% scored 80% or higher. Both students scored 100%

Measure: Teaching Learning Capstone Project presentation pass rate. Method: The data was collected via a Capstone Teaching Learning project presentation evaluation rubric. The assignment was graded with the use of an analytic/100 point scoring rubric based upon essential elements of the presentation. A single professor graded the presentation. The data was collected in the spring semester within course NURS 6112/Nurse Educator Role Practicum II (this will change to NURS 6112 Advanced Practicum	Success Criterion : 80% of students will score 80% or higher grade	NA	NA	NA	N=1 100% scored 80% or higher. This student scored 98%

	AY 17-18	AY 18-19	Justification of Success Criteria	Interpretation & Use of Results
	NA	N/A	**Justification of Success Criteria:** Masters level courses have minimum pass grade of 80(B) or greater therefore 80% is the benchmark for all course assignments.	2016-2017 There were two students in the nurse ed certificate track in the spring of 18 who took this course and thus were assessed. As reported for 16 17, these 2 students performed well in this project which assesses leadership skills and effective working relationships. 2017-2018 No educator certificate students took this course this year, thus data is reported.

N=1 100% scored 80% or higher. **This student scored 90%**	N/A	**Justification of Success Criteria:** Masters level courses have minimum pass grade of 80(B) or greater therefore 80% is the benchmark for all course assignments.	(2016-2017, 2017-2018) One Post Master student in the nurse educator post MSN certificate, took this course in spring of 2017. Although there were 2 students in this certificate program, the second one was on a special plan of study an took this coures in Spring of 2018 and is reported in AY 2017-2018. Both scores were in the 90's. This assigment as assessed each year in the bigger picture as well in the nurse educator track. No changes to the assignment or rubric identified. However generally speaking, students in the MSN nurse edcuator track perform well on this project as the information is tracked in our TPE.

Improve Plan
(2017-2018) Based on 16-17 results of these two students as well as the results of students in the nurse educator track (which has a much lareger N) we plan to continue this assignment for the nurse educator certificate students as wll as the degree seeking students in this course for 17-18. (2018-2019) Although there were no nurse ed certificate students in the course for 17-18, we plan to continue the Peer evaluation assignment and assess how Post-Masters certificate students (if there are any) perform as part of the entire class in 18-19, based on our assessment of this assigmnent in the degree track students in 17-18. However, the Peer evaluation rubric will be reviewed for clear measures

(2017-2018, 2018- 2019) Our improvement plan, based on results from these two certificate students as well as the MSN nurse educator students' results have lead to a review (during the 18-19 AY) of the CTLP assignment, resulting in revising the rubric and making the project more robust to include an abstract, Project Paper, and the student choice of a oral Presentation either PPT or Poster.

CURRICULUM MAPPING TEMPLATE POST MASTERS (Nursing Education)

Instructions column (left):

INSTRUCTIONS

1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)

2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)

3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)

4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.

In the corresponding aligned box, mark the level of instruction for a SLO: Introduced **"I"**, Reinforced **"R"**, or Mastered **"M"** within the course.

6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.

INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.

REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.

MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.

**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.

DEPARTMENT: School of Nursing
PROGRAM: Master of Science in Nurisng_Nursing Education

#	COURSES	PL-SLO 1 — 1. Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.	PL-SLO 2 — 2. Utilize leadership skills to promote ethical and critical decision making and effective working relationships.	PL-SLO 3 — 3. Apply quality improvement and safety principles within an organization to improve educational and practice outcomes.	PL-SLO 4 — 4. Translate scholarship into practice by applying research outcomes within educational and practice settings.	PL-SLO 5 — 5. Employ client care and communication technologies to deliver quality care.	PL-SLO 6 — 6. Employ advocacy strategies to influence health and health care.	PL-SLO 7 — 7. Serve as a member and leader of inter-professional teams to create caring and collaborative relationships.	PL-SLO 8 — 8. Apply organizational, client-centered, and culturally appropriate concepts to enhance population-based care for individuals, families, and aggregates.
1	N6101 Theoretical Foundations of Nursing Practice 3-0-3	Prior MSN degree	Prior MSN degree						
2	N6102 Role of the Caring Healthcare Professional 3-0-3 / N6102 Role of the Caring Healthcare Professional 3-0-3	Prior MSN degree		Prior MSN degree	Prior MSN degree			Prior MSN degree	
3	N6900 Scholarly Writing 1-0-1	Prior MSN degree							
4	N6106 Pathophysiology and Pharmacology 3-0-3	Prior MSN degree							Prior MSN degree
5	N6104 Scholarly Inquiry and Data Analysis in Nursing 3-0-3	Prior MSN degree	Prior MSN degree						
6	N6105 Leadership for Quality, Safety and Health Policy 3-0-3		Prior MSN degree	Prior MSN degree	Prior MSN degree	Prior MSN degree	Prior MSN degree		
7	N6103 Health Promotion and Advanced Health Assessment 3-0-3	Prior MSN degree		Prior MSN degree	Prior MSN degree	Prior MSN degree	Prior MSN degree		Prior MSN degree
8	N6108 Epidemiology for Nursing Education and Practice 3-0-3	Prior MSN degree	Prior MSN degree	Prior MSN degree	Prior MSN degree		Prior MSN degree	Prior MSN degree	Prior MSN degree
9	N6109 Informatics, Technology and Healthcare Outcomes 3-0-3	Prior MSN degree	Prior MSN degree	Prior MSN degree	Prior MSN degree	Prior MSN degree			
10	N6110 Teaching Strategies and Evaluation 3-0-3	M		M	M	M		M	
11	N6111 Clinical Applications for the Nurse Educator 0-8-2	M	M	M	M	M	M	M	M
12	N6112 Advanced Practicum 0-8-2	M	M	M		M	M	M	M
13	N6113 Curriculum Development and Evaluation 3-0-3	M		M	M			M	
14									
15									
16									
17									
18									
19									
20									
21									
22									

605/766
University of West Georgia
Office of Institutional Effectiveness and Assessment

Interdisciplinary Studies, M.I.S.

2020-2021 Graduate New Program Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking 🛈 **next to the print icon directly above this message.**

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester*	Fall		
		Desired Effective Year*	2020

Program Information

Program Name*	Interdisciplinary Studies, M.I.S.

Degree Type*	Master of Interdisciplinary Studies

Program Description*	The Master of Interdisciplinary Studies degree provides a framework for departments and colleges at UWG to design graduate-level interdisciplinary programs of study called "MIS Pathways". All MIS Pathways shall require a minimum of 30 credit hours, at least 16 of which will be at the 6000+ level, and conform to the structure specified in Table 1 in the attached document "MIS Proposal-2.pdf". Prospective students will apply to a specific MIS Pathway, such as the proposed MIS Pathway included herein (Table 2), Cultural Heritage and Resource Management), which was developed according to the framework in Table 1. MIS Pathways (similar to concentrations within a major) will be created by faculty members representing at least two different disciplines who will develop new pathways and propose them through the institution's standard curricular review process. The departments of the proposing faculty will become "Sponsoring Departments" of the approved pathway. As such, these departments will share responsibility for

administering and serving the program through teaching and advising and will therefore be recognized for this contribution.

Program Location* | Carrollton

Status* ⦿ Active-Visible ◯ Inactive-Hidden

How will the proposed program be delivered?*
☐ Face-to-Face
☐ Online Only
☑ Hybrid

Curriculum Information

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

Type of Program* ⦿ Program
◯ Shared Core

PROGRAM CURRICULUM

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

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

Step 1 - Adding Courses to the Program

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

> **If this new program proposal includes the UWG Undergraduate General Education Curriculum, scroll to the top of this form and click on the ⬇ icon to import the "University of West Georgia General Education Requirements."**
> **For courses already in the catalog, click on "Import Course" and find the courses needed. You can select multiple courses at one time.**
> **For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number, and Course Title.**

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

Step 2 - Adding Courses to the Curriculum Schema

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

Prospective Curriculum

Interdisciplinary Studies, M.I.S

The Master of Interdisciplinary Studies degree offers multiple pathways at the graduate level. In addition to coursework particular to each pathway, all pathways include a core sequence of of interdisciplinary courses. All M.I.S. students complete a capstone project.

XIDS 6000 Interdisciplinary Theory and Method

XIDS 6001 Interdisciplinary Narrative Writing

XIDS 6999 Interdisciplinary Capstone

Justification and Assessment

Rationale* The proposed Master of Interdisciplinary Studies (MIS) establishes a framework allowing departments and colleges at UWG to create interdisciplinary programs of study at the graduate level. In doing so, the MIS will serve the academic and professional preparation commitments articulated in UWG's mission as well as those reflected in its multiple academic initiatives, including the current Strategic Plan (2014-2020). Specifically, the proposed MIS degree will contribute to fulfilling goals in the following strategic areas:

A. Student development through academic engagement
Strategic Imperative #2 of the university's Strategic Plan aims to successfully develop students' potential and transform their lives through high-impact, high-quality academic programming. Systematic study has shown that interdisciplinary studies contributes to high student engagement and higher order learning (e.g., Archibald, 2009 Toynton, 2005; Zimmerman et al, 2011). Built around a set of three required interdisciplinary courses and providing a structure for cross-cutting disciplinary engagement and creative problem-solving, the MIS fills a gap in the UWG curriculum. The proposed structure allows us to rapidly meet the needs of a wide range of industries in addition to enabling students to engage intellectually with, and create pathways through, the academic disciplines cultivated by UWG's departments and colleges.

B. Collaborations with partners in the community and industry
Strategic Imperative #2 includes action to expand students' engagement beyond the classroom and campus and to provide them opportunities to address questions and problems in varied non-academic contexts. Strategic Imperative #3 of the UWG's Strategic Plan endeavors to strengthen the role of collaborations with partners in the community and industry. The MIS degree provides a unique opportunity for UWG students and faculty to collaborate with local organizations, agencies, and businesses in academic programming, designing interdisciplinary pathways that develop knowledge and skill sets that will enhance graduates' employability and success in particular sectors while contributing to the vibrancy of the regional and state economies and strengthening citizen participation in local communities.

C. Student recruitment
Strategic Initiative #1 of the Strategic Plan spells out a "strategic recruitment" goal of developing and executing a recruitment and enrollment plan that drives purposeful growth. Over the past three years, the graduate student population at UWG has grown 31.3%. It is clear from these data that an increasing number of adult learners are seeking graduate-level degrees to meet their professional goals.

D. Recruitment and retention of high-quality faculty
Strategic Imperative #2 of the Strategic Plan states the aim of attracting and retaining high-quality faculty. The MIS degree serves this by offering a framework for innovative, timely, and creative intellectual collaborations among students and faculty. There is evidence that this feature of interdisciplinarity learning plays a role in attracting and retaining faculty (Archibald, 2009; Lansiquot et al, 2011).

Learning outcomes associated with graduate-level interdisciplinary education include abilities and skills that enable effective problem-solving, critical thinking, and innovation, such as:

viewing a problem, question, or phenomenon from multiple perspectives and knowledge frameworks;
making connections between them;
making context-specific judgments about them;
synthesizing insights, concepts, and modes of inquiry from multiple fields of knowledge and practice to produce new answers, insights, approaches, and solution-focused strategies.
(Ivanitskaya et al, 2002; Miller & Mansilla, 2004; Repko, 2008).

This proposal to create a MIS degree program at UWG responds to a diverse set of voices attesting to the value of interdisciplinarity (as an approach, strategy, process, etc.) in general and these learning outcomes specifically. These voices include those of working scientists, creative artists, health care researchers and practitioners, scholars

working scientists, creative artists, health care researchers and practitioners, scholars of teaching and learning, as well as experienced business and organizational professionals (Razmak & Belanger, 2016; Wallace, 2016; Whatley & Sabiescu, 2016; Noorden, 2015; Davenport, 2008).

UWG has existing capacity to offer an MIS, taking the form of over 30 Master's-level and one doctoral graduate programs in the Colleges of Arts and Humanities, Science and Mathematics, and Social Sciences alone. Additional graduate programs are offered through the applied colleges: Business, Education, and Nursing. (While departments in these colleges are welcome to develop interdisciplinary programs of study using the MIS framework, it is not expected that they will, given their existing demands and the requirements of their professional accreditation bodies.) Numerous MIS Pathways can be developed around the courses and expertise already embodied in these programs, e.g. the Cultural Heritage and Resources Management Pathway (see Section 5 below), which builds on existing course offerings in History, Geosciences, and Anthropology.

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

1. Distinguish between two or more disciplines in how they produce knowledge or address a problem.

2. Evaluate a question, problem, or topic from at least two distinct disciplinary perspectives.

3. Integrate or synthesize insights or modes of thinking drawn from two or more disciplines to answer a question, solve a problem, or produce a more comprehensive understanding.

REQUIRED ATTACHMENTS

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

1.) USGBOR One Step Proposal

2.) Program Map and/or Program Sheet

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

3.) Assessment Plan

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

Please download the assessment template from [here]() complete, and upload.

4.) Curriculum Map Assessment

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix]()
Send questions to [cjenks@westga.edu]()

Check all that apply to this program*
- ☐ Significant departure from previously approved programs
- ☐ New instructional site at which more than 50% of program is offered
- ☑ None of these apply

SACSCOC Comments

Program Map*
- ☑ I have attached the Program Map.

USGBOR One Step Proposal*
- ☑ I have attached the USGBOR One Step Proposal.
- ☐ N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).

Assessment Plan*
- ☑ I have attached the Assessment Plan.
- ☐ N/A - Assessment Plan is not required (minor is a part of an existing major).

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being <u>rejected</u> and a new proposal will be required.

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

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

School/ Department* `University College`

Is this a School of Nursing or University College Program?* ⦿ Yes ◯ No

Is this a College of Education Program?* ◯ Yes ⦿ No

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

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

Master of Interdiscipinary Studies

<Program>

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY20	AY21	AY22	AY23	Interpretation & Use of Results	Improvement Plan
Distinguish between two or more disciplines in how they produce knowledge or address a problem.	2A	Percent of graduating students satisfactorily demonstrating this SLO in (1) writings submitted in XIDS 6001 and (2) MIS capstone project as judged by two faculty members in the MIS program. Student work will be assessed using a rubric and that judged to be "satisfactory" will have scored at least a 3 on a 4 point scale.	90%						
Evaluate a question, problem, or topic from at least two distinct disciplinary perspectives.	2A	Percent of graduating students satisfactorily demonstrating this SLO in (1) writings submitted in XIDS 6001 and (2) MIS capstone project as judged by two faculty members in the MIS program. Student work will be assessed using a rubric and that judged to be "satisfactory" will have scored at least a 3 on a 4 point scale.	90%						
Integrate or synthesize insights or modes of thinking drawn from two or more disciplines to answer a question, solve a problem, or produce a more comprehensive understanding.	2A	Percent of graduating students satisfactorily demonstrating this SLOW in MIS capstone project as judged by two faculty members in the MIS program. Student work will be assessed using a rubric and that judged to be "satisfactory" will have scored at least a 3 on a 4 point scale.	90%						

graduating students will satisfactorily demonstrate X by scoring at least a 3 (proficient) on a 4-point rubric (1 = U

Jnsatisfactory, 2 = Developing, 3 = Proficient, 4 = Exemplary, etc.)

2

Institution: University of West Georgia

Date Completed at the Institution:

Name of Proposed Program/Inscription: Master of Interdisciplinary Studies

 Degree:Master of Interdisciplinary Studies

 Major:

 CIP Code: 30000001

 School/Division/College: University College

 Anticipated Implementation Date: Fall 2020

Requesting Differential Tuition Rate   **Yes** ☐   **No**   ☒

Delivery Mode (Check all that apply):

On-campus, face-to-face only	
Off-campus location, face-to-face only (specify the location):	
Online Only *If this program will be offered online, within two weeks after Board approval, the USG institution must upload requisite information into Georgia ONmyLINE using the institutional PDA account.* *See Appendix II for the specific questions involved for Georgia ONmyLINE.*	
Combination of on-campus and online (specify whether 50% or more is offered online for SACSCOC)	
Combination of off-campus and online (specify whether 50% or more is offered online for SACSCOC)	
Hybrid, combination delivery, but less than 50% of the total program is online based on SACSCOC	**X**
Contractual Location (specify the location and timeframe/start and end dates):	

1 All documents and forms requesting a differential tuition rate must be submitted to the Office of Fiscal Affairs prior to Academic Affairs Review of the Degree Proposal.

1

USG ACADEMIC PROGRAM PROPOSAL
(Effective 2/22/18)

SIGNATURE PAGE

Approval by the President (*"I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution"*):

_____

Approval by Vice President for Academic Affairs or Provost:

_____

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:

_____

Acknowledged by Vice President for Enrollment Management (or designee) for Recruitment:

_____

1) **Forecast:** *If this program was not listed on your one of the past two-year academic forecasts provide an explanation concerning why it was not forecasted, but is submitted at this time.*

2

Not Applicable. This program is on the UWG FY21 Academic Forecast.

2) **Academic Framework:** *Within the context of strategic planning of all resources and divisions within short-term and long-term perspectives, provide a narrative that explains campus leadership review and attention to newly institutionally approved programs within the last four years, low-producing programs, and post-approval enrollment analyses prior to approving the proposed program for submission to the system office.*

Academic programs are reviewed on an ongoing basis throughout the academic year. As part of the annual evaluation process, each Vice President maintains a scorecard which reflects metrics related to their performance in the four strategic imperatives identified in the UWG strategic plan. The robustness of current and new academic programs are addressed in the Provost's scorecard in three areas, all associated with the strategic imperative of Academic Success. Enrollment is tracked continuously for all academic programs, with special attention to the new and innovative programs. Semester credit hour production is used for both programs and departments to align university resources across student affairs, budget and facilities, personnel, advancement, and ITS divisions. Post- approval analyses include a review of items included in the demand for the program submitted by the faculty. There have been 5 new programs implemented in the last four years at UWG and in all of these cases, enrollment is adequate. See the table below:

	Unduplicated Enrollment by FY (Summer, Fall, Spring – as of USG census date each semester)			
New Degree Program (listed on DMA)	**FY 15-16**	**FY 16-17**	**FY 17-18**	**FY 18-19**
EDD Higher Education Administration (FY19 Start)				15
BIS (Interdisciplinary Studies) (FY19 Start)				*6
BS Social and Behavioral Health (FY19 Start)				49
BS Organizational Leadership (eMajor, FY17 Start)		31	90	149
BS Community Health and Wellness (FY16 Start)	42	67	314	431

*8/6/2019 – as of this date, the declared majors are 16.

3) **Rationale:** *Provide the rationale for proposing the new academic program. (In other words, does the state need the program; should your institution offer the program; and can your institution develop and implement the program.)*

Rationale for Proposing a Master of Interdisciplinary Studies Degree Program
The proposed Master of Interdisciplinary Studies (MIS) establishes a framework allowing departments and colleges at UWG to create interdisciplinary programs of study at the graduate level. In doing so, the MIS will serve the academic and professional preparation commitments articulated in UWG's mission as well as those reflected in its multiple academic initiatives, including the current Strategic Plan (2014-2020). Specifically, the proposed MIS degree will contribute to fulfilling goals in the following strategic areas:

A.   **Student development through academic engagement**

Strategic Imperative #2 of the university's Strategic Plan aims to successfully develop students' potential and transform their lives through high-impact, high-quality academic programming. Systematic study has shown that interdisciplinary studies contributes to high student engagement and higher order learning (e.g., Archibald, 2009 Toynton, 2005; Zimmerman et al, 2011). Built around a set of three required interdisciplinary courses and providing a structure for cross-cutting disciplinary engagement and creative problem-solving, the MIS fills a gap in the UWG curriculum. The proposed structure allows us to rapidly meet the needs of a wide range of industries in addition to enabling students to engage intellectually with, and create pathways through, the academic disciplines cultivated by UWG's departments and colleges.

B.   **Collaborations with partners in the community and industry**
Strategic Imperative #2 includes action to expand students' engagement beyond the classroom and campus and to provide them opportunities to address questions and problems in varied non-academic contexts. Strategic Imperative #3 of the UWG's Strategic Plan endeavors to strengthen the role of collaborations with partners in the community and industry. The MIS degree provides a unique opportunity for UWG students and faculty to collaborate with local organizations, agencies, and businesses in academic programming, designing interdisciplinary pathways that develop knowledge and skill sets that will enhance graduates' employability and success in particular sectors while contributing to the vibrancy of the regional and state economies and strengthening citizen participation in local communities.

C.   **Student recruitment**
Strategic Initiative #1 of the Strategic Plan spells out a "strategic recruitment" goal of developing and executing a recruitment and enrollment plan that drives purposeful growth. Over the past three years, the graduate student population at UWG has grown 31.3%. It is clear from these data that an increasing number of adult learners are seeking graduate-level degrees to meet their professional goals.

D.   **Recruitment and retention of high-quality faculty**
Strategic Imperative #2 of the Strategic Plan states the aim of attracting and retaining high-quality faculty. The MIS degree serves this by offering a framework for innovative, timely, and creative intellectual collaborations among students and faculty. There is evidence that this feature of interdisciplinarity learning plays a role in attracting and retaining faculty (Archibald, 2009; Lansiquot et al, 2011).

Learning outcomes associated with graduate-level interdisciplinary education include abilities and skills that enable effective problem-solving, critical thinking, and innovation, such as:

- viewing a problem, question, or phenomenon from multiple perspectives and knowledge frameworks;
- making connections between them;

- making context-specific judgments about them;
- synthesizing insights, concepts, and modes of inquiry from multiple fields of knowledge and practice to produce new answers, insights, approaches, and solution-focused strategies.
  (Ivanitskaya et al, 2002; Miller & Mansilla, 2004; Repko, 2008).

This proposal to create a MIS degree program at UWG responds to a diverse set of voices attesting to the value of interdisciplinarity (as an approach, strategy, process, etc.) in general and these learning outcomes specifically. These voices include those of working scientists, creative artists, health care researchers and practitioners, scholars of teaching and learning, as well as experienced business and organizational professionals (Razmak & Belanger, 2016; Wallace, 2016; Whatley & Sabiescu, 2016; Noorden, 2015; Davenport, 2008).

UWG has existing capacity to offer an MIS, taking the form of over 30 Master's-level and one doctoral graduate programs in the Colleges of Arts and Humanities, Science and Mathematics, and Social Sciences alone. Additional graduate programs are offered through the applied colleges: Business, Education, and Nursing. (While departments in these colleges are welcome to develop interdisciplinary programs of study using the MIS framework, it is not expected that they will, given their existing demands and the requirements of their professional accreditation bodies.) Numerous MIS Pathways can be developed around the courses and expertise already embodied in these programs, e.g. the Cultural Heritage and Resources Management Pathway (see Section 5 below), which builds on existing course offerings in History, Geosciences, and Anthropology.

4) 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 the scope of the institutional mission and sector, provide the compelling rationale for submission.*

The addition of a MIS degree to the UWG curriculum conforms to national patterns in higher education as well as an emergent trend in the University System of Georgia. Two of UWG's five aspirant institutions offer "interdisciplinary studies" graduate programs. In the USG, three schools offer such programs (see Table 3). The MIS program offered by Georgia State University is an exemplar of the program proposed herein. Many other schools among UWG's peer, aspirant, and fellow USG institutions offer graduate degree programs not named "interdisciplinary" or "integrative" but appear to exhibit features of this approach, although many of them are are best described as "multidisciplinary" in nature. Multidisciplinary programs are those that ask students to take courses in multiple disciplines. Interdisciplinary or integrative programs are those that explicitly engage students in combining or synthesizing insights, concepts, theories, knowledge, and methods from multiple disciplines to address a question, understand a phenomena, or to solve a problem. The UWG MIS is an interdisciplinary degree program, requiring students to take courses from multiple disciplines as well as a sequence of courses focusing on interdisciplinary theory and method. This design reflects best practices and curricular insights found in both the academic literature and the experiences of programs at other schools. A key insight from both this literature and set of experiences is that interdisciplinary (or integrative) learning is not automatically achieved by simply taking courses in multiple

disciplines (e.g. Kleinberg, 2008). In particular, and in graduate study especially, the benefits of interdisciplinary education is fostered by explicit and clear interdisciplinary learning outcomes at the program level and curricular scaffolding as students work toward achieving them (McEwen, 2009; Nielson-Pincus et al, 2007). The UWG MIS degree therefore builds integrative engagement into the program through a requirement of multiple interdisciplinary courses as well as a capstone project and academic portfolio. Importantly, furthermore, the UWG MIS design puts in place mechanisms for meaningful assessment of the program's learning outcomes (see "Assessment Plan" section below).

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

The Master of Interdisciplinary Studies degree provides a framework for departments and colleges at UWG to design graduate-level interdisciplinary programs of study called "MIS Pathways". All MIS Pathways shall require a minimum of 30 credit hours, at least 16 of which will be at the 6000+ level, and conform to the structure specified in Table 1 below. Prospective students will apply to a specific MIS Pathway, such as the proposed MIS Pathway included herein (Table 2), Cultural Heritage and Resource Management), which was developed according to the framework in Table 1.

TABLE 1 Master of Interdisciplinary Studies Framework	
Course	**Hours**
XIDS 6000* Interdisciplinary Theory and Method	3
XIDS 6001* Interdisciplinary Narrative Writing (should be taken after earning at least 9-12 hours in program)	3
XIDS 6999* Capstone (or approved alternative) requiring completion of a capstone project that is (1) analytical, evaluative, or creative and (2) synthesizes insights and/or modes of inquiry from multiple disciplines.	3
Coursework in Discipline 1	At least 6
Coursework in Discipline 2	At least 6
Additional coursework relevant to, and approved for, a student's course of study and intellectual, academic, and professional interests and goals.	9
TOTAL	**30**
*proposed courses	

6

TABLE 2 Cultural Heritage and Resource Management	
Sponsoring departments: Anthropology, Geosciences, History	
Course	**Hours**
XIDS 6000 Interdisciplinary Theory and Methods	3
XIDS 6001 Interdisciplinary Narrative Writing	3
HIST 6687 Special Topics in History (Topic: Public History Seminar)--*a permanent number for this Public History course will be created during the Spring 2020 term.*	3

One of these two:
    ANTH 5181 Cultural Resources Management
    ANTH 6175 Ethnohistory
	3

GEOG 5553 Geographic Information Systems	4
Approved courses (at least 1-4 hours must be 6000-level or above)	11
XIDS 6999 Capstone (or approved alternative), in which a capstone project involving work in partnership with an individual or group outside the CHaRM program is submitted.	3
TOTAL	**30**

MIS Pathways (similar to concentrations within a major) will be created by faculty members representing at least two different disciplines who will develop new pathways and propose them through the institution's standard curricular review process. The departments of the proposing faculty will become "Sponsoring Departments" of the approved pathway. As such, these departments will share responsibility for administering and serving the program through teaching and advising and will therefore be recognized for this contribution.

A new MIS Pathway proposal will specify the following:

1. Sponsoring departments
2. Learning outcomes specific to the pathway.
3. Course requirements and distribution of hours.
4. Parameters of a capstone experience that involves professional preparation.
5. Plan for administration, including (a) admission criteria beyond the general requirements of the MIS program, including any additional conditions for admission, such as additional

coursework or specific writing/work samples, (b) composition and workings of an admissions committee, and (c) the selection, term, and the role of the director of graduate studies for the pathway.

6. Ties to career prospects for graduates of the program and workforce needs.
7. A list of courses approved for the pathway, when they are (or can be) offered, and a sample curriculum map (an example of how a student in the pathway could satisfy its course requirements.)

The success of the MIS degree program depends on contributions made by academic departments and colleges across the university. As such, departments and colleges need to trust that the work they do--teaching courses, providing mentoring, etc.--is valued and visible in faculty workloads, faculty promotion and tenure processes, program evaluation, and resource allocation processes. UWG's Strategic Plan 2014-2010 articulates a commitment to creating "a culture of strategic planning and institutional effectiveness so that University decisions at all levels are...driven by data" (Strategic Initiative #4). Following this, the Center for Interdisciplinary Studies, housed in University College, will work with departments, colleges, and the Faculty Senate to construct a database that accurately and effectively reflects the contributions of colleges and departments.

The Master of Interdisciplinary Studies will be housed in University College, administered under the Director of the Center for Interdisciplinary Studies and the Dean of the college. Tracking of degrees conferred and credit hours earned will be divided among "Sponsoring Departments" (departments that create and serve MIS Pathways). Indirect resourcing through an allocation process based on growth will be utilized while the program is being established.

6) Need: *Description of the justification of need for the program. (Explain in narrative form why the program is required to expand 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, and/or needs of regional employers.) (A list of resources, not exhaustive, is available on the public web link along with the proposal form at: http://www.usg.edu/academic_programs/new_programs)*

UWG does not currently offer a graduate-level degree designed around interdisciplinarity (i.e. purposeful interconnection and integration of disciplines) (UWG does offer a multidisciplinary Global Studies degree). During the 2016-17 school year, different faculty/staff workgroups at different times examined the existing learning pathways offered by the UWG curriculum and all found a need for an interdisciplinary degree program. Specifically, among the need to create more interdisciplinary opportunities for students and faculty was a recommendation to create an interdisciplinary major that would follow best practice. Additionally, a UWG Newnan Business Roundtable on November 28, 2017 assembled 25+ leaders from Newnan-area businesses with administrators, faculty and staff from UWG to discuss a major in interdisciplinary studies with an eye on the needs of UWG graduates. The event revealed enthusiastic support for such a degree, specifically its potential for developing students' "soft skills" and its curricular flexibility in allowing students to develop knowledge sets and skills to meet emergent needs of the region's communities and businesses (e.g. serving aging populations, the changing business of healthcare, technical writing within a specific industry). As research has shown, "soft skills", such as

8

analytical and critical thinking, among others, are fostered by purposeful, well-designed interdisciplinary study (Zimmerman et al, 2011; Nikitina, 2005; Toynton, 2005).

7) Demand: *Please describe the demand for the proposed program. Include in this description the supporting data from 1) existing and potential students and 2) requests from regional industries. How does the program of study meet student needs and employer requirements in terms of career readiness and employability, requirements to enter the profession, post- graduate study, and disciplinary rigor at the level required for professional success and advanced educational pursuits? (In other words, how does the program of study prepare students for the next step?)*

The proposed MIS meets a general demand in the regional economy for college graduates who are able to engage proactively, critically, and with solutions-orientated strategies to a multitude of complex and dynamic issues confronting communities, organizations, and businesses. UWG's primary and secondary service regions (west Georgia and metro Atlanta, respectively) are experiencing rapid technological change, economic restructuring, political, demographic, and cultural shifts, and are increasingly enmeshed in global systems--e.g. production chains, investment circuits, consumer markets, migration flows, etc. In this context, there is a need for college graduates with the cognitive abilities and skill sets that are the hallmark of interdisciplinary studies, including drawing upon multiple perspectives and knowledge frameworks, making meaningful connections and context-specific judgments between and about them, integrative thinking, and self-directed higher-order learning (Jacobs, 1989; Davis, 1995; Ivanitskaya et al, 2002; Repko, 2008; and Martin, 2009; Riel & Martin, 2017).

The demand for college graduates with these interdisciplinary skills is demonstrated by the growing interest in "t-shaped" expertise across a wide range of industries, from information technology and engineering to management and consulting to psychology, the creative arts, and non-profit sector (Hansen, 2010; Brooks, 2012; Moghaddam et al, 2016). T-shaped expertise combines deep, focused knowledge with "breadth of skills and the ability to collaborate across disciplines with experts in other areas and to apply knowledge in areas of expertise other than one's own" (Doyle, 2014). Claims about the importance of t-shaped expertise, such as "employers are placing increasing importance on skills that reach beyond a single discipline or focus" (Michigan State University, 2017), are corroborated by a study published by the Association of American Colleges & Universities. Based on a survey of 400 private-sector and nonprofit employers with 25 or more employees, the report, *Falling Short: College Learning and Career Success* (Hart Research Associates, 2015), revealed that employers "overwhelmingly endorse" focused learning combined with broad learning, "proficiency in skills and knowledge that cut across majors", and an ability to apply learning in "real-world settings".

Evidence of these national trends exists within UWG's service regions. An academic program needs assessment for Douglas and Paulding counties commissioned by the USG's Board of Regents and based on key stakeholders in those counties, primarily institutions of higher education, chambers of commerce, and local governmental economic development agencies, revealed two significant needs, both of which are met, in part, by the proposed MIS degree:

9

1. "Soft skills instruction and training", including critical thinking and analytical skills. As research has shown, both of these particular soft skills, among others, are fostered by purposeful, well-designed interdisciplinary study (Zimmerman et al, 2011; Nikitina, 2005; Toynton, 2005).

2. Graduates for "targeted" industry clusters (i.e. current or anticipated growth sectors), including business, management, marketing, technology services, and communication. These are the very industrial sectors from which demands for "t-shaped" learning and skills have emanated (MGT Consulting Group, 2017).

Additionally, a UWG Newnan Business Roundtable on November 28, 2017 assembled 25+ leaders from Newnan-area businesses with administrators, faculty and staff from UWG to discuss a major in interdisciplinary studies. The event revealed enthusiastic support for such a degree, specifically its potential for developing students' "soft skills" and its curricular flexibility in allowing students to develop knowledge sets and skills to meet emergent needs of the region's communities and businesses (e.g. serving aging populations, the changing business of healthcare, technical writing within a specific industry). Beyond UWG's immediate service region, the Atlanta Chamber of Commerce has identified "Key Industry Segments", including financial technology, bioscience, mobility and technology, cybersecurity, digital media, and smart cities (the internet of things)--all industries making demands for interdisciplinary abilities and skills.

8) Duplication: *Description of how the program does not present duplication of existing academic offerings in the geographic area, within the system as a whole, and within the proposing institution regardless of academic unit. 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 or complementary to other USG degrees and majors.*

As shown in the table below, multiple institutions within the USG offer degrees at the graduate level that feature multi- and inter-disciplinarity. In UWG's primary service region, no institution offers a degree similar to the MIS program proposed herein. In the larger region (including metro Atlanta), Georgia State does offer a similar degree. UWG's MIS does not duplicate GSU's MIS, however, given that these interdisciplinary degrees feature pathways (or concentrations) based on institution-specific collaborations between disciplines. Thus, the UWG MIS degree should not be considered a duplication of an existing academic offering within its broad service region, as it can be expected that the unique mix of departments and colleges at the two institutions will collaborate to produce interdisciplinary programs of study that will be qualitatively distinct from each other.

Table 3
Interdisciplinary/Integrative Studies Graduate Programs in the USG

Georgia State University	Big Data and Machine Learning (MS in Analytics) Biomedical Enterprise (MIS) Business Analytics (MS in Analytics) Criminal Justice (MIS) Legal Analytics (MS in Analytics) Urban Studies (MIS)

University of Georgia	Artificial Intelligence (MS)
	Bioinformatics (MS, PhD)
	Biomanufacturing and Bioprocessing (MBB)
	Comparative Biomedical Sciences (MS)
	Foods and Nutrition (MS, PhD)
	Integrated Life Sciences (PhD)
	Integrated Plant Sciences (PhD)
	Integrative Conservation & Anthropology; & Ecology; & Forestry and
	    Natural Resources; & Geography (PhD)
	Interdisciplinary Biomedical Sciences (PhD)
	Museum Studies (M Cert)
	Neuroscience (PhD)
	Nonprofit Management and Leadership (MA)
	Plant Breeding, Genetics and Genomics (MS, PhD)
	Plant Protection and Pest Management: Agronomy; :Entomology; :
	Plant
	    Pathology (MPPPM)
	Toxicology: Animal and Dairy Science; : Clinical and Administrative
	    Pharmacy; : Crop and Soil Sciences; : Ecology; : Entomology;
	      :Environmental Health Sciences; : Forestry and Natural
	Resources; :
	    Infectious Diseases; : Pharmaceutical and Biomedical Sciences;
	      :Physiology and Pharmacology; : Plant Pathology; : Veterinary
	      Biosciences and Diagnostic Imaging; : Veterinary Pathology (MS,
	PhD)

Kennesaw State University	Integrated Global Communication (MA) Integrative Biology (MS) Analytics and Data Science (PhD)

9) 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)

11

If yes, list the institution below and include a letter of support from the collaborating institution's leadership (i.e., President or Provost and Vice President for Academic Affairs) for the proposed academic program in Appendix I.

10) Admission Criteria: *List the admission criteria for the academic program, including standardized test and grade point average requirements for admission into the program. Also, at what point (e.g., credit hours completed) are students admitted to the program.*

The MIS program will have general admission requirements as well as those specific to pathways. General admission requirements are the following:

- A Bachelor's degree with a minimum cumulative GPA of 2.5.
- Official transcripts from every college and university attended.
- A statement of educational/career interests and goals.

Additionally, any pathway-specific admission requirements will be set out in the new pathway proposal and approved by the same process that any other graduate program's admission requirements are established and modified.

11) Curriculum:

    a. *Specify whether the proposed program requires full-time study only, part-time study only, or can be completed either full time or part time.*

        Either. For example, the proposed MIS Pathway (Cultural Heritage and Resource Management) will be offered to both full-time and part-time students to accommodate a diverse, multi-generational population of learners.

    b. *If the proposed program will be offered online, describe measures taken by the academic unit to sufficiently deliver the program via distance education technologies and provide instructional and learning supports for both faculty and students in a virtual environment. Will the program be offered in an asynchronous or synchronous format?*

        The MIS degree will offer multiple "pathways" (akin to concentrations). In the future, some of these may be online, (i.e. 95% fully online delivered through an asynchronous online environment, using a wide variety of instructional technologies.The University of West Georgia is dedicated to providing students with effective technology to enhance teaching and learning practices. Faculty are qualified and supported in online instruction and UWG is dedicated to providing all faculty and students with effective technology to enhance teaching and learning. There are two campus-wide resources that serve all faculty, staff, and students in relation to technology: Information Technology Services (ITS), which supports computing and communication services, and UWG Online, which offers support to students

12

and faculty for online teaching and learning. ITS provides comprehensive assistance to students and faculty including matters related to BanWeb (the online registration and payment system), Banner, campus wireless access, assistance with software/hardware issues of students' personal computers, support of faculty work computers, myUWG (communication and information portal for faculty and students), and classroom support. An ITS service desk is operational 24 hours a day with phone and email options for requests for help. The USG utilizes Bright Space as its Learning Management System, a product of the company Desire to Learn. At UWG, this LMS is labeled Course Den. Course Den provides ways for faculty to manage course activities and content and for students to interface with the material, teachers and each other. Staff associated with UWG Online consult with and conduct numerous activities for faculty members through the Online Faculty Development Center.

c. *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.*

MIS Course of Study (30 hours of coursework)	**Credit Hours**
Required for all MIS students	**9**
XIDS 6000 Interdisciplinary Theory and Method (3) [NEW]	3
XIDS 6001 Interdisciplinary Narrative Writing (3) [NEW] (XIDS 6000 prerequisite)	3
XIDS 6999 Interdisciplinary Capstone (3) [NEW] (XIDS 6001 prerequisite)	3
Additional courses specified by student's MIS Pathway	**21**
Discipline 1 coursework	6
Discipline 2 coursework	6
Additional pathway-specific coursework	9

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 that are institutional requirements.*

30 credit hours are required to complete the MIS degree program.

e. *Within the appendix, append the course catalog descriptions for new courses and their prerequisite courses. Include the course prefixes, course numbers, course titles, and credit hour requirements.*

13

(1) Course descriptions for XIDS 6000, 6001, and 6999 and (2) the Cultural Heritage and Resource Management Pathway have been included in Appendix I.

f.   *If this is an undergraduate program, how does or would the department or institution use eCore, eMajor, or dual enrollment?*

NA

g.   *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, telephone number, and full mailing address. External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.*

NA

12) PROGRAM OF STUDY - GRADUATE ONLY(provide the program of study).

Course of Study (30 hours of coursework)	Credit Hours	SAMPLE Program of Study
Required for all MIS students	**<u>9</u>**	
XIDS 6000 Interdisciplinary Theory and Method (3) [NEW]	3	Fall 2020
XIDS 6001 Interdisciplinary Narrative Writing (3) [NEW] (XIDS 6000 prerequisite)	3	Fall 2021
XIDS 6999 Interdisciplinary Capstone (3) [NEW] (XIDS 6001 prerequisite)	3	Spring 2022
Additional courses specified by student's MIS Pathway	**<u>21</u>**	
Course 1 from Discipline 1	3	Fall 2020
Course 2 from Discipline 1	3	Spring 2021
Course 1 from Discipline 2	3	Fall 2020
Course 2 from Discipline 2	3	Spring 2021
Pathway-specific coursework	3	Spring 2021
Pathway-specified coursework	3	Fall 2021
Pathway-specified coursework	3	Fall 2021

13) There is no Section 13 on the One-Step Proposal provided by the USG

14

14) Alternative Curricular Pathway: *What alternative curricular pathways exist (for example for students who were not admitted to the major but are still in satisfactory standing at the institutional level)? Please describe them below and describe how these students are advised about the alternative(s).*

There are no alternative curricular pathways in this program.

15) Prior Learning Assessment: *Does the program include credit for prior learning assessment? How will credit be assessed and for what specific courses in the curriculum inclusive of prerequisites? If this is not applicable, indicate "NA" in this section.*

NA

16) Open Educational Resources: *Does the program include open educational resources that have been assessed for quality and permissions, can be connected with related curricular resources, and are mapped to learning outcomes? If this is not applicable, indicate "NA" in this section.*

NA

17) Waiver to Degree-Credit Hour (if applicable):

All bachelor's degree programs require 120-semester credit hours.
- Master's level programs have a maximum of 36-semester hours. Semester credit-hours for the program of study that are above these requirements require a waiver to degree- credit hour request with this proposal.
- State whether semester credit-hours exceed maximum limits for the academic program and provide a rationale.
- This is not applicable for specialist in education and doctoral programs.

NA

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

All MIS Pathways will have the following three learning outcomes in addition to those specific to a particular pathway:

1. Distinguish between two or more disciplines in how they produce knowledge or address a problem.

2. Evaluate a question, problem, or topic from at least two distinct disciplinary perspectives.

3. Integrate or synthesize insights or modes of thinking drawn from two or more disciplines to answer a question, solve a problem, or produce a more comprehensive understanding.

15

18) Assessment: *Describe institutional programmatic assessments that will be completed to ensure academic quality, viability, and productivity.*

Assessment Plan for the MIS

The program's learning outcomes will be assessed annually by a Review Committee established by the Center for Interdisciplinary Studies. The committee will examine the following:

- **Academic portfolio**

  An academic portfolio that includes one piece of work from a course from at least two disciplines, reflective writings, and the capstone project. The portfolio will be curated from the moment a student declares the MIS major and will be periodically reviewed during meetings with the MIS Pathway program advisor. Reflective writings will be assigned and submitted throughout the XIDS course sequence (XIDS 6000, 6001, and 6999). These will ask the student to reflect upon their work in light of various prompts designed to gauge disciplinary understanding (i.e. understanding of the key concepts, leading theories, modes of inquiry, etc. that define a discipline) and interdisciplinary integration.

- **Capstone project**

  A culminating work primarily directed and crafted by the student (a paper, exhibition, service project, etc.). All projects will involve writing that communicates an integrative perspective or practice that blends disciplinary modes of thinking and methods. The capstone project will be submitted in XIDS 6999 or an approved alternative.

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

NA

21) SACSCOC Institutional Accreditation: *Is program implementation contingent upon SACSCOC action (e.g., substantive change, programmatic level change, etc.)?* Please indicate Yes or No. ___No____ The program of study is repackaging of existing curriculum.

22) Recruitment and Marketing Plan: What is the institution's recruitment and marketing plan? What is the proposed program's start-up timeline

The MIS Program Director and program faculty will work with the Office of University Communications and Marketing to develop materials suitable for the website and for mass emails to be implemented immediately upon program approval. UWG has devoted much time, resources, and effort to build an accurate alumni data bank with current emails. We will also use print media (newspaper and professional journal ads) to recruit. Faculty and staff routinely visit classes that are a part of the Bachelor of Interdisciplinary Studies program here at UWG for purpose of student recruitment as well.

16

What is the proposed program's start-up timeline: Fall 2021 for admission to the MIS program; If approval timing is later than anticipated (ie later than October, 2020), we will delay for 1 year in order to adequately recruit students and prepare.

23) 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.

Enrollment projects are based on trends in graduate enrollment growth and expectations that new MIS Pathways will be created after the MIS degree proposed herein is approved (graduate students ("majors" in the table below) will apply to particular approved pathways. Student enrollment is therefore dependent on the creation of new pathways). One pathway--Cultural Heritage and Resource Management will be approved by Fall 2020. Additional pathways--e.g. Narrative Media, International Conflict and Security, etc.--are expected to be approved by Fall 2021.

	First FY	Second FY	Third FY	Fourth FY
I. ENROLLMENT PROJECTIONS				
Student Majors	0	2	3	7
Shifted from other programs	0	0		
New to the institution	3	5	7	10
Total Majors	3	7 (2 will graduate)	10 (3 will graduate)	17 (7 will graduate)

24) Fiscal and Estimated Budget
   a) *Describe the resources that will be used specifically for the program.*

   Current resources will be utilized.

   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).*

The addition of this program will have no impact on the university's resources.

All but two courses for the program are currently offered.

There is no identifiable need for a faculty line.

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).*

No reassignment is necessary. Current graduate and undergraduate student enrollment numbers are such that program faculty can include the MIS XIDS courses into their existing workload.

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 budget in Academic Affairs will fund any unforeseen costs associated with this program. No reallocation of funds will be necessary because the coursework involved in offering this program is already being delivered.

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

   Tuition amounts were calculated based on the enrollment projections estimated in #15 (above) for new students to the university multiplied by the FY20 tuition rate posted on the University of West Georgia website taking 9 hours ($3,181).

   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.).*
   NA

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

18

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

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?*
NA

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

If enrollment has not met expectations after the BOR grace period expires the program will be sunset.

I. EXPENDITURES	First FY Dollars	Second FY Dollars	Third FY Dollars	Fourth FY Dollars
Personnel – reassigned or existing positions				
Faculty **(see 15.a.ii)**	0	0	0	0
Part-time Faculty **(see 15 a.ii)**	0	0	0	0
Graduate Assistants **(see 15 a.ii)**	0	0	0	0
Administrators**(see 15 a.ii)**	0	0	0	0
Support Staff **(see 15 a.ii)**	0	0	0	0
Fringe Benefits	0	0	0	0
Other Personnel Costs	0	0	0	0
Total Existing Personnel Costs	0	0	0	0
EXPENDITURES (Continued)				
Personnel – new positions (see 15 a.i)				
Faculty	0	0	0	0
Part-time Faculty	0	0	0	0
Graduate Assistants	0	0	0	0
Administrators	0	0	0	0
Support Staff	0	0	0	0
Fringe Benefits	0	0	0	0
Other personnel costs	0	0	0	0
Total New Personnel Costs	0	0	0	0
Start-up Costs (one-time expenses) (see 15 a.i)				
Library/learning resources	0	0	0	0
Equipment	0	0	0	0
Other (Marketing Materials)	3,000	3,000	2,000	1,000
Physical Facilities: construction or renovation (see section on Facilities)				
Total One-time Costs	0	0	0	0
Operating Costs (recurring costs – base budget) (see 15 a.i)				
Supplies/Expenses	0	0	0	0
Travel	0	0	0	0
Equipment	0	0	0	0
Library/learning resources	0	0	0	0
Other	0	0	0	0
Total Recurring Costs	0	0	0	0
GRAND TOTAL COSTS				
III. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds **(see 15 b.i)**	0	0	0	0

20

New student workload				
New Tuition **(see 15 b.ii) (Fall, Spring, Summer)**	28,629	47,715	66,801	95,430
Federal funds	0	0	0	0
Other grants **(see 15 b.iv)**	0	0	0	0
Student fees **(see 15 b.iii)** Exclude mandatory fees (i.e., activity, health, athletic, etc.).	0	0	0	0
Other **(see 15 b.v)**	0	0	0	0
New state allocation requested for budget hearing	0	0	0	0
GRAND TOTAL REVENUES	28,629	47, 715	66,801	95,430
Nature of Revenues				
Recurring/Permanent Funds		Tuition	Tuition	Tuition
One-time funds				
Projected Surplus/Deficit (Grand Total Revenue – Grand Total Costs) (see 15 c.i. & c.ii).	28, 629	47,715	66,801	95,430

21

25) Facilities/Space Utilization for New Academic Program Information

Facilities Information — Please Complete the table below.

The new Major will be a Bachelor of Interdisciplinary Studies which tap into existing coursework and faculty load.

New students over the next 10 years are projected to be within normal growth patterns already accommodated in the Master Plan. Therefore no new space is required.

			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.**		0
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.		NA
iv.	Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe the projected impact.		NA
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.		NA
vi.	Indicate whether existing space will be used.	x	Existing facilities will adequately accommodate the new program
c.	**If new space is anticipated, provide information in the spaces below for each category listed:**		
i.	Provide the estimated construction cost.		NA
ii.	Provide the estimated total project budget cost.		NA
iii.	Specify the proposed funding source.		NA
iv.	What is the availability of funds?		NA
v.	When will the construction be completed and ready for occupancy? (Indicate semester and year).		NA
vi.	How will the construction be funded for the new space/facility?		NA

22

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?	NA

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.
	The program will be housed in the Center for Interdisciplinary Studies which is housed in the director's faculty office, which is historically the case for interdisciplinary programs. Classes are taught in classrooms at all instructional sites and online.

e.	**List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.)** All space will be variable as coursework is individually determined.

i.	No. of Spaces	Type of Space	Number of Seats	Assignable Square Feet (ASF)
	Variable	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**
Jim Sutherland	678-839-6410	sutherla@westga.edu
	Signature	

| | 637/766 |
| | |

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.

26) Faculty

a) *Provide the total number of faculty members that will support this program:*

Variable - Faculty support will vary based on individualized program development but will be incorporated into normal load since students are already enrolled in these courses.

b) *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.*

NA - Faculty will teach in their areas of expertise and individualized programs will be developed as noted above.

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)

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.*

There will be no impact on faculty workload. The individualized mentoring is already occurring, this will simply formalize the process and allow students to create programs directly related to their areas of interest.

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.*

25

No additional faculty or resources will be required.

References

Anft, M. (2017). Breaking professional schools out of their silos. *The Chronicle of Higher Education*, May 5.

Archibald, D.C. (2009). Barriers and solutions to launching an interdisciplinary movement: The University of Massachusetts-Lowell. In T. Augsburg & S. Henry (Eds.), *The Politics of Interdisciplinary Studies* (pp. 195-211). Jefferson, NC: McFarland & Company, Inc., Publishers

Brooks, K. (2012). Career success starts with a "T". *Psychology Today* (April 19). Retrieved From https://www.psychologytoday.com/blog/career-transitions/201204/career-success-starts-t

Davenport, T.H. (2008). "Biogeochemistry" and the need for an interdisciplinary approach to business. *Harvard Business Review* (July 30). Retrieved from https://hbr.org/2008/07/biogeochemistry-and-the-need-f

Davis, J.R. (1005). *Interdisciplinary courses and team teaching*. American Council on Education and the Oryx Press.

Dill, J. (2015). The college degrees experiencing the greatest growth and declines. *Forbes*, September 15. Retrieved from https://www.forbes.com/sites/kathryndill/2015/09/17/the-college-degrees-experiencing-the-greatest-growth-and-decline/#51e118755f04

Doyle, M. (2014). Why engineers need to develop T-shaped skills. *Product Lifecycle Report*, December 3. Retrieved from http://blogs.ptc.com/2014/12/03/why-engineers-need-to-develop-t-shaped-skills/

Hansen, N. (2010). IDEO CEO Tim Brown: T-shaped stars: The backbone of IDEO's collaborative culture. *Chief Executive* (January 21). Retrieved from https://chiefexecutive.net/ideo-ceo-tim-brown-t-shaped-stars-the-backbone-of-ideoaes-collaborative-culture__trashed/

Hart Research Associates. (2015) *Falling Short? College Learning and Career Success: Selected Findings from Online Surveys of Employers and College Students Conducted on Behalf of the Association of American Colleges & Universities*. Retrieved from https://www.aacu.org/leap/public-opinion-research/2015-survey-falling-short

Ivanitskaya, L, Clark, D., Montomery, G., & Primeau, R. (2002). Interdisciplinary learning: Process and outcomes. *Innovative Higher Education*, 27(2), 95-111.

Jacobs, H.H. (1989). The growing need for interdisciplinary curriculum content. In H.H. Jacobs (ed.), *Interdisciplinary curriculum: Design and implementation* (1-11), Association for Supervision and Curriculum Development.

Jacob, W.J. (2015). Interdisciplinary trends in higher education. *Palgrave Communications* 1:15001 doi: 10.1057/palcomms.2015.1

Kleinberg, E. (2008). Interdisciplinary studies at a crossroads. *Liberal Education* 91(1). Retrieved from https://www.aacu.org/publications-research/periodicals/interdisciplinary-studies-crossroads

Lansiquot, R.D, Blake, R.A., Liou-Mark, J., & Dreyfuss, A.E. (2011). Interdisciplinary problem-solving to advance STEM success for all students. *peerReview*, 13(3). Retrieved from https://www.aacu.org/publications-research/periodicals/interdisciplinary-problem-solving-advance-stem-success-all

Martin, R. (2007). *The Opposable Mind*. Harvard Business Press.

McEwen, L., Jennings, R., Duck, R., & Roberts, H. (2009). Students' Experiences of Interdisciplinary Masters' Courses. Interdisciplinary Teaching and Learning Group, Subject Centre for Languages, Linguistics and Area Studies, School of Humanities, University of Southampton.

MGT Consulting Group. (2017). *Academic Program Needs Assessment Douglas and Paulding Counties*. Prepared for the Board of Regents, University System of Georgia.

Michigan State University. (2017). T-Academy 2017: Ramping for Campus T-Vitality and T-Success. July 26-28. Retrieved from http://tsummit.org

Miller. M & Mansilla V.B. (2004). Thinking Across Perspectives and Disciplines. Interdisciplinary Studies Project, Project Zero, Harvard Graduate School of Education.

Moghaddam, Y. Bess, C., Demirkan, H, & Spohrer, J. (2016). T-shaped: The new breed of IT professional. *Executive Update*, 17(8). Retrieved from https://www.cutter.com/sites/default/files/APM/apmu1608.pdf

Nikitina, S. (2005). Pathways of interdisciplinarity cognition. *Cognition and Instruction*, 23(3), 389-425.

Nielsen-Pincus, M., Morse, W.C, Force, J.E. & Wulfhorst, J.D. (2007). Bridges and barriers to developing and conducting interdisciplinary graduate-student team research. *Ecology and Society* 12(2), 1-14.

Razmak, J. & Belanger, C.H. (2016). Interdisciplinary approach: A lever to business innovation. *International Journal of Higher Education* 5(2), 173-182.

Repko, A. (2008). Assessing interdisciplinary learning outcomes. *Academic Exchange Quarterly*, Fall, 171-177.

27

Riel, J. & Martin, R. (2017). Creating great choices: A leader's guide to integrative thinking. *Harvard Business Review* (December 1).

Toynton, R. (2005). Degrees of disciplinarity in equipping students in higher education for engagement and success in lifelong learning. *Active Learning in Higher Education* 6(2), 106.

Van Noorden, R. (2015). Interdisciplinary research by the numbers. *Forbes* (September 16). Retrieved from https://www.nature.com/news/interdisciplinary-research-by-the-numbers-1.18349

Wallace, C. (2016). The case for interdisciplinary education. *Forbes* (June 1). Retrieved from https://www.forbes.com/sites/christinawallace/2016/06/01/the-case-for-interdisciplinary-education/#1da370594723

Whatley, S & Sabiescu, A.G. (2016). Interdisciplinary collaborations in the creation of digital dance and performance: A critical examination. In K.J. Boronwiecki, N. Forbes, & A. Fresa (Eds.), *Cultural Heritage in a Changing World* (pp. 17-35). SpringerOpen.

Zimmerman, S.D., Short, L. & Hendrix, E.M. (2011). Impact of interdisciplinary learning on critical thinking using case study method in allied health care graduate students. *Journal of Allied Health*, 40(1), 15-18.

APPENDIX I

Course descriptions for XIDS 6000, XIDS 6001, and XIDS 6999

XIDS 6000: Interdisciplinary Theory and Method
This course is an introduction to interdisciplinary methodology, with a focus on theory underlying, and techniques of, interdisciplinary inquiry and problem-solving in the context of research or creative projects. In the course, students will develop an understanding of academic disciplines, the importance of disciplinary practice and depth, and the history of interdisciplinary studies. With this established, students will systematically examine key steps in in the interdisciplinary research/creative process and techniques to achieve them in different contexts. Across a range of case studies, students will engage with the defining practice of integrating disciplinary insights to solve problems, achieve a comprehensive understanding, and produce new knowledge and creative pieces or exhibitions. In this course, students will be introduced to the MIS program's portfolio requirement. Through several short writing assignments, students will initiate their portfolios.

XIDS 6001: Interdisciplinary Narrative Writing
Why do human beings produce and consume narratives as prolifically as we do? What is the role of narrative in various disciplines? This course approaches these questions from the perspective that humans are drawn to narrative, and the best way to hold a reader's attention for more than a few paragraphs is through the art of storytelling. Learning to write with a focus on narrative helps students achieve cognitive and conceptual clarity as they endeavor to tell the story of their work. This course is designed to help students write clearly, accurately, and effectively in both an academic and professional environment while incorporating techniques of narrative.

The course will develop a Writer's Toolkit that includes the use of scene, dialogue, vivid description, character development, nonlinear structure, and shifts in tense, time, and points of view. Such craft practices helps students write engaging prose and compellingly present research in various disciplines. This class is designed to help students develop proficiency with a wide range of anticipated tasks—from writing more compelling grants and reports, to presenting scholarly research and problem-solving powerpoints. Students will use writing and rhetorical concepts such as purpose, audience, and context to pose questions, examine tensions, and propose solutions that are meaningful in interdisciplinary contexts. We will do this while reviewing some general rules and suggestions on writing, practicing writing tasks common in academia, and, most importantly, by critiquing each other's work collaboratively.

The course's multi-modal approach will include assignments that conceptualize and produce presentations and posters (etc.) that use visuals and graphics effectively to convey a message in the scholarly and public realm, including print and digital publishing sites, and podcasts. The course will orient the writing assignments and tasks toward the students' disciplinary and interdisciplinary pathways.

XIDS 6999: Interdisciplinary Capstone
In this semi-independent course, students complete a final original project reflecting parameters specified by the MIS Pathway in which the student is enrolled. A capstone project is one that demonstrates a student's ability to organize and synthesize knowledge and skills learned and developed during the course of their graduate work. All students will submit a written

representation of their capstone project and will present it orally to a larger audience (such as faculty and peers, if not a professional audience) during the term. Students should not enroll in this course until they have an approved capstone project proposal or plan. Also in this course, students will also submit a completed MIS portfolio.

Proposal to create MIS Pathway: Cultural Heritage and Resources Management

BEGINS ON NEXT PAGE

Proposal to Create Master of Interdisciplinary Studies Pathway in

Cultural Heritage & Resource Management

PROPOSERS: Lisa Gezon (Anthropology), Nathan Lawres (Anthropology), Ann McCleary (History), Will Stoutamire (History), Andy Walter (Geosciences)

---

1. SPONSORING DEPARTMENTS
Anthropology, History, Geosciences

2. LEARNING OUTCOMES
A student having graduated with an MIS in Cultural Heritage and Resource Management (CHaRM) from UWG will be able to:

1. Apply at least two distinct methods relevant to the professional field.
2. Evaluate a current cultural or environmental heritage or resource issue from two disciplinary perspectives.
3. Analyze a current cultural or environmental heritage or resource issue using relevant methods.
4. Design an applied project in collaboration with stakeholder partners.

3. COURSE REQUIREMENTS AND DISTRIBUTION OF HOURS
30 total hours, at least 16 at the 6000 level and at least 9 hours in each of two different disciplines (Anthropology, History, Geography), as follows:

Course	Credit hours
XIDS 6000 Interdisciplinary Theory and Methods	**3**
XIDS 6001 Interdisciplinary Narrative Writing	**3**
HIST 6687 Special Topics in History (Topic: Public History Seminar)--*a permanent number for this Public History course will be created during the Spring 2020 term.*	**3**

One of these two:
    ANTH 5181 Cultural Resources Management
    ANTH 6175 Southeastern Archaeology & Ethnohistory
	3

GEOG 5553 Geographic Information Systems	**4**
Approved courses (at least 1-4 hours must be 6000-level or above)	**11**
XIDS 6999 Interdisciplinary Capstone (or	**3**

approved), alternative in which a capstone project involving work in partnership with an individual or group outside the CHaRM program is submitted.	
Total	**30**

4. PARAMETERS OF A CAPSTONE EXPERIENCE THAT INVOLVES PROFESSIONAL PREPARATION

Students in this MIS Pathway will be expected to complete a capstone project involving work in partnership with an individual or group outside the UWG Cultural Heritage & Resource Management program. The project will result in a substantive product for the outside partner, as well as a written research paper or summary report of the student's project (e.g, an exhibition, a national register nomination, a curated collection, etc.).

5. PLAN FOR ADMINISTRATION

(a) Admission criteria beyond the general requirements of the MIS program

Students from all backgrounds may apply. An undergraduate GPA of 3.0 or higher is preferred but not required. Students with backgrounds other than Anthropology, History, and Geosciences (including Geography and Geology) may need additional foundational coursework in order to complete the course requirements of the pathway. All applicants should submit a sample of their writing (a paper or report completed for a previous course (undergraduate or graduate) or professional experience as well as contact information for three references.

(b) Composition and workings of an admissions committee, and

The admissions committee will consist of at least one member from each of the sponsoring departments. It is expected that faculty members serving on the committee will have backgrounds and expertise relevant to CHaRM.

(c) The selection, term, and the role of the director of graduate studies for the pathway.

One member of the admissions committee will serve as graduate director of the CHaRM Pathway, selected by consensus of the committee and in consultation with department chairpersons and relevant deans, as needed. The graduate director will serve a two-year term, with no term limits.

6. TIES TO CAREER PROSPECTS FOR GRADUATES OF THE PROGRAM AND WORKFORCE NEEDS.

Cultural resources are important and finite resources that provide us with information about the past and the present and are vital for a wide range of public policy domains and private (including nonprofit) enterprises. Cultural resources are repositories of data pertaining to human populations and their interactions with the material world in the past and present. They are also repositories of information on the natural resources humans interact with, documenting faunal health and biogeographies, past ecosystems and ecological regime changes, and climate

32

change more generally. As such, cultural resource management professionals play an integral role in the preservation of those resources and aid in the development of legislation and public policies regarding not only preservation but also policy decisions related to climate change.

According to the U.S. Bureau of Labor Statistics, in 2018 Cultural Resources Management (CRM) practitioners with a Master's degree or Ph.D. had a median salary of $62,410 or $30.01 hourly wage. This is nearly double the annual salary of a CRM practitioner with a Bachelor's degree. Additionally, this field has a projected job growth during 2018-2028 of 10%. Approximately 49% of CRM practitioners in 2018 were employed by private CRM firms (26%) or in governmental positions (23%).

Obtaining this degree makes a student eligible for a position as a:

- Cultural or historic resource manager for parks (e.g. National Park Service, state parks, local or regional parks);

- Cultural or historic resource manager or GIS specialist for a local or regional government;

- Collections manager or curator for a museum, historic site, or park;

- GIS resource manager for a park, historic site, local government, or private CRM or infrastructure/construction firm;

- Cultural resources field technician and crew chief for CRM firms;

- Cultural resources laboratory technician and laboratory manager for CRM firms;

- Architectural historian for CRM firms;

- State Historic Preservation Office (SHPO) and Tribal Historic Preservation Office (THPO) personnel, which includes land managers, permitting officers, GIS specialists, archaeologists, architectural historians, laboratory technicians, NAGPRA officers, and database managers;

- Economic development positions connected with community development, including Main Street managers, downtown development positions, Convention and Visitors Bureaus, and tourism.

7. A list of courses approved for the pathway, when they are (or can be) offered, and a sample curriculum map

Courses approved for CHaRM Pathway

Number	Name	When
ANTH 5102	Archaeological Field Research	Summer, even years
ANTH 5144	Peoples and Cultures of Latin America	Occasionally
ANTH 5170	Myth, Magic and Religion	Summer
ANTH 5181	Cultural Resources Management	Spring, odd years
ANTH 5885	Special Topics in Anthropology	As needed
ANTH 5900	Directed Readings	As needed
ANTH 5950	Directed Research	As needed
ANTH 6175	Southeastern Archaeology & Ethnohistory	Spring, even years
ANTH 6103	Field Methods in Cultural Resources Management	Summer, odd years (under curriculum review)
ANTH 6881	Independent Study	As needed
ANTH 7885	Special Topics	
GEOG 5103	Geography of Soils and Water	Spring (even years)
GEOG 5551	Intro to GIS and Mapping Science	Fall, Summer
GEOG 5553	Geographic Information Systems	Fall, Spring, Summer
GEOG 5554	Computer Cartography	Spring
GEOG 5562	Airphoto Interpretation and Photogrammetry	Summer
GEOG 5563	Remote Sensing	Spring
GEOG 5643	Urban Geography	Fall (odd years)
GEOG 5700	Global Environmental Change	Fall (even years)
GEOG 5900*	Ecological Climatology	Fall (odd years)
GEOG 5901*	Dendrochronology	Spring (odd years)
GEOG 6082	Directed Problems (independent study)	As needed
GEOG 6446	Special Topics	Irregularly offered
GEOG 6753	Advanced GIS and Spatial Analysis	Spring, Summer
GEOG 6755	GIS Database Design	Irregularly offered
GEOG 6893	GIS Practicum	As needed

HIST 5401	Theory and Practice of Oral History	Every three years
HIST 5402	Introduction to Archives	Every three years
HIST 5404	History of American Architecture	Every two years
HIST 6101	Archives Arrangement and Description	Every three years
HIST 6202	Theory and Method of Material Culture Studies	Every other spring
HIST 6203	Studies and Research Methods in Amer Folkife	Every other fall
HIST 6301	Administration of Museums and Historic Site	Every other fall
HIST 6302	Collections Management in Museums	Every other summer
HIST 6303	Education and Interpretation at Museums	Every other spring
HIST 6304	Exhibits at Museums and Historic Sites	Every other fall
HIST 6486	Public History Internship	Every semester
HIST 6686	Topics in European History	Variable
HIST 6687*	Public History Seminar	Every spring
HIST 6687*	History of the National Park Service	Every other fall
HIST 6687*	Digital History	Every fall
HIST 6687	Topics in U.S. History	Variable
HIST 6688	Topics in Latin American History	Variable
HIST 6689	Topics in Georgia History	Variable
HIST 6481	Independent Study	As needed
HIST 6694	Historical Methods and Writing	Every spring
US History (variable)	Additional US graduate classes and seminars, topics vary by semester	Every semester
World History (variable)	Additional World graduate classes and seminars, topics vary by semester	Every semester

* These courses will be created with their one course-specific numbers.

Courses approved for CHaRM, offerings mapped over two years

	Year 1 (even)			Year 2 (odd)		
Course	Fall	Spring	Summer	Fall	Spring	Summer
ANTH 5102			x			
ANTH 5144	x	x	x	x	x	x
ANTH 5170			x			x
ANTH 5181					x	

35

Course						
ANTH 5885						
ANTH 5900						
ANTH 5950						
ANTH 6175		X				
ANTH 6103						X
ANTH 4881						
ANTH 7885						
GEOG 5103						
GEOG 5551	X		X	X		X
GEOG 5553	X	X	X	X	X	X
GEOG 5554		X			X	
GEOG 5562			X			X
GEOG 5563		X			X	
GEOG 5643				X		
GEOG 5700	X					
GEOG 5900*				X		
GEOG 5901*						X
GEOG 6082						
GEOG 6446						
GEOG 6753			X			X
GEOG 6755						
GEOG 6893						
HIST 5401		X				
HIST 5404	X					
HIST 6301	X					
HIST 6486	X	X	X	X	X	X
HIST 6687 (Public History)		X				
HIST 6202		X				
HIST 6302			X			
HIST 6304				X		
HIST 6687 (Natl Parks)				X		
HIST 6203				X		
HIST 6687 (digital hist)				X		
HIST 6303					X	
HIST 6687 (PH Seminar)					X	
US History (variable)	X	X	X	X	X	X
World History (variable)	X	X	X	X	X	X

Curriculum Map

Year 1	Fall		Spring	
	XIDS 6000	3	HIST 6687	3
	GEOG 5551	3	ANTH 5181 or ANTH 6175	3
	Approved elective	3	GEOG 5553	4
Year 2	XIDS 6001	3	XIDS 6999	3
	Approved elective	3		
	Approved elective	3		

MIS Assessment Plan

	Student Learning Outcome	What does it mean to achieve this SLO?	How will this be measured?
2	Distinguish between two or more disciplines in how they produce knowledge.	Accurate and effective portrayal and description of the cognitive features that define at least two particular disciplines and distinguish them from each other.	**Writing Assignments** (completed in XIDS 6001) **Capstone Project** (submitted in XIDS 6999)
3	Evaluate a question, problem, or topic from at least two distinct disciplinary perspective	Accurate consideration of an issue, problem, phenomenon or question from any particular discipline's point of view.	**Writing Assignments** (completed in XIDS 6001) **Capstone Project** (submitted in XIDS 6999)
5	Integrate or synthesize insights or modes of thinking drawn from two or more disciplines to answer a question, solve a problem, or produce a more comprehensive understanding.	Appropriately synthesize insights from at least two particular disciplines to produce a new answer, response, or perspective to/on an issue, problem, phenomenon, or question.	**Capstone Project** (submitted in XIDS 6999)

A team of at least two readers from the Interdisciplinary Studies graduate faculty will examine student work using the assessment rubric below.

	4: Exemplary (exceeds expectations)	3: Proficient (meets expectations)	2: Developing (does not meet expectations)	1: Unsatisfactory (failing)
Distinguish between two or more disciplines in how they produce knowledge or address a problem	Student work demonstrates an accurate and sophisticated description, comparison, and application, of the cognitive maps or defining elements of at least two disciplines (concepts, theories, observational categories, modes of inquiry, key	Student work demonstrates an accurate description, comparison, and application of the cognitive maps of at least two disciplines but with some minor errors, some lack of clarity, and/or some superficiality.	Student work demonstrates some idea of the cognitive maps of at least two disciplines and how they differ but with considerable error and/or no convincing comparison or application them.	Student work demonstrates no idea of the cognitive maps (more than one element of) at least two disciplines and, thus, how they define and distinguish the disciplines.

	thinkers, key texts, worldview, values, etc.).			
Evaluate a question, problem, or topic from at least two distinct disciplinary perspectives.	Student work demonstrates an accurate and sophisticated consideration of an issue from the viewpoint of at least two particular disciplines, expressing for each one its worldview, deploying correctly and effectively its assumptions, concepts, theories, and/or tools, etc.	Student work demonstrates an accurate consideration of an issue from the viewpoint of any two particular disciplines, expressing for each its worldview, deploying correctly and effectively its assumptions, concepts, theories, and/or tools, etc., but with some minor errors, some lack of clarity, and/or some superficiality.	Student work demonstrates weak, flawed, or considerably incomplete consideration of an issue from the viewpoint of any two particular disciplines.	Student work demonstrates incorrect or inaccurate consideration of an issue from the viewpoint of any two particular disciplines.
Integrate or synthesize insights or modes of thinking drawn from two or more disciplines to answer a question, solve a problem, or produce a more comprehensive understanding.	Student work demonstrates a clear, accurate, well-developed, and sophisticated synthesis of insights from at least two disciplines in response to a problem, issue, phenomenon, or question.	Student work demonstrates a synthesis of insights from at least two disciplines in response to a problem, issue, phenomenon, or question, but with some lack of clarity, some inaccuracy, some uneven development, and/or some superficiality.	Student work demonstrates some degree of interdisciplinary synthesis but is mostly inaccurate, too undeveloped, and/or unclear.	Student work demonstrates no interdisciplinary synthesis or none that is accurate.

Academic Year
Program Map
Master of Interdisciplinary Studies
All Pathways
(a sample of the Cultural Heritage & Resource Management Pathway is provided in the One-Step Proposal)

YEAR 1

TERM 1

Course	Credits
XIDS 6000	3
Discipline 1 course	3
Discipline 2 course	3
SEMESTER TOTAL	9

Milestones

- Complete graduate-level introduction to interdisciplinary theory and method. Begin disciplinary courses.

TERM 2

Course	Credits
Discipline 1 course	3
Discipline 2 course	3
Pathway-Specified Course	3
SEMESTER TOTAL	9

Milestones

- Continue with disciplinary coursework and begin completing coursework specified by student's MIS Pathway.

YEAR 2

TERM 1

Course	Credits
XIDS 6001	3
Pathway-Specified Course	3
Pathway-Specified Course	3
SEMESTER TOTAL	

Milestones

* Complete interdisciplinary narrative writing course.

TERM 2

Course	Credits
XIDS 6999	3
SEMESTER TOTAL	

Milestones

* Complete capstone course, submit project.

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

This program map is intended ONLY as a guide for students to plan their course of study. It does NOT replace any information in the Undergraduate Catalog, which is the official guide for completing degree requirements.

Curriculum_Map_Master of Interdisciplinary Studies

CURRICULUM MAPPING TEMPLATE

INSTRUCTIONS	DEPARTMENT:		COURSES	PL-SLO 1	PL-SLO 2	PL-SLO 3		
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)		Weaving				Integrate or synthesize insights or modes of thinking drawn from two or more disciplines to answer a question, solve a problem, or produce a more comprehensive understanding.		
2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)	**PROGRAM:**	**Master of Interdisciplinary Studies**		Distinguish between two or more disciplines in how they produce knowledge or address a problem.	Evaluate a question, problem, or topic from at least two distinct disciplinary perspectives.			
3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)			1 XIDS 6000	I	I	I		
			2 Discipline 1 Course 1	R	R	R		
			3 Discipline 1 Course 2	R	R	R		
	INTRODUCED: Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.		4 Discipline 2 Course 1	R	R	R		
			5 Discipline 2 Course 2	R	R	R		
4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)			6 XIDS 6001	R (A)	R (A)	R		
			7 XIDS 6999	M (A)	M (A)	M (A)		
	REINFORCED: Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.		8					
			9					
			10					
5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.			11					
			12					
	MASTERED: Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.		13					
In the corresponding aligned box, mark the level of instruction for a SLO: Introduced **"I"**, Reinforced **"R"**, or Mastered **"M"** within the course.			14					
			15					
			16					
			17					
			18					
			19					
6. Go through and mark with an "A", which courses	****Please note: All assessment data may not be**		20					

University of West Georgia Office of Institutional Effectiveness and Assessment   1

you will be collecting Assessment Data in.	collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.	21						
		22						

University of West Georgia Office of Institutional Effectiveness and Assessment

XIDS - 6000 - Interdisciplinary Theory and Method

2020-2021 Graduate New Course Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking 🛈 next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester* Fall

Desired Effective Year* 2020

Course Information

Course Prefix* XIDS

Course Number* 6000

Course Title* Interdisciplinary Theory and Method

Course Type* Interdisciplinary Studies

Catalog Course Description* This course is an introduction to interdisciplinary methodology, with a focus on theory underlying, and techniques of, interdisciplinary inquiry and problem-solving in the context of research or creative projects. In the course, students will develop an understanding of academic disciplines, the importance of disciplinary practice and depth, and the history of interdisciplinary studies. With this established, students will systematically examine key steps in in the interdisciplinary research/creative process and techniques to achieve them in different contexts. Across a range of case studies, students will engage with the defining practice of integrating disciplinary insights to solve problems, achieve a comprehensive understanding, and produce new knowledge and creative pieces or exhibitions. In this course, students will be introduced to the MIS program's portfolio requirement. Through several short writing assignments.

657/766

students will initiate their portfolios.

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

Is this a variable credit hour course?*	☐ Yes ☑ No

Lec Hrs*	3

Lab Hrs*	0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☐ Yes ☑ No
If yes, indicate maximum number of credit hours counted toward graduation.*	3

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

Prerequisites	None

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	1
Grading*	Graduate Standard Letter

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

Justification and Assessment   658/766

What is the rationale for adding this course?*	This course is required of all Master of Interdisciplinary Studies (MIS) students. In the course students will be introduced to theories, techniques, and processes of interdisciplinary inquiry, problem-solving, and creative production. It is expected that many students accepted into the MIS program will not have a background in Interdisciplinary Studies nor experience with interdisciplinarity as a systematic approach. This course will be essential, therefore, to orienting and grounding MIS students to the approach, developing their conceptual and methodological resources and skills, and establishing interdisciplinary rigor.

Student Learning Outcomes*	Identify and describe the defining elements of a "discipline". Describe the interdisciplinary problem-solving/creative process. Explain the importance of synthesis. Define a problem or ask a question appropriate for the interdisciplinary process. Differentiate the interdisciplinary process from other approaches to inquiry, problem-solving, and creative endeavor. Evaluate interdisciplinary techniques regarding their effectiveness in different contexts. Evaluate conceptual approaches and methods for achieving integration. Generate a case study of an interdisciplinary problem or question. Produce reflective writing that considers and critically examines goals, areas or topics of focus, and prior knowledge and work.

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus*	⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	⦿ Library Resources are Adequate ○ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	15

Will this course have special fees or tuition required?*	☐ Yes ☑ No	**If yes, what will the fee be?***	0

Fee Justification	

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/ Department* [University College]

Is this a School of Nursing or University College course?* ⦿ Yes ◯ No

Is this a College of Education course?* ◯ Yes ⦿ No

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

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

XIDS 6000
Interdisciplinary Theory and Method

Course Description and Learning Outcomes

This course is an introduction to interdisciplinary methodology, with a focus on theory underlying, and techniques of, interdisciplinary inquiry and problem-solving in the context of research or creative projects. In the course, students will develop an understanding of academic disciplines, the importance of disciplinary practice and depth, and the history of interdisciplinary studies. With this established, students will systematically examine key steps in in the interdisciplinary research/creative process and techniques to achieve them in different contexts. Across a range of case studies, students will engage with the defining practice of integrating disciplinary insights to solve problems, achieve a comprehensive understanding, and produce new knowledge and creative pieces or exhibitions. In this course, students will be introduced to the MIS program's portfolio requirement. Through several short writing assignments, students will initiate their portfolios.

Learning Outcomes

Having taken this course will be able to:

- Identify and describe the defining elements of a "discipline".
- Describe the interdisciplinary problem-solving/creative process.
- Explain the importance of synthesis.
- Define a problem or ask a question appropriate for the interdisciplinary process.
- Differentiate the interdisciplinary process from other approaches to inquiry, problem-solving, and creative endeavor.
- Evaluate interdisciplinary techniques regarding their effectiveness in different contexts.
- Evaluate conceptual approaches and methods for achieving integration.
- Generate a case study of an interdisciplinary problem or question.
- Produce reflective writing that considers and critically examines goals, areas or topics of focus, and prior knowledge and work.

Required texts

Interdisciplinary Research: Process and Theory
Alan F. Repko and Rick Szostak
2017
Sage: Los Angeles

An Introduction to Interdisciplinary Research: Theory and Practice
Steph Menken and Machiel Keestra (eds.)
2016
Amsterdam University Press: Amsterdam

Additional readings will be provided or obtained by students through the UWG library.

Course Requirements
Seminar attendance, participation, and weekly agendas (15%)
Article Reports (3 X 5% = 15%)
Short Paper #1 (10%)
Short Paper #2 (15%)
Final Paper/Project and Oral Report (40%)
Portfolio Assignments (5%)

WEEKLY AGENDAS   A one-page reflection on the overall argument of, and key points of interest in, assigned readings. Imagine you are in charge of leading discussion for the evening and want to frame it in terms of the goals of the course, while also noting links to personal interests. Avoid rote summary. Concentrate on key questions, and note any points of confusion.

ARTICLE REPORTS   Using the guide provided, select an article published in *Issues in Interdisciplinary Studies* and produce a 1-2 page report. Also, prepare to orally present your report to the class, including 1-3 slides. Each student will report on three articles over the course of the term.

SHORT PAPER #1   A preliminary definition of interdisciplinarity based on readings through Week 4. While you should draw from the readings, your paper should not merely quote definitions from the readings. Rather, use examples from your academic, personal, and professional lives to develop your own interpretation of interdisciplinarity. The paper should be around three double-spaced pages or equivalent (~250 words per page).

SHORT PAPER #2   A more fully developed definition of interdisciplinarity synthesizing conclusions from Paper #1 and drawing from readings through Week 10 plus any additional personal, academic, and professional examples. The paper should be around five double-spaced pages or equivalent (~250 words per page).

FINAL PAPER/PROJECT   An interdisciplinary case study on a topic of your choice. Students are encouraged to develop ideas for their capstone project/project through this assignment. It must be completed in designated stages (a complete draft → [feedback] → a final draft) and be accompanied by an oral report. The paper should be around 15 double-spaced pages with a minimum of 12 sources (at least 10 of which should be academic).

PORTFOLIO ASSIGNMENTS   These will include at least two pieces of reflective writing on students' goals and purpose in the MIS program, what they know, as well as questions they have about, their areas of focus, and their understanding of the interdisciplinary approach in relation to their prior work and their areas of graduate focus.

Outline
Week 1   Introduction to the course; Discuss the various academic and professional
                backgrounds in the class; Discuss students' interests and goals; Overview of the

interdisciplinary "cognitive toolkit"

Week 2	Defining interdisciplinary studies; The emergence of interdisciplinary studies ● Repko & Szostak (2017), Ch. 1 ● Menken & Keestra (2016), Chs. 4-5
Week 3	Defining disciplines; Disciplinary perspectives ● Repko & Szostak (2017), Ch. 2 ● Menken & Keestra (2016), Ch. 3 **Article Report #1 is due**
Week 4	The interdisciplinary process: Asking a question/Defining a problem and identifying relevant disciplines ● Repko & Szostak (2017), Chs. 3-4 ● Menken & Keestra (2016), Chs. 7-9 **Article Report #2 is due**
Week 5	The interdisciplinary process: Analyzing disciplinary insights ● Repko & Szostak (2017), Chs. 6-7 **Short Paper #1 is due**
Week 6	Integration in concept and practice ● Repko & Szostak (2017), Chs. 8-9 ● Menken & Keestra (2016), Ch. 6
Week 7	Common ground: What it means and how to get there ● Repko & Szostak (2017), Chs. 10-11 **Article Report #3 is due**
Week 8	Case Study: Health ● TBA
Week 9	Case Study: Environment ● TBA
Week 10	Case Study: Agriculture ● Menken & Keestra (2016), Ch. 12 **Short Paper #2 is due**
Week 11	Case Study: Engineering ● TBA
Week 12	Case Study: Narrative media ● TBA
Week 13	First draft roundtables **Paper/Project complete first draft is due**

Week 14-15   Workshop--as needed to work through feedback on first drafts of papers/projects, further develop and revise, polish, etc.

Week 16   Final paper/project presentations
             Final Paper/Project is due

XIDS - 6001 - Interdisciplinary Narrative Writing

2020-2021 Graduate New Course Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking 🛈 next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester* Fall

Desired Effective Year* 2020

Course Information

Course Prefix* XIDS

Course Number* 6001

Course Title* Interdisciplinary Narrative Writing

Course Type* Interdisciplinary Studies

Catalog Course Description* This course will develop a student's ability to communicate effectively in writing by focusing on narrative craft to employ the potency of storytelling in interdisciplinary contexts. Students will investigate and practice narrative techniques for different audiences in specific rhetorical situations, and they will confront interdisciplinary problems and exercise the rhetorical tools of narrative in their writing as an effective communicative mode to resolve complex questions.

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

Is this a variable credit hour course?*	☐ Yes ☑ No

Lec Hrs*	3

Lab Hrs*	0

Credit Hrs*	3

Can a student take this course multiple times, each attempt counting separately toward graduation?*	☐ Yes ☑ No		If yes, indicate maximum number of credit hours counted toward graduation.*	3

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

Prerequisites	XIDS 6000

Concurrent Prerequisites	

Corequisites	

Cross-listing	

Restrictions	

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered?	1		Grading*	Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?*	The National Academy of Sciences cites the "increased comprehension, interest, and engagement" that narrative technique offers readers of academic research and professional writing. Taken after the student has progressed 12-15 hours in the MIS Pathway, this course will provide instruction in the techniques of narrative to help develop the student's ability to effectively communicate in writing, thereby articulating meaning within and across interlinked fields. The focus on narrative craft is a response to findings about the potency of storytelling both methodologically (helping the student achieve cognitive and conceptual clarity to distinguish, relate, contextualize, etc.) and expressively (helping the students to convincingly convey the purpose of the work / study / project, the significance, the relevance, the findings, the implications, etc., as well as possibilities beyond the project).

Student Learning Outcomes*	Practice elements of storytelling that render multiple disciplines in narrative terms (plot, character, conflict, etc.). Create written artifacts that relates to structural knowledge of problems appropriate to interdisciplinary inquiry. Learn strategies for integrating conflicting insights (i.e., multiple expert views) from two or more disciplines. Learn to craft narratives to assist in writing grants, proposals, and research projects. Devise appropriate narrative and rhetorical strategies to consider the purpose, topic, genre, medium, and audience for the text. Develop a language that will juxtapose, synthesize, and integrate multiple disciplinary perspectives through the discovery of common ground in an effort to problem solve. Write concisely, concretely, and accurately when presenting interviews and interpreting published research. Reinforce the understanding of writing as a process—and practice learning strategies to strengthen writing skills at each step in that process. Reflect metacognitively on their work in order to critically assess their own textual production. Establish a written aesthetics in a larger interdisciplinary context, including consideration of narrative, style, and voice.

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:
http://www.westga.edu/UWGSyllabusPolicies/

Syllabus*	⦿ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	⦿ Library Resources are Adequate
	◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	15

| Will this course have special fees or tuition required?* | ☐ Yes ☑ No | | If yes, what will the fee be?* | 0 |

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

| School/ Department* | University College |

| Is this a School of Nursing or University College course?* | ⦿ Yes ◯ No | | Is this a College of Education course?* | ◯ Yes ⦿ No |

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

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

<center>New Course Proposal</center>

Course Prefix: XIDS
Course Number: 6001
Pre-requisite: XIDS 6000
Course Catalog Description: This course will develop a student's ability to communicate effectively in writing by focusing on narrative craft to employ the potency of storytelling in interdisciplinary contexts. Students will investigate and practice narrative techniques for different audiences in specific rhetorical situations, and they will confront interdisciplinary problems and exercise the rhetorical tools of narrative in their writing as an effective communicative mode to resolve complex questions.

What is the rationale for adding this course? The National Academy of Sciences cites the "increased comprehension, interest, and engagement" that narrative technique offers readers of academic research and professional writing. Taken after the student has progressed 12-15 hours in the MIS Pathway, this course will provide instruction in the techniques of narrative to help develop the student's ability to effectively communicate in writing, thereby articulating meaning within and across interlinked fields. The focus on narrative craft is a response to findings about the potency of storytelling both *methodologically* (helping the student achieve cognitive and conceptual clarity to distinguish, relate, contextualize, etc.) and *expressively* (helping the students to convincingly convey the purpose of the work / study / project, the significance, the relevance, the findings, the implications, etc., as well as possibilities beyond the project).

In this course, students will study and practice multiple writing modes in a variety of contexts, which prepares students to be nimble of mind and flexible as writers as they confront the complexities of interdisciplinary study. Training students in the MIS Pathway to employ narrative craft in a variety of contexts and in response to complex rhetorical situations will make them more marketable across disciplines and will help them progress in their profession more quickly.

Student Learning Outcomes
Students will…
- Practice elements of storytelling that render multiple disciplines in narrative terms (plot, character, conflict, etc.).
- Create written artifacts that relates to structural knowledge of problems appropriate to interdisciplinary inquiry.
- Learn strategies for integrating conflicting insights (i.e., multiple expert views) from two or more disciplines.
- Learn to craft narratives to assist in writing grants, proposals, and research projects.
- Devise appropriate narrative and rhetorical strategies to consider the purpose, topic, genre, medium, and audience for the text.
- Develop a language that will juxtapose, synthesize, and integrate multiple disciplinary perspectives through the discovery of common ground in an effort to problem solve.
- Write concisely, concretely, and accurately when presenting interviews and interpreting published research.
- Reinforce the understanding of writing as a process—and practice learning strategies to strengthen writing skills at each step in that process.
- Reflect metacognitively on their work in order to critically assess their own textual production.
- Establish a written aesthetics in a larger interdisciplinary context, including consideration of narrative, style, and voice.

<center>**New course proposal primarily developed and drafted by DIONNE BREMEYER, Department of English, UWG**</center>

<center>**SYLLABUS BEGINS ON NEXT PAGE**</center>

SYLLABUS

XIDS 6001: Interdisciplinary Narrative Writing

"A speaker tells a listener what someone did to get what he wanted and why."— John Truby

Course Description

Why do human beings produce and consume narratives as prolifically as we do? What is the role of narrative in various disciplines? This course approaches these questions from the perspective that humans are drawn to narrative, and the best way to hold a reader's attention for more than a few paragraphs is through the art of storytelling. Learning to write with a focus on narrative helps students achieve cognitive and conceptual clarity as they endeavor to tell the story of their work. This class is designed to help students write clearly, accurately, and effectively in both an academic and professional environment while incorporating techniques of narrative.

The course will develop a Writer's Toolkit that includes the use of scene, dialogue, vivid description, character development, nonlinear structure, and shifts in tense, time, and points of view. Such craft practices helps students write engaging prose and compellingly present research in various disciplines. This class is designed to help students develop proficiency with a wide range of anticipated tasks—from writing more compelling grants and reports, to presenting scholarly research and problem-solving powerpoints. Students will use writing and rhetorical concepts such as purpose, audience, and context to pose questions, examine tensions, and propose solutions that are meaningful in interdisciplinary contexts. We will do this while reviewing some general rules and suggestions on writing, practicing writing tasks common in academia, and, most importantly, by critiquing each other's work collaboratively.

The course's multi-modal approach will include assignments that conceptualize and produce presentations and posters (etc.) that use visuals and graphics effectively to convey a message in the scholarly and public realm, including print and digital publishing sites, and podcasts. The course will orient the writing assignments and tasks toward the students' disciplinary and interdisciplinary pathways.

Learning Outcomes

- Produce elements of storytelling that render multiple disciplines in narrative terms (plot, character, conflict, etc.).
- Create written artifacts that relates to structural knowledge of problems appropriate to interdisciplinary inquiry.
- Apply strategies for integrating conflicting insights (i.e., multiple expert views) from two or more disciplines.
- Craft narratives to assist in writing grants, proposals, and research projects.
- Devise appropriate narrative and rhetorical strategies to consider the purpose, topic, genre, medium, and audience for the text.
- Develop a language that will juxtapose, synthesize, and integrate multiple disciplinary perspectives through the discovery of common ground in an effort to problem solve.
- Write concisely, concretely, and accurately when presenting interviews and interpreting published research.
- Execute learning strategies to strengthen writing skills at each step in that process (to reinforce the understanding of writing as a process).
- Reflect metacognitively on their work in order to critically assess their own textual production.
- Establish a written aesthetics in a larger interdisciplinary context, including consideration of narrative, style, and voice.
- Reflect critically in writing on the narrative qualities of work submitted in XIDS 6000 or other prior work.

Course Format

Writing is a multi-faceted process requiring continuous revision and modification; therefore, a large part of the course will be made up of writing workshops. Regarding the assignments listed below, students should expect to workshop most of them. Students will submit drafts of work to their classmates and to the instructor a week ahead of time to allow for ample opportunity to consider the work prior to workshop. Because writing is recursive, reflexive, and metacognitive part of the work of the course, this class will focus on and privilege process over product. As such, students will be expected to engage in revision actively and consistently throughout the course. As a class, we will explore detailed questions regarding voice, style, and structure to assist in every student's revision process. The workshop components will be augmented regularly by craft instruction about writing.

Potential Texts

Students in this class will read a wide range of interdisciplinary prose writing that incorporates tools of storytelling, including memoir, lyric, nonfiction narrative, TED Talks, and podcasts. Although most of our readings will come from literary or creative texts, all of these texts will have a variety of focuses in different disciplines, each of which will serve as a potential model for how students can use narrative contexts and storytelling craft to enhance their writing.

Suggested Subject Texts
- Bowe, John. *Gig: Americans Talk About Their Jobs*. Broadway Books, 2001.
- Carson, Rachel. *Silent Spring.* Houghton Mifflin Company, 1962.
- Dunlop, Fuchsia. *Shark's Fin and Sichuan Pepper: A Sweet-Sour Memoir of Eating in China*. W. W. Norton & Company, 2009.
- Dominique-Bauby, Jean. *The Diving Bell and the Butterfly.* Vintage, 1998.
- Ensler, Eve. *In the Body of the World: A Memoir of Cancer and Connection,* Picador, 2014.
- Gladwell, Malcolm. *Outliers: The Story of Success*. Back Bay Books, 2011.
- Kushner, Tony. *Angels in America.* Theatre Communications Group, 2013.
- Morris, Adam. *American Messiahs.* Liveright, 2019
- Mukherjee, Siddhartha. *The Emperor of All Maladies: A Biography of Cancer.* Scribner, 2011.
- Pham, Andrew X. *The Eaves of Heaven: A Life in Three Wars.* Broadway Books, 2009.
- Pollan, Michael. *The Omnivore's Dilemma.* Penguin, 2006.
- Skloot, Rebecca. *The Immortal Life of Henrietta Lacks.* Broadway Books, 2011.
- Vowell, Sarah. *Unfamiliar Fishes.* Riverhead., 2012.

Suggested Writing Texts
- Browner, Warren. *Publishing and Presenting Clinical Research*, 3rd ed. LWW, 2012.
- Call & Kramer. *Telling True Stories: A Nonfiction Writers' Guide from the Nieman Foundation at Harvard University.* Plume, 2007.
- Cuba, Lee J. *A Short Guide to Writing About Social Science*. Pearson, 2001.
- Elbow, Peter. *Writing With Power: Techniques for Mastering the Writing Process*. Oxford University Press, 1998.
- Heard, S.B. *The Scientist's Guide to Writing.* Princeton University Press*, 2016.*
- Lopate, Phillip. *To Show and to Tell: The Craft of Literary Nonfiction* . Free Press, 2013.
- Miller, Brenda. *Tell It Slant,* 3rd ed. Mc-Graw-Hill, 2019.
- Williams & Colomb. *Style: Lessons in Clarity and Grace*.,12th ed. Pearson, 2016.
- Zinsser, William. *On Writing Well.* Harper Perennial, 2006.

Assignment Overview

- **Attendance (10%)** Attendance is mandatory in this course and comprises a core component of a student's grade. Peer review is a part of academic life and a large part of our course. If you aren't here, you can't participate in it. Reading the writing of our peers and commenting on it (whether to help another writer or to understand better what they are reading) deepens our understanding and appreciation of language, of thinking, of writing. Reading to advise a writer makes students more aware of writing, of audience, or purpose.
- **Weekly Reader Responses (5%)** Ten short written responses (1-2 pages) are designed to help students begin to organize their thoughts and to think critically about the narrative strategies at work. These prompts will

invite you to make connections between the week's text/concept and a current issue within the student's pathway.

- **Writing Assignments to Workshop:**
  - o **Interview / Short Article (10%)** Students will interview a professional within their pathway about the research and writing she/he does (4-6 pages) and write an article for a general audience /specific popular journal. Include a brief press release. The piece should effectively utilize at least two graphic exhibits.
  - o **Podcast Script or TED Talk (15%)** Each student will be required to create a podcast script or a TED talk relevant to a specific current issue within their interdisciplinary pathway. This project will require up to date research on the current issue as well an understanding of the current discourse about that particular issue. This assignment will be conceived as engaging a broader audience on an issue within that particular pathway. The writing should avoid jargon, and students should consider how they might most clearly communicate this idea to the general public.
  - o *This I Believe* **Essay (15%)** Each student will write an essay about an issue within their pathway that they feel passionately about. This essay might consider a controversy or issue at the intersections of the multiple fields that the student is studying. Written in the form of an NPR "This I Believe" essay, this essay should articulate a student's current ideas about this controversy but should also consider how their thinking has evolved—or hasn't—as they continued to learn more about this issue. This essay should explore the author's own position but should also use both secondary research and at least one interview with an established figure in a relevant field to their topic in an effort to take this essay beyond the student's own thinking and perspective in order to place it in the larger world of thought.
  - o **Longform Essay (15%)** Write an article on a topic of interest for a general or scholarly audience with a specific field of publication in mind. (10-12 pages).
- **Reflection (10%)** Towards the end of the semester, the student will submit two essays, reflecting on their familiarity with some of the basic concepts and terminology about writing and demonstrating their critical application of them. The first essay should consider their growth and development over the course of the semester and cite the works that the students can consider as having affected the content of their own work. The reflection should chronicle the students' experience over the course of the semester and contextualize their experience. This metacognitive essay allows students to consider what they have learned, how they learned to approach writing and reading, where they began, where they ended, and where they intend to go. The course operates on the premise that writers learn a great deal from other writers, so the essay should reflect on what you've read throughout the semester as well. As a part of the reflection, students should include a statement of their own narrative aesthetics, whether they're implicit or explicit, and include a discussion of techniques. The second reflection will critically examine a piece of writing the student submitted in XIDS 6000: Interdisciplinary Theory and Methods, considering its narrative qualities.

- **Portfolio (20%)** At the end of the semester, students will submit a portfolio that contains a revision of their first Reflection essay and two other revised pieces of writing. In their revision students should seek to improve their use of narrative techniques in substantive ways in addition to attending to both surface issues and more global concerns. Revision is a holistic process that considers the work in its entirety. In other words, good revision does far more than simply fix punctuation and spelling mistakes or drop in short chunks of new material.

Grading

Grades are assigned on the basis of attendance and participation in workshop and on written assignments.

Weekly Reader Responses:	5%
Attendance:	10%
Interview / Short Article:	10%
Podcast Script or TED Talk:	15%
This I Believe Essay:	15%
Longform Essay:	15%

Reflection:	10%	
Portfolio:	20%	
Total:	100 %	

Letter grades are assigned according to the following grading scale:

A: 90-100%   B: 80-89%   C: 70-79%   D: 60-69%   F: 59% or less

Potential Schedule with Reading Assignments

WEEK	TOPIC	READINGS
1	What is Disciplinary/Interdisciplinary Writing? And Introduction to Workshop and Narrative Writing	
2	Methods of narrative writing in Interdisciplinary contexts	Selections from: ● Vowell, Sarah. *Unfamiliar Fishes*. Riverhead., 2012. ● Lopate, Phillip. *To Show and Tell: The Craft of Literary Nonfiction*
3	Using research to create narrative connections.	Selections from: ● Bowe, John. *Gig: Americans Talk About Their Jobs.* ● Miller, Brenda. *Tell it Slant*
4	**Writing Workshop:** Interview / Short Article	
5	Integration and Common Ground: using scene and summary to create ethos	Selections from: ● Carson, Rachel. *Silent Spring* ● Elbow, Peter. *Writing With Power: Techniques for Mastering the Writing Process*
6	Producing Interdisciplinary Texts: Components of telling a story using multiple perspectives	Selections from: ● Gladwell, Malcolm. *Outliers: The Story of Success* ● Cuba, Lee J. *A Short Guide to Writing About Social Science*
7	Metaphor, image & juxtaposition to engage	Selections from: ● Vowell, Sarah. *Unfamiliar Fishes*. Riverhead., 2012. ● Miller, Brenda. *Tell it Slant*
8	**Writing Workshop:** Podcast Script or TED Talk	
9	Analyzing Problems: engaging in argument using dialogue and description	Selections from: ● Pollan, Michael. *The Omnivore's Dilemma.* ● Lopate, Phillip. *To Show and to Tell: The Craft of Literary Nonfiction*
10	Creating Characters and Voice	Selections from: ● Vowell, Sarah. *Unfamiliar Fishes*. Riverhead., 2012. ● Bowe, John. *Gig: Americans Talk About Their Jobs.*
11	**Writing Workshop:** *This I Believe* Essay	Selections from: ● Gladwell, Malcolm. *Outliers: The Story of Success* ● Call & Kramer. *Telling True Stories: A Nonfiction Writers' Guide*
12	Different voices, and contradicting information	Selections from:

		● Vowell, Sarah. *Unfamiliar Fishes*. Riverhead., 2012. ● Call & Kramer. *Telling True Stories: A Nonfiction Writers' Guide*
13	What is Visual Rhetoric?	Selections from: ● Gladwell, Malcolm. *Outliers: The Story of Success* ● *The New Yorker's* Digital Essay Bank.
14	**Writing Workshop:** Longform Essay	
15	Reflecting on the Aims of Narrative Writing	Selections from: ● Miller, Brenda. *Tell it Slant*
16	**FINAL PORTFOLIO DUE**	

XIDS - 6999 - Interdisciplinary Capstone

2020-2021 Graduate New Course Request

General Information

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

Please TURN ON the help text before starting this proposal by clicking 🛈 next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

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

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

Desired Effective Semester* Fall	**Desired Effective Year*** 2020

Course Information

Course Prefix* XIDS	**Course Number*** 6999

Course Title* Interdisciplinary Capstone

Course Type* Interdisciplinary Studies

Catalog Course Description* In this semi-independent course, students complete a final original project reflecting parameters specified by the MIS Pathway in which the student is enrolled. A capstone project is one that demonstrates a student's ability to organize and synthesize knowledge and skills learned and developed during the course of their graduate work. All students will submit a written representation of their capstone project and will present it orally to a larger audience (such as faculty and peers, if not a professional audience) during the term. Students should not enroll in this course until they have an approved capstone project proposal or plan. Also in this course, students will also submit a completed MIS portfolio.

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

Is this a variable credit hour course?* ☐ Yes ☑ No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

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

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

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

Prerequisites XIDS 6000, XIDS 6001

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* ⦿ Active-Visible ◯ Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 1

Grading* Graduate Standard Letter

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

Justification and Assessment

What is the rationale for adding this course?*	All students in the Master of Interdisciplinary Studies program are required to submit a capstone project (according to parameters defined by the pathway to which they were admitted). Formally, students will submit their projects in this course, which is required of all MIS students. As such, the course provides a necessary framework for operationalizing the capstone requirement as well as program assessment. The course is designed to be tailored, as needed, for/by specific MIS Pathways--as long as the universal Student Learning Outcomes are retained
Student Learning Outcomes*	Organize, design, and implement an interdisciplinary project. Produce an original interdisciplinary work (e.g. analytical, creative, etc.) Present original interdisciplinary work in writing and in an oral presentation. Develop an academic portfolio.

REQUIRED ATTACHMENTS

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

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: http://www.westga.edu/UWGSyllabusPolicies/

Syllabus*	⊙ I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info*	⊙ Library Resources are Adequate ◯ Library Resources Need Enhancement

Present or Projected Annual Enrollment*	10

Will this course have special fees or tuition required?*	☐ Yes ☑ No	**If yes, what will the fee be?***	0

Fee Justification	

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

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

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

School/Department*	University College

Is this a School of Nursing or University College course?*	● Yes ○ No

Is this a College of Education course?*	○ Yes ● No

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

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

XIDS 6999
Interdisciplinary Capstone

Course Description and Learning Outcomes

In this semi-independent course, students complete a final original project reflecting parameters specified by the MIS Pathway in which the student is enrolled. A capstone project is one that demonstrates a student's ability to organize and synthesize knowledge and skills learned and developed during the course of their graduate work. All students will submit a written representation of their capstone project and will present it orally to a larger audience (such as faculty and peers, if not a professional audience) during the term. Students should not enroll in this course until they have an approved capstone project proposal or plan. Also in this course, students will also submit a completed MIS portfolio.

Specifically, a student completing this course will have demonstrated an ability to:

- Organize, design, and implement an interdisciplinary project.
- Produce an original interdisciplinary work (e.g. analytical, creative, etc.)
- Present original interdisciplinary work in writing and in an oral presentation.
- Develop an academic portfolio.

Course Requirements [SAMPLE]

Written summary of project proposal (5%)
Written draft (20%)
Final written draft (50%)
Oral presentation (10%)
Academic portfolio (15%)

WRITTEN SUMMARY OF PROJECT PROPOSAL   A 3-4 page summary of the capstone project you propose to complete during the term. You should draw upon your proposal or plan, highlighting the larger purpose/goals/justification for the project, your specific question or statement of the problem, a summary of your project design (how you will address the question or problem), and a timeline.

WRITTEN DRAFT An initial complete draft of a written presentation of your capstone project.

FINAL WRITTEN DRAFT A final version of a written presentation of your capstone project.

ORAL PRESENTATION   A formal oral presentation of your capstone project to a larger audience.

ACADEMIC PORTFOLIO   A collection of specified writings and other work.

History, M.A.

2020-2021 Graduate Revise Program Request

Introduction

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

Please TURN ON the help text before starting this proposal by clicking **next to the print icon directly above this message.**

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

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

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

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

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

If other, please identify. GRE waiver for admission and Foreign Language substitute

Desired Effective Semester* `Summer`

Desired Effective Year* `2020`

Program Information

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

Type of Program* ⦿ Program
◯ Shared Core

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

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

Program Name
Program Description

Program Name* History, M.A.

Program ID - DO NOT EDIT* 2797

Program Code - DO NOT EDIT 3300

Program Type* Master's

Degree Type* Master of Arts

Program Description* The Master of Arts program in History guides students in developing familiarity with issues and literature in selected major and minor fields of history; an understanding of the fundamentals of historiography and its variations over time; and skills in historical research, analysis, and writing. The program emphasizes opportunities for both independent and collaborative learning. Areas of particular strength include American History, Southern History, Early Modern and Modern European History, Comparative Global History, The Atlantic World, War and Society in a Global Perspective, and Public History. We welcome students seeking admission to a doctoral program in history or similar professional studies, a career teaching history in secondary schools or community colleges, work as a professional public historian, or simply a greater understanding of the historical development of our society and the world. We expect our graduates to function effectively as professionals in their chosen fields of history.

Admissions:
For regular admission to the program, a student must ordinarily have a degree in history with a 3.0 undergraduate GPA, a GRE score of 151 on the verbal section and 4.0 on the writing section. However, a GRE waiver is available for the following: 1. Applicants who have earned an undergraduate degree with an overall GPA of 3.5 or higher from an accredited institution or 2. Applicants who have earned a graduate degree from an accredited institution. Three letters of recommendation, a one-two page statement of purpose, a writing sample (minimum of four pages), and official transcripts are also required. If an applicant's undergraduate degree is in social studies, or in a social science other than history, a student may be admitted provisionally with the permission of the Department of History.

The department of History offers three distinct tracks leading to the MA in History:
The Thesis Track - (please see the list of concentration available for this track listed above) requires fifteen hours in a major field, nine hours in a minor field, and six thesis hours.

The Public History Track - requires fifteen hours in public history courses (including HIST 5400: Introduction to Public History), nine hours in a minor field, three hours in an internship, and three thesis hours.

The Generalist (non-thesis) Track - requires nine hours in US History, nine hours in World History, nine hours in a thematic field, three hours in an elective, and written and oral examinations.

All graduate students, regardless of track or concentration, must complete a course in historiography, a course in historical writing, and at least four seminars at the 6000-level. In addition, all students must meet a Foreign Language requirement by: 1. Completing a language course numbered 2002 with a B or higher; 2. Earning a B or higher in an undergraduate or graduate-level translation course or its equivalent; 3. Earning at least an 80% on a translation test administered by Academic Testing Services; 4. Earning a B or higher in two 6000 World History courses (these courses are in addition to the thirty-six hours required and do not count toward a major or minor field); 5. Earning a B or higher in two graduate level Department of History Study Abroad courses (these courses are in addition to the thirty-six hours required and do not count toward a major or minor field).

Status* ◉ Active-Visible ◯ Inactive-Hidden

Program Location* 〔 Carrollton 〕

Curriculum Information

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click <u>here</u> for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

In order to delete courses that you are removing the courses from you program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the **X** and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the **X** and proceed.

Step 2 - Adding New Courses

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

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

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

> Prospective
> Curriculum*

Justification and Assessment

Rationale*	GRE Waiver: The GRE score has been used to help measure a graduate program applicant's ability to succeed. We believe that an applicant who holds an advanced degree from an accredited university has already demonstrated the ability to succeed in a master's program. Requiring an applicant to take the examination is unnecessary and by waiving this requirement it allows us to remain competitive as a graduate program. Foreign Language: The department believes an undergraduate language translation course in which a student earns a B or higher provides students with the necessary skills required to succeed in our program and therefore meets our standard of what constitutes fulfilling the Foreign Language requirement in our graduate program.
If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.	No changes to SLOs

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

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

Please download the assessment template from <u>here </u>complete, and upload.

Program Map * ☐ I have attached the Program Map/Sheet.

☑ N/A - I am not making changes to the program curriculum.

Assessment Plan * ☐ I have attached the Assessment Plan.

☑ N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being <u>rejected </u>and a new proposal will be required.

Please refer to this document for additional information: <u>UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs</u>.

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

School/ Department - DO NOT EDIT * `Department of History`

Is this a School of Nursing Program? * ⚪ Yes ⦿ No

Is this a College of Education Program? * ⚪ Yes ⦿ No

Is Senate Review required? * ⦿ Yes
⚪ No

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

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

/

Higher Education Administration, Ed.D.

2020-2021 Graduate Revise Program Request

Introduction

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

Please TURN ON the help text before starting this proposal by clicking 🛈 **next to the print icon directly above this message.**

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

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

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

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

Modifications (Check all that apply) *

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

If other, please identify. Modifying Admission Requirements

Desired Effective Semester * | Fall |

Desired Effective Year * | 2020 |

Program Information

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

Type of Program*	⦿ Program
	◯ Shared Core

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

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

> **Program Name**
> **Program Description**

Program Name*	Higher Education Administration, Ed.D.

Program ID - DO NOT EDIT*	2850

Program Code - DO NOT EDIT	

Program Type*	Doctorate

Degree Type*	Doctorate in Education

Program Description*	The Ed.D in Higher Education in Administration aims to teach students how to appropriately and effectively address critical issues in higher education administration through critical analysis and reflective thought, and teach students to understand, analyze, and utilize literature to influence decisions in higher education. Additionally, students will be able to conduct and review institutional assessments in order to analyze policy and program effectiveness to make informed decisions. Students who graduate from this program will be able to understand the intricacies and nuances of higher education. Students will also be able to identify legal issues and changes that affect practice in higher education. Finally, students will be able to identify personal values and ethics as it influences their professional practice.

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Program Location*	Online

Curriculum Information

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click **here** for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

In order to delete courses that you are removing the courses from you program, please follow these steps:

> First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the **X** and proceed.
> Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the **X** and proceed.

Step 2 - Adding New Courses

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

> If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the ↓ icon to import the "University of West Georgia General Education Requirements."
> For courses already in the catalog, click on "Import Course" and find the courses needed.
> For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Prospective Curriculum*

Admission Requirements Include:

Graduate Application - Letter of intent articulating professional goals and reasons for applying to the program - Masters degree - A graduate cumulative GPA of at least 3.5 (all graduate coursework) - Official transcripts from all schools attended, undergraduate and graduate - At least 3 to 5 years of supervisory or budgetary full time professional experience in a higher education setting - Curriculum Vitae - 3 Letters of Support from: 1) Previous faculty member, 2) Direct supervisor, and 3)A reference of the applicant's choosing - Interview with faculty - Writing sample: In 2 - 3 double spaced pages, discuss with references a current issue facing higher education

Curriculum

HESA 9210 History of Higher Education

HESA 9211 Organizational Theory

HESA 9212 Advanced Seminar in Leadership

HESA 9213 Critical Issues and Trends in Higher Education

HESA 9214 Analysis of Higher Education Literature

HESA 9215 Advanced Legal Issues and Policy Analysis

HESA 9216 Values and Ethics in Higher Education Leadership

HESA 9217 Diversity Issues in Higher Education

HESA 9218 Higher Education Finance and Advancement

HESA 9219 Governance in Higher Education

HESA 9220 Enrollment Management

HESA 9221 Qualitative Research in a Higher Education Environment

HESA 9222 Quantitative Research in a Higher Education Environment

HESA 9223 Applied Research Practices

HESA 9224 Institutional Assessment and Program Effectiveness

HESA 9225 Directed Doctoral Research

HESA 9999 Dissertation

Total Hours: 60

Please see the website for further information: https://www.westga.edu/academics/education/cspc/eddhea/

Justification and Assessment

Rationale* We would like to update our Admissions Requirements to reflect the following:

- Letter of intent articulating professional goals and reasons for applying to the program
- Masters degree
- A graduate cumulative GPA of at least 3.5 (all graduate coursework)
- Official transcripts from all schools attended, undergraduate and graduate
- At least 3 to 5 years of supervisory or budgetary full time professional experience in a higher education setting
- Curriculum Vitae
- 3 Letters of Support from: 1) Previous faculty member, 2) Direct supervisor, and 3)A reference of the applicant's choosing
- Interview with faculty
- Writing sample: In 2 - 3 double spaced pages, discuss with references a current issue facing higher education

The reasons for requesting removal of the GRE requirement include wanting to be socially conscientious regarding the nature of the GRE. Additionally, we have found no difference between student scores and their performance in the program. Finally, we are aligning with the national trend in the discipline of higher education administration by removing the GRE requirement. Multiple degree programs in higher education are removing the GRE as a requirement.

Referencing the modification to the writing sample requirement, we hope the writing prompt will replace the writing and critical analysis criteria.

We are adding an interview with faculty requirement.

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

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

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

SACSCOC Comments

<u>**REQUIRED ATTACHMENTS**</u>

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

1.) Program Map and/or Program Sheet

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

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as <u>one</u> document.

2.) Assessment Plan

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

Please download the assessment template from [here](#) complete, and upload.

Program Map* ☐ I have attached the Program Map/Sheet.

☑ N/A - I am not making changes to the program curriculum.

Assessment Plan* ☐ I have attached the Assessment Plan.

☑ N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being <u>rejected</u> and a new proposal will be required.

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

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

School/ Department - DO NOT EDIT* | Department of Communication Sciences and Professional Counseling

---

Is this a School of Nursing Program?* ○ Yes ◉ No

Is this a College of Education Program? ◉ Yes ○ No

**Is Senate Review
required?** *   ◉ Yes

⚪ No

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

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

Psychology, Ph.D.

2020-2021 Graduate Revise Program Request

Introduction

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

Please TURN ON the help text before starting this proposal by clicking ⓘ **next to the print icon directly above this message.**

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

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

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

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

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

If other, please identify. Organization of entries and additional items

Desired Effective Semester* Fall

Desired Effective Year* 2020

Program Information

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

Type of Program*	⦿ Program
	◯ Shared Core

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

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

Program Name
Program Description

Program Name*	Psychology, Ph.D.

Program ID - DO NOT EDIT*	2829

Program Code - DO NOT EDIT	

Program Type*	Doctorate

Degree Type*	Doctorate in Philosophy

Program Description*	The Ph.D. program in Psychology offers an in-depth analysis of the intersection between consciousness and society. This analysis is informed by three foundational theoretical approaches: Humanistic, Transpersonal, and Critical Psychologies. -This foundation provides the reflexive and reflective anchor for our students' scholarly trajectory in the development of their own research interests. The humanistic existential tradition provides a phenomenological grounding of consciousness while interrogating relevant research in psychology and other disciplines, from philosophy to the neurosciences. The transpersonal approach extends this analysis to include the spiritual dimensions of psychological life informing mind/body studies, integrative health, and the farther reaches of human existence. The critical traditions examine the historical position of the discipline as well as cultural representations and practices, situating the constitution of consciousness and subjectivity within discursive, social, and institutional contexts. In addition, the program emphasizes rigorous training in qualitative research methodologies, creatively addressing the relationship between theory and praxis through ethically informed and engaged modalities of research.

Status*	⦿ Active-Visible ◯ Inactive-Hidden

Program Location*	Carrollton

Curriculum Information	694/766

PROGRAM CURRICULUM

**IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, <u>DO NOT</u> PROCEED. Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click **here** for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

In order to delete courses that you are removing the courses from you program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab. For removing courses click on the ✖ and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the ✖ and proceed.

Step 2 - Adding New Courses

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

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

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

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

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

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on ☰ "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Prospective Curriculum*

Program Description

The Ph.D. program in Psychology offers an in-depth analysis of the intersection between consciousness and society. This analysis is informed by three foundational theoretical approaches: Humanistic, Transpersonal, and Critical Psychologies. -This foundation provides the reflexive and reflective anchor for our students' scholarly trajectory in the development of their own research interests. The humanistic existential tradition provides a phenomenological grounding of consciousness while interrogating relevant research in psychology and other disciplines, from philosophy to the neurosciences. The transpersonal approach extends this analysis to include the spiritual dimensions of psychological life informing mind/body studies, integrative health, and the farther reaches of human existence. The critical traditions examine the historical position of the discipline as well as cultural representations and practices, situating the constitution of consciousness and subjectivity within discursive, social, and institutional contexts. In addition, the program emphasizes rigorous training in qualitative research methodologies, creatively addressing the relationship between theory and praxis through ethically informed and engaged modalities of research.

Mission Statement of the Program

Grounded in humanistic, transpersonal, existential, phenomenological, dialogical, and critical perspectives, our mission is to provide a doctoral educational experience that allows our students to develop: (a) an awareness of consciousness as embodied-being-in-the-world-with-others-through- time; (b) mastery of human science approaches to consciousness studies; (c) a transdisciplinary conceptualization of human beings as cohabitating personal, intersubjective, socio-cultural and political contexts; (d) an attunement for further developments in our understanding of consciousness, including how inter-relatedness lives in perception and language, in mind/body studies, in social and in ecological contexts, and in its historical conceptions; (e) facility in engaging cutting edge theory and research; and (f) knowledge of how to make original contributions to scholarship and practice. Students will demonstrate achievement of these objectives as they: (a) cultivate the ability to conduct human science research; (b) work toward becoming thoughtful and masterful educators; (c) make progress in their oral and written communications; (d) develop a broad mastery of literature relevant to sociality and consciousness; (e) pursue expertise in relation to specialized research interests; (f) enhance their ability to think critically and engage in flexible problem solving; (g) listen attentively, communicate effectively, and work collaboratively; and (h) creatively facilitate transformations in a global society.

Program Logistics

Admissions:

Students will be admitted for the fall semester only. Applicants with a Bachelor's degree will be considered; however, a graduate degree is strongly preferred. Those with degrees outside of psychology are encouraged to apply. Additional courses in the Department of Psychology at the University of West Georgia may be required due to disciplinary background or level of educational attainment (see below). Guidelines for Admittance: · All graduate applicants must complete the online Graduate Application. A one-time application fee of $40 is required. Please visit https://westga.elluciancrmrecruit.com/Apply/Account/Login?ReturnUrl=%2fApply · Applicants should also review the Graduate Studies Website for individual program specific requirements and tasks that must be completed prior to admission. See Graduate Studies Application Process at https://www.westga.edu/academics/gradstudies/apply-now.php · International applicants are subject to additional requirements and application deadlines. See the International Students Admissions & Programs at https://www.westga.edu/academics/isap/index.php · Official transcripts from a regionally or nationally accredited institution are required and should be sent directly to the UWG Admissions Office. Program Specific Admittance Guidelines: · Three letters of recommendation. Academic letters are preferred although other professional letters will be accepted. · Official GRE Scores. There is no minimum but GRE scores will be considered in the applicant's profile and must be submitted. The program will not accept scores more than 5 years old. For more information about the GRE, please visit the web site at www.gre.org/gentest/. GRE scores should be sent directly to the Graduate Admissions Office using school code: 5900. · A current curriculum vitae listing contact information (including email address), educational background, employment history, awards and recognitions, presentations, etc. · A reflective essay describing why you are drawn to this particular program and how you understand the relation of consciousness and society. The essay should include a statement of how you imagine the program will contribute to your future plans. · A description of a potential research project following a template, please visit https://www.westga.edu/academics/coss/psychology/phd-prospective-students.php · A writing sample: an academic paper is highly preferred but other formats are acceptable. The word limit is 8,000 words, all inclusive (including references, etc.). For additional information please visit also the program website at: https://www.westga.edu/psydoc/ or visit the Graduate Studies page at https://www.westga.edu/academics/program_page.php?program_id=102.

Preparation for the doctoral program:

Those with degrees in non-related fields or without a Master's degree may be required to complete twenty hours of coursework, which may include PSYC

required to complete twenty hours of coursework, which may include PSYC 6000 - Foundations of Humanistic Psychology and PSYC 6021 - Psychology as Human Science . Other courses can be determined in consultation with faculty. Courses taken at the 7000 level can be taken for Masters level credit or doctoral credit but not both. Those admitted under the condition of having to take additional courses typically finish the preparatory sequence before entering 8000 level courses.

Matriculation:

Students admitted directly to the doctoral program should expect at least one year of full time attendance. After one year, students may be allowed to change to part time status. The program must be finished within eight years.

Financial Aid and Stipends:

The Department can offer a limited number of stipends for graduate research/teaching assistantships. The department also offers some out of state tuition waivers. See application form for requirements for consideration for such waivers and stipends. Further financial aid may be available through the financial aid office. During their first year, students who receive a stipend and tuition waiver will serve as graduate research assistants and enroll in PSYC 9087 (Teaching Practicum). During the second year, students who have passed Teaching Practicum will be eligible for a teaching assistantship and enroll in PSYC 8887 (Advanced Teaching Practicum). Graduate Teaching Assistants (GTA's) starting with teaching in their second year are strongly encouraged to attend the Faculty Orientation Day in August, which is delivered by the Center for Teaching and Learning at UWG. GTA students are expected to teach one face to face course each semester during the second and third years. Financial assistance is contingent on fulfillment of this expectation. Exceptions are limited to those with a documented physical or mental health or family emergency or government obligation (e.g., jury duty, military service), or grant obligation that would impede teaching for a complete semester. Students are expected to fulfill their obligation to teach a course assigned to them. A course may not be cancelled by the PhD instructor 8 weeks prior to the start of enrollment for that semester.

Program of Study

Credits Breakdown:

1. Earn 60 credits in approved doctoral level courses. These requirements are

in accordance with prevailing standards for psychology doctoral programs. 2. At least 48 credits must be attained from the Psychology Department. 3. The remaining 12 credits to be applied towards the degree requirements may, upon approval from the director of the PhD program, be comprised of coursework from other universities or from other departments at the University of West Georgia. These classes have to be related to the PhD Program Consciousness and Society and to the dissertation work as determined by the director. The director's approval must to be sought for before the class is taken. 4. Of these 12 credits taken outside of the Department of Psychology, only 9 may be from another university under the provision that they have not been used toward another degree 5. At least 32 credits must consist of courses numbered 8000 or above. The remainder may include courses numbered 7000 or above. 6. Transfer credits are addressed in the specified section of the catalog under General Academic Policies. 7. All required course credits are 4 hours with the exception of PSYC 9002 (which is 2 hours) and the two courses for Teaching Assistants (which are 3 hours respectively). 8. Students may accumulate up to 9 hours of credit for Independent Study (PSYC 8581), available in areas for which there is no existing coursework and following the Graduate School guidelines for Independent Study. Up to 9 of the Independent Study credits count towards the 32 credits needed at the 8000 level. Anything in excess of 9 does not count towards the 60 hours required. 9. Earn credit for the following required courses named below. Other 8000 level courses require permission of instructor if required doctoral courses have not been completed. 10. Required 60 hours do not include dissertation hours.

Required Courses

Take all three core courses:

PSYC 8000 Consciousness and Experience
PSYC 8001 Culture and Subjectivity
PSYC 8002 Studies in Mind-Body

Take one of the following foundations courses:

PSYC 7004 Historical Foundations of Psychology
PSYC 8007 Critical Foundations of Psychology
PSYC 8008 Humanistic Foundations of Psychology
PSYC 8009 Transpersonal Foundations of Psychology

Take the following course to research methods:

Besides the required research methods class PSYC 8005, students will take or must have taken a graduate class in quantitative methods and approaches; if at a level below 7000, such a class cannot count towards the required 60 credit hours. Courses used to fulfill this requirement must be approved by Director and Chair.

PSYC 8005 Human Science Methodologies

Required for Teaching Assistants:

All teaching assistants are required to take the following two courses: PSYC 9087 - Teaching Practicum (3 Credit Hours) PSYC 8887 – Advanced Teaching Practicum (3 Credit Hours) The credits of these classes count towards the required 60 credit hours.

Additional Requirement: Comprehensive Exam

Students must demonstrate readiness to advance to doctoral candidacy by successfully passing PSYC 9002 - Doctoral Qualifying Seminar (2 Credit Hours).

Doctoral Thesis

Dissertation Committee: Before beginning the dissertation proposal, the student should choose a dissertation Chair and committee. The committee should be comprised of 1) a dissertation Chair, who is primarily responsible for the direction of the dissertation and who will be a full-time member of the Department and a member of the Graduate faculty and 2) two faculty members with full-time graduate faculty credentials, one of which may be from outside the Department. The student may also request a fourth member, or external reader, from an outside Department or University. Upon forming the dissertation committee, the student must arrange an initial meeting with the Chair to establish the timetable for the proposal and dissertation. The dissertation committee will work with the student while the dissertation proposal is started, and the names of committee members and proposal title will be given to the designated department administrator. All members of the committee should be kept informed as to the progress of the proposal and of the dissertation at regular intervals. Any changes in committee membership should be followed by notification of all members and the department administrator. Dissertation Proposal: The nature of the dissertation proposal will reflect the type of dissertation undertaken by the student as approved by

the dissertation Chair. Dissertation Proposal Defense: Once the proposal is finished, the dissertation committee will meet with the candidate to determine

feasibility and scholarship of the proposed project. During the meeting, the committee will suggest revisions and evaluate the viability of the candidate's dissertation project. Approved dissertation proposals will be filed with the proper administrative office. Upon approval and filing of the dissertation proposal, the student is officially admitted to candidacy. The proposal defense will be open to any interested faculty. Dissertation Defense: Following approval of the doctoral dissertation by the dissertation committee, the student will give an oral presentation followed by a question-and-answer period led by the student's advisor. The dissertation defense is open to the public.

Justification and Assessment

Rationale* A. Rationale for re-organizing the structure of the catalog:
1) The structure of the current catalog is not clear enough, repeatedly leading to the same questions from potential as well as from current PhD students;
2) in addition, the language was often times not clear enough, also repeatedly leading to same questions. The aim of both 1-2 is to allow information to be located more easily and effectively.
3) The information provided in the catalog was less than the one provided through the department's website; the aim is thus to render both sites of information coherent and to make the information sustainable through catalog entry. For this reason, most of the additional text here entered is not new information.
4) New policies and procedures were discussed and developed by the PhD committee in AY 2018-19 and it is important to give them a meaningful place within the catalog. One policy is added here, see D.

B. Rationale for Adding the Mission Statement of the Program.
Given the fact that each of our programs in psychology has a recently crafted mission statement, it seems more than appropriate to add it to the catalog; this follows also practices in other programs.

C. Rationale for adding an admission requirement:
As PhD program, we want to make sure that our students complete successfully their PhD work by submitting substantial academic work. We framed a scaffold that encourages and helps the students to work early on their dissertation research for enhanced effectiveness and quality of the final written work. The new admission requirement -- writing a potential research project(see template attached as PDF that will be provided per link) -- gives us a new instrument to estimate an applicant's general ability toward academic work as well as it presents our program as attaching importance to high quality academic work.

D. Rationale for the policy added under "Financial Aid and Stipends"
1) By this policy, we want to make the agreement and its terms concerning its timing between the Department and the PhD student transparent.
2) We want also to protect our undergraduate students, ourselves as well as UWG from late cancellations and allow these only in specified cases.

E. Rationale for Reorganization of "Credit Breakdown"
The former text is one paragraph that makes it difficult to locate important information. Our breakdown through numbered elements clarifies and systematizes the information. We added clarifying language in 3 and 4, and gave 6 a new order within the sequence of information.

F. Rationale for re-locating the information to the required quantitative/statistics class: it belongs in the same the category as the research method course. Deleted under "Required for teaching assistants"; language clarified to make transparent when credit hours are counted, when not (sentence added).

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

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to [cjenks@westga.edu](#)

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

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

2.) Assessment Plan

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

Please download the assessment template from here complete, and upload.

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

| Assessment Plan* | ☑ I have attached the Assessment Plan. |
| | ☐ N/A |

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.

If there are any questions or concerns regarding the routing of your proposal please contact

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

School/ Department - DO NOT EDIT*	Department of Psychology

Is this a School of Nursing Program?* ○ Yes ● No

Is this a College of Education Program? ○ Yes ● No
*

Is Senate Review required?* ● Yes
○ No

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

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

/

Dear Student,

As part of your application to University of West Georgia's Ph.D. Program in *Psychology: Consciousness and Society,* we request that you write a short research project proposal which demonstrates your curiosity and ideation in the field of psychology. Specifically, we ask that you identify a possible research question you would like to pursue, and explore how you might pursue this question using relevant theoretical frameworks and research methods. Please note that we do not expect a full-fledged, fine-tuned project proposal, nor do we expect you to commit to developing this specific project in our program. Rather, this prompt gives you the opportunity to examine your curiosities, play with ideas, and explore how to turn them into a scholarly project. It also provides us with insight into the kind of academic you may want to be.

In the following pages, you will find a template with which to structure your proposal. Feel free to "plug in" your ideas to the template as relevant. We appreciate conciseness in writing—quality over quantity and clarity of communication. As such, some areas may be best addressed with 1-2 sentences.

Thank you,
Dr. Marie-Cécile Bertau

Length of Paper: 3-5 pages, references on extra page.
Chose Cambria or Times New Roman in 12pt, 1.5 line-spacing.
Page numbering is mandatory.

TITLE OF PROJECT

NAME OF APPLICANT

Topic:

State a problem in the field of psychology that you wish to address. The issue is likely a "gap" in the literature of a domain—specific knowledge that is missing and needs to be addressed, or knowledge that needs to be addressed differently (i.e. through a different methodological/ theoretical approach). The domain can be theoretical, empirical, or both. Include references.

Question:

Try to formulate a specific research question, derived from the problem you stated above. Your aim is to write a clear and concise *question*. You may have an overarching research question that can be broken down into several sub-questions, which are also fine to include.

Theoretical Framework:

Identify a (or more than one) theoretical framework from which your question proceeds (e.g., theory of social representations, parapsychology, dialogical self theory, pragmatism, Lacanian psychoanalytic theory, liberation psychology, Jungian analytic psychology, existential-phenomenology, etc.). Describe, as concisely as possible, the key basic assumptions of this theoretical framework that are grounding your way of viewing psychological phenomena and that are likely to inform your work on the question you raise. Include references when relevant.

Purpose and Relevance (the "so what" question)

Explain the purpose and goal of your research. Explain why your research is relevant and worth pursuing—not only to satisfy your own personal curiosity, but how it may benefit a specific domain of knowledge, academic discipline(s), and/or society as a whole.

In demonstrating purpose/relevance, you may also want to contextualize your project in relation to other researchers/scholars' relevant work in the domain you are exploring. Include references when relevant.

"The philosophical/theoretical/societal relevance of this project is given by the need/urge to understand what/how…"

"Our approach adds a scientific/philosophical/theoretical/interdisciplinary perspective on…"

"We assume that our findings will add a significant perspective to …"

"We anticipate that our findings will contribute to…"

Methods:

Identify the methods you consider appropriate to investigate your research question. Is this purely a theoretical investigation? Is it an empirical one? Are your methods qualitative or quantitative; exploratory, descriptive, historical, or seeking to prove a hypothesis? Mixed methods?

Please outline the key procedures you will follow to investigate your research question. Please include, as concisely as possible, the specific steps you would take, instruments you would use (i.e. surveys, questionnaires, structured interviews, written protocols, photovoice, etc.), the participants/population you would seek out (if involving human subjects), the literature you would investigate and how (if doing theoretical research), etc.

Keywords:

Identify 4-8 basic keywords which describe your research (for instance: synesthesia, psychic, self, discourse, culture, diaspora, LGBTQ, phenomenology)

References

Include a page of references to cite the authors in your text. Please provide them in APA format.

Academic Year **Program Map** **Psychology, PhD**			

YEAR 1

TERM 1 = FALL (1)		TERM 2 = SPRING (2)	
Course	**Credits**	**Course**	**Credits**
PSYC 8000 Consciousness & Experience	4	PSYC 8002 Studies in Mind/Body (**spring even**)	4
PSYC 8001 Culture & Subjectivity (**fall even**)	4	PSYC 8007,08,09/7004: One of the Foundations course (**spring even**)	4
Any 8000-level elective	4	PSYC 9087 Teaching Practicum	3
Any 7000-level elective	1-4	PSYC 7810 Research Workshop 1 (Writing)	1
PSYC 8005 Human Science Methodologies (**fall odd**)	4	Any 8000-level elective	4
SEMESTER TOTAL	9-12	SEMESTER TOTAL	9-12
Milestones		**Milestones**	
		• Craft Teaching Philosophy (PSYC 9087) – Portfolio • Craft text in PSYC 7810 – Portfolio • Present at SPARC	

YEAR 2

TERM 1= FALL (3)		TERM 2 = SPRING (4)	
Course	**Credits**	**Course**	**Credits**
PSYC 8001 Culture & Subjectivity (**fall even**)	4	PSYC 8002 Studies in Mind/Body (**spring even**)	4
PSYC 8887 Advanced Teaching Practicum	3	PSYC 8007,08,09/7004: One of the Foundations course (**spring even**)	4
PSYC 7810 Research Workshop 2 (Presenting)	1	PSYC 7810 Research Workshop 1 (Writing)	
PSYC 8005 Human Science Methodologies (**fall odd**)	4	Any 8000-level elective	4
		Any 7000-level elective	1-4
SEMESTER TOTAL	9-12	SEMESTER TOTAL	9-12
Milestones		**Milestones**	
• Craft presentation in PSYC 7810 – Portfolio • Start seeking advice for dissertation committee composition • Start teaching		• Craft text in PSYC 7810 – Portfolio • Present at SPARC and/or any other Conference • Present at Graduate Colloquium (Dept.) • Teaching	

YEAR 3				
TERM 1 = FALL (5)			**TERM 2 = SPRING (6)**	
Course	**Credits**		**Course**	**Credits**
PSYC 8584 Advanced Seminar	3-4		PSYC 9002 Qualifying Seminar	
Any 8000-level elective	4		Any 8000-level elective	4
Any 7000-level elective	1-4		Any 7000-level elective	1-4
PSYC 8581 Independent Study	1-4		PSYC 8581 Independent Study	1-4
SEMESTER TOTAL	9-12		SEMESTER TOTAL	9-12

Milestones		**Milestones**
- Present at Graduate Colloquium (Dept.) - Work on committee composition - Teach		- Pass successfully the Qualifying Seminar and completing the Portfolio - Finalize committee composition - Defense of Dissertation Proposal - Teach, last semester - Funding stops

YEAR 4				
TERM 1 = FALL (7)			**TERM 2 = SPRING (8)**	
Course	**Credits**		**Course**	**Credits**
Any 8000-level elective	4		Any 8000-level elective	4
Any 7000-level elective	1-4		Any 7000-level elective	1-4
PSYC 8581 Independent Study	1-4		PSYC 8581 Independent Study	1-4
SEMESTER TOTAL	*		SEMESTER TOTAL	*

Milestones		**Milestones**
- Present at Graduate Colloquium (Dept.) - Defense of Dissertation Proposal		- Work on Dissertation - Present at Conference(s)

Assessment Summary for AY18			
College	College of Social Sciences		
Degree	Doctor of Philosophy (PhD)		
Program	Psychology: Consciousness and		
	Strategic Plan		
Student Learning Outcome	Connection	Measure/Method	Success Criterion

Student Learning Outcome	Connection	Measure/Method	Success Criterion
Students will understand the three theoretical approaches to analyzing the intersection of consciousness and society: Humanistic, Critical, & Transpersonal.	2-C, 2-D	Students enrolled in PSYC 8007, 8008, and 8009 will be assessed along a 5 point continuum (see below).	The average student score should be higher than 4.0 and students should receive a letter grade of B or higher

1

2	Student will understand how to conduct qualitative research	2-C, 2-D	Students enrolled in PSYC 8005 will be assessed along a 5 point continuum (see below).	The average student score should be higher than 4.0 and students should receive a letter grade of B or higher.
3	Students will apply one of 1 of the 3 theoretical/methodological areas of study in Psychology.	2-C, 2-D	All students who defended a dissertation in the AY will be assessed along a 5 point continuum.	The average student score should be higher than 4.0 and all students should successfully defend their dissertation

	Students will understand that their subjective accounting of an event is important to their ethical commitment as a psychologist.	2-C, 2-D	Students enrolled in PSYC 8000 will be assessed along a 5 point continuum (see below) .	The average student score should be higher than 4.0 and students should receive a letter grade of B or higher.
4				
	Indirect Measures			
1	Students will understand the three theoretical approaches to analyzing the intersection of consciousness and society: Humanistic, Critical, & Transpersonal.	2-C, 2-D	The program director will administer a survey after the end of the academic year to all students graduating the program to evaluate their self-assessment of their mastery of each of the learning outcomes on a scale from low (1) to high (5).	The graduate faculty in the department define success as 80% of the respondents reporting a score of 4 or higher

2	Student will understand how to conduct qualitative research	2-C, 2-D	The program director will administer a survey after the end of the academic year to all students graduating the program to evaluate their self-assessment of their mastery of each of the learning outcomes on a scale from low (1) to high (5).	The graduate faculty in the department define success as 80% of the respondents reporting a score of 4 or higher
3	Students will apply one of 1 of the 3 theoretical/methodological areas of study in Psychology.	2-C, 2-D	The program director will administer a survey after the end of the academic year to all students graduating the program to evaluate their self-assessment of their mastery of each of the learning outcomes on a scale from low (1) to high (5).	The graduate faculty in the department define success as 80% of the respondents reporting a score of 4 or higher

Students will understand that their subjective accounting of an event is important to their ethical commitment as a psychologist.	2-C, 2-D	The program director will administer a survey after the end of the academic year to all students graduating the program to evaluate their self-assessment of their mastery of each of the learning outcomes on a scale from low (1) to high (5).	The graduate faculty in the department define success as 80% of the respondents reporting a score of 4 or higher

4

AY17	AY18	AY19	Justification of Success Criteria
100	100	73%	Students in this area of psychology must be skilled in application of theoretical and qualitative research knowledge for teaaching and/or research in the university or settings. An assessment score of 4.0 or higher and a grade of B is the minimum level of achievement acceptable in order to be successful.

100	100	NA	These are the research tools for the discipline. These tools can be applied to research settings in academia, industry and non-profit settings. An assessment score of 4.0 or higher and a grade of B is the minimum level of achievement acceptable in order to be successful.
100%	100%	100%	These are the basic requirements for a PhD degree

100%	100%	100%	This understanding is foundational to students' work in the field of Psychology. An assessment score of 4.0 or higher and a grade of B is the minimum level of achievement acceptable in order to be successful.
NA	NA	100%	As this is the first year collecting Indirect Measures, the faculty in the department felt that this was a reasonable standard with which to evaluate success based upon knowledge of past students and expectations of performance in the program

NA   NA   50%   As this is the first year collecting Indirect Measures, the faculty in the department felt that this was a reasonable standard with which to evaluate success based upon knowledge of past students and expectations of performance in the program

NA   NA   100%   As this is the first year collecting Indirect Measures, the faculty in the department felt that this was a reasonable standard with which to evaluate success based upon knowledge of past students and expectations of performance in the program

NA   NA   100%   As this is the first year collecting Indirect Measures, the faculty in the department felt that this was a reasonable standard with which to evaluate success based upon knowledge of past students and expectations of performance in the program

each student's performance in the particular class noted:

arning outcomes
; Outcomes
earning Outcomes
; Outcomes
earning Outcomes

Interpretation & Use of Results

There where 11 students counted, their final paper in PSYC 7004 was assessed by the program director on the 5-pt scale each. This course addresses the historical foundations of the three theoretical approaches mentioned in the SLO. The number of 73% is explained by the fact the course assessed is not in the SLO-01 list of the rotating courses yet so that the teacher was not explictly aware of the SLO, although already well including it so the students still reached a good performance. Applying the 5 point scale, 73% of the students showed to achieve at least 4 points. This result will be used in the improvement plan in two ways: towards the measure itself and towards the success criterion. The new committee under the new director (AY 19) have been working on the program's structure to improve the students' academic development and performance. In particular, milestones are currently implemented that shall allow for faculty to guide students' research more effectively and for students to work in a more focused way on their professional development as researcher and to graduate successfully.

The assessment of this SLO is using two different assignments: 1) a final paper applying a particular qualitative method on a set of data; 2) a conference style presentation of the findings (available as digital presentation). The required course PSYC 8005 tied into this SLO, is offered only in fall of odd yeards, thus not in fall 2018. However, the same rationale applies as to SLO-1 in terms of the success criterion. Asssessment is conducted by the program director.

Assessement conducted by the program director applying the 5-point scale resulted in 100% of the Ph.D. candidates in AY 2019 who have successfully defended their dissertations applying one of the three theoretical/methodological areas of study in Psychology. In this case, the success criterion can be kept. The new committee under the new director (AY 19) have been working on the program's structure to improve the students' academic development and performance regarding professionalism in research and teaching. In particular, the milestones that are currently implemented allow for the students to focus earlier and more clearly on their research interest and its concrete implementation; this, in turn, shall allow for faculty to guide students' disseration-related research more effectively and for students to work more productively towards the completion of their thesis and graduation.

There where 6 students counted, their final reflective paper in PSYC 8000 was assessed by the program director on the 5-pt scale each. Applying the 5 point scale, 100% of the students showed to achieve at least 4 points. However, the success criterion needs improvement, since it is ambiguous. The new committee under the new director (AY 19) works on the program's structure to improve the students' academic development and performance regarding professionalism in research and teaching. In particular, milestones are currently implemented that shall allow for faculty to guide students' research more effectively and for students to work in a more focused way on their professional development as researcher and to graduate successfully.

There were only 2 respondants (of a possible of 4 graduates) to a survey so the graduate faculty and in consulation with the program director were cautious interpreting the data. Overall the scores indicated that the students assessed their mastery of this learning outcome favorably. Student strengths include not just exceeding the Success Criteria, but considerably exceeding it (both respondents reported a 5). Weaknesses include the small sample size and possibly the lack of follow-up questions in the survey instrument to assess more specific sub-criterion that support the overall Learning Outcome.

There were only 2 respondants (of a possible of 4 graduates) so the graduate faculty and in consulation with the program coordinator were cautious interpreting the data. Although the overall percentage of students reporting at least a 4 on the scale was 50%, a deeper analysis of the individual scores revealed that there was a very wide range of responses (a 1 and a 5). This indicates that students had very diverse opinions on this particular Learning Outcome and this may represent a deficiency in how well this outcome is achieved in classes and/or how well it is communicated to student.

There were only 2 respondants (of a possible of 4 graduates) so the graduate faculty and in consulation with the program coordinator were cautious interpreting the data. Overall the scores indicated that the students assessed their mastery of this learning outcome favorably.

There were only 2 respondants (of a possible of 4 graduates) so the graduate faculty and in consulation with the program coordinator were cautious interpreting the data. Overall the scores indicated that the students assessed their mastery of this learning outcome favorably.

Improvement Plan	Proposed Success Criterion
1. The course assessed is PSYC 7004 and needs to be included in the SLO list in order to have a reliable regular measurement succession when one of the four "foundation courses" is offered. 2. The success criteria used is ambiguous and needs improved definition, to do this, in AY20 we will a) remove the letter grade; b) modify the success criteria to "Applying the 5 point scale, success is defined by 80% of the students reaching a point of 4 or better." Additionally, based on the result 73%, the faculty said that success needs to be improved, with agreement that this is readily achieved by a clear communication of the specific SLO addressed by the courses, which makes the outcome also transparent to the students themselves. We hope to achieve this improved communication by a systematic and explicit SLO-orientation for faculty, i.e. communication of courses' SLO needs to be bettered in a sustainable way. This applies also to course syllabi making the SLO explicit throughout different assignments.	Applying the 5 point scale, success is defined by 80% of the students reaching a point of 4 or better.

The success criteria used is ambiguous and needs improved definition to do this, in AY20 we will remove the letter grade and modify the success criteria to "Applying the 5 point scale, success is defined by 80% of the students reaching a point of 4 or better." Additionally, the faculty agree that 80% of students reaching a point 4 and better is an appropriate expectation. We also plan to improve communication by ensuring systematic and explicit SLO-orientation for faculty, i.e. communication of courses' SLO needs to be bettered in a sustainable way. Further, the SLO has also to be made transparent to the students themselves (syllabi).	Applying the 5 point scale, success is defined by 80% of the students reaching a point of 4 or better.
The new committee under the new director (AY 19) will continue to work on the program's structure to improve the students' academic development and performance regarding professionalism in research and teaching. We hope the new milestones being implemented will allow for faculty to guide students' research more effectively and for students to work in a more focused way on their professional development as researcher and to graduate successfully.	Applying the 5 point scale, success is defined by 80% of the students reaching a point of 4 or better.

The new committee and new director will continue to work on the program's structure to improve the students' academic development and performance. The success criteria used is ambiguous and needs improved definition, to do this, in AY20 we will remove the letter grade measurement and modify the success criteria to "Applying the 5 point scale, success is defined by 80% of the students reaching a point of 4 or better." Further, the success must be ensured by a systematic and explicit SLO-orientation for faculty, i.e. communication of courses' SLO needs to be bettered in a sustainable way. Further, the SLO has also to be made transparent to the students themselves (syllabi).

Applying the 5 point scale, success is defined by 80% of the students reaching a point of 4 or better.

Although there will likely not be a large sample of graduates for this program, in order to increase the response rate as much as possible we will be administering the survey at the end of each semester (rather than at the end of the year).Additionally, we will continue to more closely align course objectives with program outcomes and work to continue achieving our success criterion.

Although there will likely not be a large sample of graduates for this program, in order to increase the response rate as much as possible we will be administering the survey at the end of each semester (rather than at the end of the year).Additionally, we will continue to more closely align course objectives with program outcomes and work to continue achieving our success criterion. Since we did not achieve our success criterion on this Learning Outcome, we will be focusing on ensuring this is integrated into the curriculum more clearly and in discussing with students how their specific course assignments map onto learning outcomes.

Although there will likely not be a large sample of graduates for this program, in order to increase the response rate as much as possible we will be administering the survey at the end of each semester (rather than at the end of the year).Additionally, we will continue to more closely align course objectives with program outcomes and work to continue achieving our success criterion.

Although there will likely not be a large sample of graduates for this program, in order to increase the response rate as much as possible we will be administering the survey at the end of each semester (rather than at the end of the year).Additionally, we will continue to more closely align course objectives with program outcomes and work to continue achieving our success criterion.

Proposed Justification of Success Criteria

Based on the result 73% (see H), the faculty said that success needs to be improved, with agreement that this is readily achieved by a clear communication of the specific SLO addressed by the courses, which makes the outcome also transparent to the students themselves (syllabi). The measurement tool will be the 5-point scale exclusiveley, the letter grade will not be used anymore.

General Improvement Plan

The new program director (AY19) is still working a long-term improvement of the programthat addresses specific scholarly skills within a sequence of milestones that will be assessed in a focused way by additional new SLO's. For the immediate improvement of SLO's, see column K.

Agrrement among faculty that 80% of students reaching a point 4 and better is an appropriate expectation. However, the measurement tool will be the 5-point scale exclusiveley, the letter grade will not be used anymore.

We are pleased with the success of our students. In order to ensure the success as defined, the milestones are systematically implemented and clearly communicated.

The new committee under the new director agreed on the use of the 5-point scale as measure exclusiveley, the letter grade will not be used anymore.

The new program director (AY1

The new program director (AY1

The new program director (AY1

.9) is still working a long-term improvement of the programthat addresses specific scholarly skills wi

.9) is still working a long-term improvement of the programthat addresses specific scholarly skills wi

.9) is still working a long-term improvement of the programthat addresses specific scholarly skills wi

.9) is still working a long-term improvement of the program that addresses specific scholarly skills w

thin a sequence of milestones that will be assessed in a focused way by additional new SLC

thin a sequence of milestones that will be assessed in a focused way by additional new SLC

thin a sequence of milestones that will be assessed in a focused way by additional new SLC

ithin a sequence of milestones that will be assessed in a focused way by additional new SL

)'s. Worth is to mention that the weaknesses mentioned by the students are precisely add

)'s. Worth is to mention that the weaknesses mentioned by the students are precisely add

)'s. Worth is to mention that the weaknesses mentioned by the students are precisely add

O's. Worth is to mention that the weaknesses mentioned by the students are precisely add

resssed by the overall plan of improvement: better scaffolding throughout course work an

resssed by the overall plan of improvement: better scaffolding throughout course work an

resssed by the overall plan of improvement: better scaffolding throughout course work an

dresssed by the overall plan of improvement: better scaffolding throughout course work ar

d in particular towards towards the disseration research.

d in particular towards towards the disseration research.

d in particular towards towards the disseration research.

nd in particular towards towards the disseration research.

Addendum III

The Graduate School
Accelerated Bachelor's to Master's Degree Program

The Accelerated Bachelor's to Master's Degree Program at the University of West Georgia allows outstanding students to begin earning credit toward a graduate degree while completing their Bachelor's degree by allowing these exceptional students to count up to 6 hours in a 30-hour Master's program, 9 hours in a 33-hour Master's program, and 12 hours in a 36-hour master's program, toward both degrees. Students should inquire with their college to determine which degrees are available for the ABM program.

For students who work closely with their advisors in planning their course of study at UWG, the Accelerated Bachelor's to Master's Degree Program offers the opportunity of simultaneously satisfying partial degree requirements for a bachelor's and a master's degree in an accelerated program of study. Upon completion of the undergraduate degree, with a satisfactory undergraduate grade point average and a grade of "B" or better in all graduate courses completed, the student may move to full graduate status in the same graduate program, and the courses taken as an undergraduate will be applied toward the graduate degree.

Eligibility Requirements

Students applying for the ABM Program must:

- Have completed at least 90 hours toward a Bachelor's degree
- Have completed at least 30 hours of the 90 hours of coursework at the University of West Georgia
- Have a UWG GPA of 3.2 or higher
- Meet all admission requirements for the specified graduate program with the exception of the completed undergraduate degree
- Students applying for the accelerated program will not be required to take standardized admissions tests.

Application Process

- Meet with your advisor to discuss the program. This should take place when the student has reached 60 hours and completed all Area F coursework.
- Complete an application form for the Accelerated Bachelor's to Master's Degree Program. This should **take** place in the semester before the student earns 90 hours.
- Complete a **graduate** application for the graduate degree program and submit all required documents for admission

Acceptance to the Program

Once a student has been accepted to the program, the student should follow the plan of study prescribed by the program and take the courses approved for the ABM program. Students will be classified as an undergraduate student. Once the student has earned the bachelor's degree, the student's classification will be changed to a graduate student.

Addendum IV

Rationale

The Board of Regents allows institutions to award two different types of certificates; Stand-Alone Certificates and Embedded Certificates. These two types of certificates are differentiated by how students pursue and are awarded the certificate. Stand-Alone Certificates may be pursued in a degree-seeking or non-degree-seeking status. Embedded Certificates may only be pursued in a degree-seeking status. Both types of certificates may be pursued at the undergraduate or graduate level.

PROPOSED ADDITION

Embedded Certificates: Embedded certificates are those certificates where the courses required to earn the certificate are embedded into a major or degree program and are only awarded at the completion of a specific degree program. These certificates are intended to encourage students to use the elective requirements in their degree program to form a coherent concentration of coursework in a specified area.

Stand-Alone Certificates: Stand-alone certificates are those certificates that comprise a prescribed program of study that may or may not be associated with a degree, major or minor. These certificates represent a cohesive program of study of a smaller size than a degree program and provide more flexibility to those looking to pursue continued education, including a means for professionals to renew and retrain due to an ever-changing workforce.

Addendum V

UWG Academic Catalogs

Undergraduate Catalog: Academic Programs and Units of Instruction

Specific Requirements for Embedded Certificates

Rationale

The Board of Regents allows institutions to award two different types of certificates; Stand-Alone Certificates and Embedded Certificates. These two types of certificates are differentiated by how students pursue and are awarded the certificate. Stand-Alone Certificates may be pursued in a degree-seeking or non-degree-seeking status. Embedded Certificates may only be pursued in a degree-seeking status. Both types of certificates may be pursued at the undergraduate or graduate level.

The following proposal seeks to institute guidelines and policies for establishing or modifying stand-alone or embedded certificates that are consistent with the mission and degree programs provided by UWG.

This proposal should be considered for the following reasons:
- Goal #1 of the USG 2024 Strategic Plan is to increase degrees and certificates awarded across the USG from 67,854 to 74,916. Embedded certificates are not reported to the Board of Regents and do not count towards our institutional award numbers. Establishing policies and guidelines for implementing stand-alone certificates and transitioning some of our embedded certificates to stand-alone certificates will allow us to contribute to these metrics.
- USG Policy dictates that certificates that are *embedded "are a self-contained set of courses embedded in a major or stand-alone degree."* Many certificates that are offered at UWG require additional courses outside of major requirements and are not truly embedded into a degree program. To maintain compliance with USG Policy, these certificates should be modified to reflect the standards of an embedded certificate, transitioned to a stand-alone certificate, or terminated.
- Students may apply to attend UWG as a non-degree seeking student to pursue stand-alone certificates. Admitting these students will allow those in the surrounding areas to expand on their careers or gain new knowledge. Admitting students directly into certificate programs may also increase credit hour generation and tap into a new stream of revenue for the university.

PROPOSED ADDITION

Specific Requirements for Embedded Certificates
1. Embedded certificates are not a stand-alone program; students must be enrolled in the major, minor, or degree program in which the certificate is embedded. Embedded certificates are only awarded in conjunction with the completion of a degree.
2. Students are required to declare their intent to pursue an embedded certificate. Students must declare their intention to pursue an embedded certificate to the department that offers the

certificate prior to or in conjunction with applying for graduation and should also notify their academic advisor to assure proper academic advising.

3. Complete a minimum of 9 semester hours of required coursework for the approved embedded certificates.
4. A minimum of 6 semester hours of the courses must be numbered 3000 and above.
5. All credit-bearing courses applied towards the embedded certificate will also fulfill and share with any other requirement for the student's degree.
6. Students must attain a minimum grade point average of 2.0 in courses used to satisfy the embedded certificate.
7. In conjunction with a completed degree program, embedded certificates will be listed on the official academic transcript.

Addendum VI

UWG Academic Catalogs

Undergraduate Catalog: Academic Programs and Units of Instruction

Specific Requirements for Stand-Alone Certificates

Rationale

The Board of Regents allows institutions to award two different types of certificates; Stand-Alone Certificates and Embedded Certificates. These two types of certificates are differentiated by how students pursue and are awarded the certificate. Stand-Alone Certificates may be pursued in a degree-seeking or non-degree-seeking status. Embedded Certificates may only be pursued in a degree-seeking status. Both types of certificates may be pursued at the undergraduate or graduate level.

The following proposal seeks to institute guidelines and policies for establishing or modifying stand-alone or embedded certificates that are consistent with the mission and degree programs provided by UWG.

This proposal should be considered for the following reasons:
- Goal #1 of the USG 2024 Strategic Plan is to increase degrees and certificates awarded across the USG from 67,854 to 74,916. Embedded certificates are not reported to the Board of Regents and do not count towards our institutional award numbers. Establishing policies and guidelines for implementing stand-alone certificates and transitioning some of our embedded certificates to stand-alone certificates will allow us to contribute to these metrics.
- USG Policy dictates that certificates that are *embedded "are a self-contained set of courses embedded in a major or stand-alone degree."* Many certificates that are offered at UWG require additional courses outside of major requirements and are not truly embedded into a degree program. To maintain compliance with USG Policy, these certificates should be modified to reflect the standards of an embedded certificate, transitioned to a stand-alone certificate, or terminated.
- Students may apply to attend UWG as a non-degree seeking student to pursue stand-alone certificates. Admitting these students will allow those in the surrounding areas to expand on their careers or gain new knowledge. Admitting students directly into certificate programs may also increase credit hour generation and tap into a new stream of revenue for the university.

PROPOSED ADDITION

Specific Requirements for Stand-Alone Certificates
1. Students must be admitted into a stand-alone certificate program by meeting the minimum requirements set forth by the certificate program.
2. Students may enroll in conjunction with a degree program or as a non-degree seeking student.
3. Unless otherwise stated in the certificate program of study, all courses applied towards the stand-alone certificate will also fulfill and share with any other requirement for the student's degree.

4. Complete a minimum of 12 semester hours of required coursework for the approved certificate program.
5. A minimum of 6 semester hours must be numbered 3000 and above.
6. Students must attain a minimum grade point average of 2.0 in courses used to satisfy the certificate.
7. Students are required to apply to graduate with stand-alone certificates through the Office of the Registrar and by the Graduation Application Deadlines outlined in this catalog. Students who are concurrently pursuing a stand-alone certificate and a degree must apply to graduate at the same time as their degree. Students may graduate with their degree and re-admit as a non-degree seeking student to complete requirements for a stand-alone certificate.
8. Students who are awarded a stand-alone certificate will have their accomplishment noted on their official academic transcript and will receive a certificate of completion.

Addendum VII

UWG Academic Catalogs

Undergraduate Catalog: Academic Programs and Units of Instruction

Specific Requirements for a Minor

PROPOSED MODIFICAITONS

Specific Requirements for a Minor
1. Complete 15-18 semester hours of required coursework in an approved minor
2. A minimum of 9 semester hours of the courses must be numbered 3000 and above.
3. Courses taken to satisfy Core Areas A through E may not be counted.
4. Courses taken in Core Area F, which are not in the major, may also be counted, in a minor.[1]
5. Courses taken to satisfy major requirements may not be counted.
6. Students must attain a minimum grade point average of 2.0 in courses used to satisfy the minor.
7. Minors are not stand-alone programs and are only awarded in conjunction with an undergraduate degree. After graduation, students may not re-enroll to complete a minor without completing an additional undergraduate degree concurrently.
8. Students may not seek a minor with the same title as their major or concentration.[2]
9. In conjunction with a completed undergraduate degree program, minors will be listed on the official academic transcript, but not the official diploma.

PROPOSED REVISED VERSION

Specific Requirements for a Minor
1. Complete 15-18 semester hours of required coursework in an approved minor
2. A minimum of 9 semester hours of the courses must be numbered 3000 and above.
3. Courses taken to satisfy Core Areas A through E may not be counted.
4. Courses taken in Core Area F, which are not in the major, may also be counted, in a minor.
5. Courses taken to satisfy major requirements may not be counted.
6. Students must attain a minimum grade point average of 2.0 in courses used to satisfy the minor.

---

[1] This update seeks to clarify the fact that courses used in Core F may be shared with courses required in the minor (per BOR Policy 2.3.1).

[2] There have been instances where students would like to minor in the same area they major in, for instance, Sociology major wanting to declare a Sociology minor. Currently, there is no policy that prohibits a student from doing so. In the past, students also tried to return to UWG only to earn a minor. The policy proposed below prohibits a student from earning a minor in, e.g. Film & Video production if they are seeking a Bachelor of Science in Mass Communications with a concentration in Film & Video production. Therefore, the modification aims at preventing the students from minoring in something that would involve coursework that is already applicable to their major. When the subject matter is sufficiently diverse as with different titles, the restriction does not apply. For instance, English majors may earn a minor in Creative Writing or Literature if they complete all major and minor requirements with the required number of hours without sharing courses between the major and minor.

7. Minors are not stand-alone programs and are only awarded in conjunction with an undergraduate degree. After graduation, students may not re-enroll to complete a minor without completing an additional undergraduate degree concurrently.
8. Students may not seek a minor with the same title as their major or concentration.
9. In conjunction with a completed undergraduate degree program, minors will be listed on the official academic transcript, but not the official diploma.

Addendum VIII

UWG Academic Catalogs

Undergraduate Catalog - Academic Programs and Units of Instruction

Graduation Policies

Rationale

The following document includes several proposed adjustments to Graduation Policies at UWG. The four major reasons for adjusting the Graduation Policies are as follows:

1. Update the graduation policies to include proposed policies for graduating with stand-alone certificates.
2. Establish a fee for graduation with a stand-alone certificate.
3. Remove erroneous information about how to submit a Graduation Application. Paper applications are no longer accepted at the Enrollment Services Center as the Graduation Application moved to an online form several years ago.
4. Bring the Graduate Graduation Policy in line with the Undergraduate Graduation Policy.

If approved, the following policies will be implemented in the **2020 – 2021 Academic Catalogs.**

Key

Text in light blue indicates an addition to the current policy. Text in ~~strighthrough red~~ indicates a removal from current policy.

PROPOSED MODIFICATIONS

Graduation Policies

The University of West Georgia awards degrees and stand-alone certificates three times a year corresponding with the end of each semester and only to the students who have applied and who are meeting all graduation requirements at the time final grades are posted. How to Apply:

Bachelors Degree ~~Students~~

Students seeking a baccalaureate degree should submit the Undergraduate Application for Graduation along with the $40 (per degree) application fee ~~to the Enrollment Services Center, first floor Parker Hall~~ through the online application in BanWeb by the appropriate deadline listed below.

Stand-Alone Certificate

Students seeking stand-alone certificates should submit the Stand-Alone Certificate Application for Graduation along with the $20 (per stand-alone certificate) application fee through the online application in BanWeb by the appropriate deadline listed below.

Graduation Dates

Spring Graduation - October 1
Summer Graduation - March 1
Fall Graduation - August 1

Students must submit a graduation application and fee for each degree or stand-alone certificate they are pursuing. The graduation application and ~~$40 (per degree)~~ non-refundable application fee (per degree or stand-alone certificate) can be deferred up to one year from the initial term of scheduled graduation. For example, a student who applies for spring 2017 graduation would have until spring 2018 to graduate without having to complete another application for graduation or pay ~~the $40 (per degree)~~ an additional graduation fee. If the student does not graduate within one year from the originally scheduled graduation date, the student must reapply for graduation and pay the ~~$40 (per degree)~~ required application fee again.

PROPOSED REVISED VERSION

Graduation Policies

The University of West Georgia awards degrees and stand-alone certificates three times a year corresponding with the end of each semester and only to the students who have applied and who are meeting all graduation requirements at the time final grades are posted. How to Apply:

Bachelors Degree

Students seeking a baccalaureate degree should submit the Undergraduate Application for Graduation along with the $40 (per degree) application fee through the online application in BanWeb by the appropriate deadline listed below.

Stand-Alone Certificate

Students seeking stand-alone certificates should submit the Stand-Alone Certificate Application for Graduation along with the $20 (per stand-alone certificate) application fee through the online application in BanWeb by the appropriate deadline listed below.

Graduation Dates

Spring Graduation - October 1
Summer Graduation - March 1
Fall Graduation - August 1

Students must submit a graduation application and fee for each degree or stand-alone certificate they are pursuing. The graduation application and non-refundable application fee (per degree or stand-alone certificate) can be deferred up to one year from the initial term of scheduled graduation. For example, a student who applies for spring 2017 graduation would have until spring 2018 to graduate without having to complete another application for graduation or pay an additional graduation fee. If the student does not graduate within one year from the originally

scheduled graduation date, the student must reapply for graduation and pay the required application fee again.