Memorandum

To: General Faculty

Date: February 16, 2022

Regarding: Faculty Senate Agenda for February 18, 2022 via Zoom

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1. Call to Order

2. Roll Call

3. Minutes

   A) The January 22, 2022 Meeting Minutes were approved electronically on January 27, 2022.

4. Administrator Reports

   A) Report from the Provost

   B) Report from the Vice-Provost

   C) Q & A

5. Committee Reports

Committee I: Undergraduate Programs Committee (Karen Graffius, Chair)

Action Items: (Addendum I)

   A) College of Arts, Culture, and Scientific Inquiry

   1) Department of Computing and Mathematics

      a) COMP 3310 – Mobile Development

         Request: Modify

      b) COMP 3400 – System and Network Admin I

         Request: Modify

      c) COMP 3600 – User-Centric Computing I

         Request: Modify

      d) COMP 4200 – Advanced Database Systems

         Request: Modify

      e) COMP 4420 – DevOps

         Request: Modify

      f) COMP 4500 – Computer Forensics

Request: Modify

    g) CS 1300 – Introduction to Computing

    Request: Modify

    h) Computer Science, B.S.

    Request: Modify

2) Department of Anthropology, Psychology, and Sociology

    a) SABH 4000 – Research Methodology

    Request: Add

    b) SABH 4003 – Applied Statistics for Sociology

    Request: Add

Committee II: Graduate Programs Committee (Dena Kniess, Chair)

Action Items:

A) College of Arts, Culture, and Scientific Inquiry (**Addendum II**)

    1) Department of Anthropology, Psychology, and Sociology

        a) Psychology, MA

        Request: Modify

        b) Sociology, MA

        Request: Modify

B) Graduate Catalog Changes 2022-2023 – International Admissions (**Addendum III**)

Committee III: Academic Policies Committee (Jennifer Edelman, Chair)

Information Items:

A) High Impact Practices (HIPs) Committee: Service-Learning Designation for Courses (**Addendum IV**)

B) The Undergraduate Research Committee invites you to submit Fall 2022 and later courses to receive the Undergraduate Research High Impact Practice attribute in Banner. View this link using your UWG credential for info about the designation process. Submit your courses using this survey by Feb. 25.

C) Calendar Committee Update

Committee IV: Faculty Development Committee (Patrick Erben, Chair)

Information Item:

A) FDC Update on UWG Implementation of BOR-mandated Post-Tenure Review and Annual Evaluation Policy Changes (**Addendum V**)

Committee V: Institutional Planning Committee (Cale Self, Chair)

Information Item:

A) Discussion of Variation in Academic Units' Implementation of the Strategic Plan

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

Action Item:

A) Joint Parking Subcommittee Report by Heather A. D. Mbaye, Chair, and Mark Reeves, Interim Chief Business Officer (**Addendum VI**)

Information Item:

A) Update on WorkWest navigation issues and Web Editors (**Addendum VII**)

6. Old Business

7. New Business

A) Discussion of SB 377 (**Addendum VIII**)

B) Resolution on the Administration's Communication with the Faculty Senate about Government Activities (**Addendum IX**)

8. Announcements

9. Adjournment

Addendum I

COMP - 3310 - Mobile Development

2022-2023 Undergraduate Revise Course Request

General Information

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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 *   2022

Routing Information

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Department/School *   Department of Computing and Mathematics

Is this an XIDS course, School of Nursing, or School of Communication, Film and Media course? *   ◯ Yes   ⦿ No

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

Is this a Department of Mass Communications course? *   ◯ Yes   ⦿ No

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

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

List of Faculty Senate Action and Information Items

Course Information

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- **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* COMP

Course Number* 3310

Course Title* Mobile Development

Long Course Title

Course Type - DO NOT EDIT* Computing

Catalog Course Description* This course introduces the fundamentals in the design, implementation, and distribution of mobile applications. Topics include mobile device architecture, software engineering, user interface design, and app distribution.

Prerequisites Prerequisite: COMP 3300 or CS 3211

Corequisites

Frequency - How many semesters per year will this course be offered? 1

Grading* Undergraduate Standard Letter

Status* ⦿ Active-Visible   ◯ Inactive-Hidden

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

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…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 prposal may need to be submitted.

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing

Restrictions

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

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

Justification and Assessment

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

Rationale*   The BS in Computer Science (CS) requires students to take two elective CS courses. The new BS in Computing (COMP) includes several courses that would serve as suitable electives for CS majors. Those COMP courses would allow CS majors to have a specialization, they would add flexibility to the course scheduling for CS students and make the BS in CS more attractive. To open COMP courses to CS students without requiring CS students to take several additional COMP courses that do not count towards the CS degree, we propose to add alternative pre-requisites to several COMP courses where suitable. The alternative prerequisites still ensure that students have the necessary qualification for the COMP courses. These changes do not affect the new BS in Computing.

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* 40

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes
☑ No

If yes, what will the fee be? If no, please list N/A.* N/A

Fee Justification* N/A

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Administrative Use Only - DO NOT EDIT

Course ID* 18

OLD SYLLABUS

Course Number: COMP 3310

Course Title: Mobile Development

Credit Hours: 2/2/3

Requisites

- Prerequisites: COMP 3300
- Corequisites: none

Course Description

This course introduces the fundamentals in the design, implementation, and distribution of mobile applications. Topics include mobile device architecture, software engineering, user interface design, and app distribution.

Instructor Contact Information

TBD

Student Learning Outcomes

1. Design and create mobile user interfaces for a mobile platform such as Android or IOS.
2. Access and manipulate data in a database from mobile apps.
3. Use other features such as networking, location-based services, and the sensors.
4. Publish apps to the appropriate app stores.

Materials

Textbook(s): None required
Technology regarding mobile development changes rapidly. It is easier and more useful to read current articles and use the web as opposed to a textbook.

Recommended
Mobile Development with .NET: Build cross-platform mobile applications with Xamarin.Forms 5 and ASP.NET Core 5, 2nd Edition by Can Bilgin
ISBN-13: 978-1800204690

Software:
Xamarin https://dotnet.microsoft.com/apps/xamarin

Schedule

- Week 1: Introduction to Mobile Computing and Xamarin
- Week 2: Factors in Developing Mobile Applications; More Xamarin
- Week 3: UIs in mobile applications
- Week 4: Storing and retrieving data
- Week 5: Communication via network and the web

- Week 6: Telephony
- Week 7: Project 1 Presentations
- Week 8: Graphics
- Week 9: Multimedia
- Week 10: Location
- Week 11: Android and iOS with Xamarin; cross platform considerations
- Week 12:Security and hacking
- Week 13: Packing and deploying; performance best practices
- Week 14: Group work week
- Week 15: Project 2 presentations

Evaluation
- Projects (2) - 45%
- Labs (6) - 30%
- Quizzes (4) - 10%
- Presentations (2) - 10%
- Class participation - 5%

Grading scale
90-100 A,   80-89.9 B,   70-79.9 C,   60-69.9 D,   <60 F

Institutional Policies
See the Common Language for Course Syllabi:
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NEW SYLLABUS

Course Number: COMP 3310

Course Title: Mobile Development

Credit Hours: 2/2/3

Requisites

- Prerequisites: COMP 3300 or CS 3211
- Corequisites: none

Course Description

This course introduces the fundamentals in the design, implementation, and distribution of mobile applications. Topics include mobile device architecture, software engineering, user interface design, and app distribution.

Instructor Contact Information

TBD

Student Learning Outcomes

5. Design and create mobile user interfaces for a mobile platform such as Android or IOS.
6. Access and manipulate data in a database from mobile apps.
7. Use other features such as networking, location-based services, and the sensors.
8. Publish apps to the appropriate app stores.

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- Week 13: Packing and deploying; performance best practices
- Week 14: Group work week
- Week 15: Project 2 presentations

Evaluation
- Projects (2) - 45%
- Labs (6) - 30%
- Quizzes (4) - 10%
- Presentations (2) - 10%
- Class participation - 5%

Grading scale
90-100 A,   80-89.9 B,   70-79.9 C,   60-69.9 D,   <60 F

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COMP - 3400 - System and Network Admin I

2022-2023 Undergraduate Revise Course Request

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- ☐ 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 * | 2022 |

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Department/School *

> Department of Computing and Mathematics

Is this an XIDS course, School of Nursing, or School of Communication, Film and Media course? *
- ◯ Yes
- ⦿ No

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

Is this a Department of Mass Communications course? *
- ◯ Yes
- ⦿ No

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

Is this a Senate ACTION or INFORMATION item? Please refer to the link below *
- ⦿ Yes
- ◯ No

List of Faculty Senate Action and Information Items

Course Information

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> **Credit Hours**
> **Status (Active means that it will be visible in the catalog and Inactive will be hidden)**

Course Prefix* `COMP` **Course Number*** 3400

Course Title* System and Network Admin I

Long Course Title

Course Type - DO NOT EDIT* `Computing`

Catalog Course Description* This course covers the fundamentals of network and operating system theory and practice. Topics include the TCP/IP protocol stack, routing, basic OS administration, and basic network services.

Prerequisites Prerequisite: COMP 2300 or (CS 3110 and CS 3280)

Corequisites

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

Grading* `Undergraduate Standard Letter`

Status* ● Active-Visible   ○ Inactive-Hidden

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

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Lec Hrs * 2

Lab Hrs * 2

Credit Hrs * 3

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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. * N/A

Justification and Assessment

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

Rationale * The BS in Computer Science (CS) requires students to take two elective CS courses. The new BS in Computing (COMP) includes several courses that would serve as suitable electives for CS majors. Those COMP courses would allow CS majors to have a specialization, they would add flexibility to the course scheduling for CS students and make the BS in CS more attractive. To open COMP courses to CS students without requiring CS students to take several additional COMP courses that do not count towards the CS degree, we propose to add alternative pre-requisites to several COMP courses where suitable. The alternative prerequisites still ensure that students have the necessary qualification for the COMP courses. These changes do not affect the new BS in Computing.

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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* 80

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes
☑ No

If yes, what will the fee be? If no, please list N/A.* N/A

Fee Justification* N/A

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Course ID* 18

OLD SYLLABUS

Course Number: COMP 3400

Course Title: System & Network Administration I

Credit Hours: 2/2/3

Requisites
- Prerequisites: COMP 2300
- Corequisites: none

Course Description
This course covers the fundamentals of network and operating system theory and practice. Topics include the TCP/IP protocol stack, routing, basic OS administration, and basic network services.

Instructor Contact Information
TBD

Student Learning Outcomes
1. Configure a multi-user system with users, groups, and permissions.
2. Configure a local area network with naming and discovery services.
3. Given a host name, determine the steps taken to resolve its network address.
4. Understand link, network, transport, and application layer protocols.
5. Understand routing algorithms such as NAT and subnet-based routing.
6. Summarize professional, ethical, and/or social issues related to system and network administration.

Materials
A. Calcatinge, J. Balog. *Mastering Linux Administration*. Packt Publishing. June 2021.

Schedule
- Week 1: Linux Filesystem
- Week 2: Software installation & management
- Week 3: User & Group administration
- Week 4: Processes
- Week 5: Disks & Filesystems
- Weeks 6 & 7: TCP/IP model
- Week 8: Exam review & exam
- Week 9: DHCP
- Week 10: DNS
- Week 11: Authentication services; other services
- Week 12: Network security; VPN's
- Week 13: Linux security
- Week 14: Professional & ethical issues
- Week 15: Exam review & exam

Evaluation
- 5 assignments - 50%
- 2 projects - 30%
- 2 exams - 20%

Grading scale
90-100 A,   80-89.9 B,   70-79.9 C,   60-69.9 D,   <60 F

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NEW SYLLABUS

Course Number: COMP 3400

Course Title: System & Network Administration I

Credit Hours: 2/2/3

Requisites
- Prerequisites: COMP 2300 or (CS 3110 and CS 3280)
- Corequisites: none

Course Description
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Instructor Contact Information
TBD

Student Learning Outcomes
7. Configure a multi-user system with users, groups, and permissions.
8. Configure a local area network with naming and discovery services.
9. Given a host name, determine the steps taken to resolve its network address.
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COMP - 3600 - User-Centric Computing I

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Desired Effective Semester * `Fall`

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- Grading
- Credit Hours
- Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix* COMP

Course Number* 3600

Course Title* User-Centric Computing I

Long Course Title

Course Type - DO NOT EDIT* Computing

Catalog Course Description* The course introduces the fundamentals of human computer interaction (HCI) and the principles in the design and evaluation of user interfaces. Topics covered include: guidelines/principles in interface design, usability evaluation, universal design.

Prerequisites Prerequisite: COMP 2320 or CS 1302

Corequisites

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

Grading* Undergraduate Standard Letter

Status* ⦿ Active-Visible   ◯ Inactive-Hidden

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Syllabus* ☑ I have attached the syllabus.
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Resources and Funding

Planning Info* ⦿ Library Resources are Adequate
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Administrative Use Only - DO NOT EDIT

Course ID* 18

OLD SYLLABUS

Course Number: COMP 3600

Course Title: User-Centric Computing I

Credit Hours: 2/2/3

Requisites

- Prerequisites: COMP 2320 (C or better)
- Corequisites: none

Course Description
The course introduces the fundamentals of human computer interaction (HCI) and the principles in the design and evaluation of user interfaces. Topics covered include: guidelines/principles in interface design, usability evaluation, universal design.

Instructor Contact Information
TBD

Student Learning Outcomes
1. Evaluate a user interface using principles of good user interface design.
2. Analyze a user's needs and/or requirements from a user interface perspective.
3. Design an interactive computer system based on a set of requirements.
4. Implement a user interface using appropriate tools and technology.

Materials
"The Elements of User Experience: User-Centered Design for the Web" Jesse James Garrett
"Designing Visual Interfaces: Communication-Oriented Techniques" Kevin Mullet and Darrell Sano
"UML Distilled: A Brief Guide to the Standard Object Modeling Language" (3rd Edition) Martin Fowler

Schedule
- Week 1 - Introduction
- Week 2 & 3 - Defining Functionality & Constraints for an Application
- Week 4 - Considering an Intended Audience
- Week 5 & 6 - Designing Layout and Control flow for an Application
- Week 7 - Evaluating UI Design
- Week 8 - Exam Review & Exam
- Week 9 - Principles of UI Design: Elegance and Simplicity
- Week 10 - Principles of UI Design: Scale, Contrast, and Proportion
- Week 11 - Principles of UI Design: Organization and Visual Structure
- Week 12 - Principles of UI Design: Module and Program

- Week 13 - Principles of UI Design: Image and Representation
- Week 14 - Principles of UI Design: Style
- Week 15 - Exam Review & Exam

Evaluation
- 5 assignments - 20%
- 3 projects - 60%
- 2 exams - 20%

Grading scale
90-100 A, 80-89.9 B,   70-79.9 C,   60-69.9 D,   <60 F

Institutional Policies
See the Common Language for Course Syllabi:
http://www.westga.edu/UWGSyllabusPolicies/

NEW SYLLABUS

Course Number: COMP 3600

Course Title: User-Centric Computing I

Credit Hours: 2/2/3

Requisites

- Prerequisites: COMP 2320 (C or better) or CS 1302
- Corequisites: none

Course Description
The course introduces the fundamentals of human computer interaction (HCI) and the principles in the design and evaluation of user interfaces. Topics covered include: guidelines/principles in interface design, usability evaluation, universal design.

Instructor Contact Information
TBD

Student Learning Outcomes
5. Evaluate a user interface using principles of good user interface design.
6. Analyze a user's needs and/or requirements from a user interface perspective.
7. Design an interactive computer system based on a set of requirements.
8. Implement a user interface using appropriate tools and technology.

Materials
"The Elements of User Experience: User-Centered Design for the Web" Jesse James Garrett
"Designing Visual Interfaces: Communication-Oriented Techniques" Kevin Mullet and Darrell Sano
"UML Distilled: A Brief Guide to the Standard Object Modeling Language" (3rd Edition) Martin Fowler

Schedule
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- Week 8 - Exam Review & Exam
- Week 9 - Principles of UI Design: Elegance and Simplicity
- Week 10 - Principles of UI Design: Scale, Contrast, and Proportion
- Week 11 - Principles of UI Design: Organization and Visual Structure
- Week 12 - Principles of UI Design: Module and Program

- Week 13 - Principles of UI Design: Image and Representation
- Week 14 - Principles of UI Design: Style
- Week 15 - Exam Review & Exam

Evaluation
- 5 assignments - 20%
- 3 projects - 60%
- 2 exams - 20%

Grading scale
90-100 A,   80-89.9 B,   70-79.9 C,   60-69.9 D,   <60 F

Institutional Policies
See the Common Language for Course Syllabi:
http://www.westga.edu/UWGSyllabusPolicies/

COMP - 4200 - Advanced Database Systems

2022-2023 Undergraduate Revise Course Request

General Information

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

Modifications (Check all that apply) *
- ☐ Course Title
- ☑ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☐ Catalog Description
- ☐ Credit Hours
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester * | Fall

Desired Effective Year * | 2022

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.

Department/School * | Department of Computing and Mathematics |

Is this an XIDS course, School of Nursing, or School of Communication, Film and Media course? *
- ○ Yes
- ◉ No

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

Is this a Department of Mass Communications course? *
- ○ Yes
- ◉ No

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

Is this a Senate ACTION or INFORMATION item? Please refer to the link below *
- ◉ Yes
- ○ No

List of Faculty Senate Action and Information Items

Course Information

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* COMP

Course Number* 4200

Course Title* Advanced Database Systems

Long Course Title

Course Type - DO NOT EDIT* Computing

Catalog Course Description* This course introduces the advanced DB topics, such as stored procedures, functions, triggers, indexes, performance tuning and query optimization.

Prerequisites Prerequisite: COMP 2200 or CS 3230

Corequisites

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

Grading* Undergraduate Standard Letter

Status* ● Active-Visible   ○ Inactive-Hidden

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either 34 193**section or total hours in a degree program), then a**

Lec Hrs*   2

Lab Hrs*   2

Credit Hrs*   3

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing

Restrictions

Repeat for Credit

Cross-listing

Restrictions

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

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

Justification and Assessment

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

Rationale*   The BS in Computer Science (CS) requires students to take two elective CS courses. The new BS in Computing (COMP) includes several courses that would serve as suitable electives for CS majors. Those COMP courses would allow CS majors to have a specialization, they would add flexibility to the course scheduling for CS students and make the BS in CS more attractive. To open COMP courses to CS students without requiring CS students to take several additional COMP courses that do not count towards the CS degree, we propose to add alternative pre-requisites to several COMP courses where suitable. The alternative prerequisites still ensure that students have the necessary qualification for the COMP courses. These changes do not affect the new BS in Computing.

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* 40

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes ☑ No

If yes, what will the fee be? If no, please list N/A.* N/A

Fee Justification* N/A

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 18

OLD SYLLABUS

Course Number: COMP 4200

Course Title: Advanced Database Systems

Credit Hours: 2/2/3

Requisites

- Prerequisites: COMP 2200
- Corequisites: none

Course Description
This course introduces the advanced DB topics, such as stored procedures, functions, triggers, indexes, performance tuning and query optimization.

Instructor Contact Information
TBD

Student Learning Outcomes
1. Write and execute relatively complex stored procedures based on given user requirements.
2. Define and execute user defined functions based on given user requirements.
3. Identify the situations in which triggers are appropriate.
4. Create appropriate triggers based on user requirements.
5. Describe the benefits and limitations of indexing in query performance tuning.
6. Analyze and identify query performance bottlenecks and perform performance tuning.

Materials
Textbook:
- Grant Fritchey, SQL Server Execution Plans, 3rd Edition, Simple Talk Publishing, ISBN-10: 1906434026,

   Free copy: https://www.red-gate.com/simple-talk/books/sql-server-execution-plans-third-edition-by-grant-fritchey/

   Amazon:
   https://www.amazon.com/SQL-Server-Execution-Plans-Third/dp/1910035246/

Additional online resources will be provided.

Schedule
- Week 1 - 3 - Introduction to Stored Procedures

- ○ Basics
- ○ Variables and control flow
- ○ Debugging
- Weeks 4 and 5 - Introduction to Functions
    - ○ user defined functions
    - ○ inline and multiple statement table-valued functions
- Week 6 - Advanced topics such as windows functions and CTE
- Week 7 - Programmatic DB Access
- Week 8 - Transactions
- Week 9 and 10 - Indexes
- Week 11 - 13 - Query Performance Tuning
- Week 14 and 15 - Triggers

Evaluation
- In-class assignments - 5%
- 5 homework: 55%
- 2 projects - 40%

Grading scale
90-100 A,   80-89.9 B,   70-79.9 C,   60-69.9 D,   <60 F

Institutional Policies
See the Common Language for Course Syllabi:
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NEW SYLLABUS

Course Number: COMP 4200

Course Title: Advanced Database Systems

Credit Hours: 2/2/3

Requisites

- Prerequisites: COMP 2200 or CS 3230
- Corequisites: none

Course Description

This course introduces the advanced DB topics, such as stored procedures, functions, triggers, indexes, performance tuning and query optimization.

Instructor Contact Information

TBD

Student Learning Outcomes

7. Write and execute relatively complex stored procedures based on given user requirements.
8. Define and execute user defined functions based on given user requirements.
9. Identify the situations in which triggers are appropriate.
10. Create appropriate triggers based on user requirements.
11. Describe the benefits and limitations of indexing in query performance tuning.
12. Analyze and identify query performance bottlenecks and perform performance tuning.

Materials

Textbook:

- Grant Fritchey, SQL Server Execution Plans, 3rd Edition, Simple Talk Publishing, ISBN-10: 1906434026,

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COMP - 4200 - Advanced Database Systems

2022-2023 Undergraduate Revise Course Request

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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 * `2022`

Routing Information

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Department/School *

> Department of Computing and Mathematics

Is this an XIDS course, School of Nursing, or School of Communication, Film and Media course? *
○ Yes
◉ No

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

Is this a Department of Mass Communications course? *
○ Yes
◉ No

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

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

List of Faculty Senate Action and Information Items

Course Information

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- **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*   COMP   **Course Number*** 4200

Course Title* Advanced Database Systems

Long Course Title

Course Type - DO NOT EDIT* Computing

Catalog Course Description* This course introduces the advanced DB topics, such as stored procedures, functions, triggers, indexes, performance tuning and query optimization.

Prerequisites Prerequisite: COMP 2200 or CS 3230

Corequisites

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

Status* ⦿ Active-Visible   ◯ Inactive-Hidden

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either section or total hours in a degree program), then a

Lec Hrs*   2

Lab Hrs*   2

Credit Hrs*   3

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing

Restrictions

Repeat for Credit

Cross-listing

Restrictions

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

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

Justification and Assessment

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

Rationale*   The BS in Computer Science (CS) requires students to take two elective CS courses. The new BS in Computing (COMP) includes several courses that would serve as suitable electives for CS majors. Those COMP courses would allow CS majors to have a specialization, they would add flexibility to the course scheduling for CS students and make the BS in CS more attractive. To open COMP courses to CS students without requiring CS students to take several additional COMP courses that do not count towards the CS degree, we propose to add alternative pre-requisites to several COMP courses where suitable. The alternative prerequisites still ensure that students have the necessary qualification for the COMP courses. These changes do not affect the new BS in Computing.

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

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               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* 40

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes ☑ No   **If yes, what will the fee be? If no, please list N/A.*** N/A

Fee Justification* N/A

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Administrative Use Only - DO NOT EDIT

               Course ID* 18

OLD SYLLABUS

Course Number: COMP 4200

Course Title: Advanced Database Systems

Credit Hours: 2/2/3

Requisites

- Prerequisites: COMP 2200
- Corequisites: none

Course Description

This course introduces the advanced DB topics, such as stored procedures, functions, triggers, indexes, performance tuning and query optimization.

Instructor Contact Information

TBD

Student Learning Outcomes

1. Write and execute relatively complex stored procedures based on given user requirements.
2. Define and execute user defined functions based on given user requirements.
3. Identify the situations in which triggers are appropriate.
4. Create appropriate triggers based on user requirements.
5. Describe the benefits and limitations of indexing in query performance tuning.
6. Analyze and identify query performance bottlenecks and perform performance tuning.

Materials

Textbook:

- Grant Fritchey, SQL Server Execution Plans, 3rd Edition, Simple Talk

    Publishing, ISBN-10: 1906434026,

    Free copy: https://www.red-gate.com/simple-talk/books/sql-server-execution-plans-third-edition-by-grant-fritchey/

    Amazon:
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Additional online resources will be provided.

Schedule

- Week 1 - 3 - Introduction to Stored Procedures

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- ○ Variables and control flow
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- Week 7 - Programmatic DB Access
- Week 8 - Transactions
- Week 9 and 10 - Indexes
- Week 11 - 13 - Query Performance Tuning
- Week 14 and 15 - Triggers

Evaluation

- In-class assignments - 5%
- 5 homework: 55%
- 2 projects - 40%

Grading scale

90-100 A,   80-89.9 B,   70-79.9 C,   60-69.9 D,   <60 F

Institutional Policies

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NEW SYLLABUS

Course Number: COMP 4200

Course Title: Advanced Database Systems

Credit Hours: 2/2/3

Requisites

- Prerequisites: COMP 2200 or CS 3230
- Corequisites: none

Course Description

This course introduces the advanced DB topics, such as stored procedures, functions, triggers, indexes, performance tuning and query optimization.

Instructor Contact Information

TBD

Student Learning Outcomes

7. Write and execute relatively complex stored procedures based on given user requirements.
8. Define and execute user defined functions based on given user requirements.
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11. Describe the benefits and limitations of indexing in query performance tuning.
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- Week 8 - Transactions
- Week 9 and 10 - Indexes
- Week 11 - 13 - Query Performance Tuning
- Week 14 and 15 - Triggers

Evaluation
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- 5 homework: 55%
- 2 projects - 40%

Grading scale
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Institutional Policies
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COMP - 4420 - DevOps

2022-2023 Undergraduate Revise Course Request

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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 * `2022`

Routing Information

Routes cannot be changed after a proposal is launched.

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

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Department/School *   Department of Computing and Mathematics

Is this an XIDS course, School of Nursing, or School of Communication, Film and Media course? *
○ Yes
◉ No

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

Is this a Department of Mass Communications course? *
○ Yes
◉ No

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

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

List of Faculty Senate Action and Information Items

Course Information

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* COMP   **Course Number*** 4420

Course Title* DevOps

Long Course Title

Course Type - DO NOT EDIT* Computing

Catalog Course Description* This course provides an introduction to the principles of DevOps and the DevOps tools that enable the optimization of an organization's development workflow. Topics include DevOps concepts, build automation, provisioning, monitoring, and deployment, among others.

Prerequisites Prerequisite: COMP 3400 or CS 3280

Corequisites

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

Status* ● Active-Visible   ○ Inactive-Hidden

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals, will affect the total number of credit hours either in a section or total hours in a degree program), then a

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 prposal may need to be submitted.

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing

Restrictions

Repeat for Credit

Cross-listing

Restrictions

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

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

Justification and Assessment

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

Rationale* The BS in Computer Science (CS) requires students to take two elective CS courses. The new BS in Computing (COMP) includes several courses that would serve as suitable electives for CS majors. Those COMP courses would allow CS majors to have a specialization, they would add flexibility to the course scheduling for CS students and make the BS in CS more attractive. To open COMP courses to CS students without requiring CS students to take several additional COMP courses that do not count towards the CS degree, we propose to add alternative pre-requisites to several COMP courses where suitable. The alternative prerequisites still ensure that students have the necessary qualification for the COMP courses. These changes do not affect the new BS in Computing.

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* 40

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes ☑ No

If yes, what will the fee be? If no, please list N/A.* N/A

Fee Justification* N/A

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

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

Administrative Use Only – DO NOT EDIT

Course ID* 18

OLD SYLLABUS

Course Number: COMP 4420

Course Title: DevOps

Credit Hours: 2/2/3

Requisites

- Prerequisites: COMP 3400
- Corequisites: none

Course Description

This course provides an introduction to the principles of DevOps and the DevOps tools that enable the optimization of an organization's development workflow. Topics include DevOps concepts, build automation, provisioning, monitoring, and deployment, among others.

Instructor Contact Information

TBD

Student Learning Outcomes

1. Analyze the software development culture and practices of an organization and develop a plan to increase effectiveness using current DevOps tools and practices.
2. Implement a build automation pipeline.
3. Provision and deploy a distributed application using automation tools.

Materials

H. Been and M. van der Gaag. *Implementing Azure DevOps Solutions*. Packt Publishing. June 2020.

Schedule

- Week 1: Introduction to DevOps
- Week 2: Source Control
- Weeks 3 and 4: Continuous Deployment
- Week 5: Dependency Management
- Weeks 6 and 7: Infrastructure & Configuration as Code
- Week 8: Exam review & exam
- Weeks 9: Integrating Databases in DevOps
- Weeks 10 and 11: Continuous Testing
- Week 12: Security and Compliance
- Week 13: Application Monitoring
- Week 14: Deployment
- Week 15: Exam review & exam

Evaluation

- 5 assignments - 20%
- 3 projects - 60%
- 2 exams - 20%

Grading scale

90-100 A,   80-89.9 B,   70-79.9 C,   60-69.9 D,   <60 F

Institutional Policies

See the Common Language for Course Syllabi:
http://www.westga.edu/UWGSyllabusPolicies/

NEW SYLLABUS

Course Number: COMP 4420

Course Title: DevOps

Credit Hours: 2/2/3

Requisites

- Prerequisites: COMP 3400 or CS 3280
- Corequisites: none

Course Description

This course provides an introduction to the principles of DevOps and the DevOps tools that enable the optimization of an organization's development workflow. Topics include DevOps concepts, build automation, provisioning, monitoring, and deployment, among others.

Instructor Contact Information

TBD

Student Learning Outcomes

4. Analyze the software development culture and practices of an organization and develop a plan to increase effectiveness using current DevOps tools and practices.
5. Implement a build automation pipeline.
6. Provision and deploy a distributed application using automation tools.

Materials

H. Been and M. van der Gaag. *Implementing Azure DevOps Solutions*. Packt Publishing. June 2020.

Schedule

- Week 1: Introduction to DevOps
- Week 2: Source Control
- Weeks 3 and 4: Continuous Deployment
- Week 5: Dependency Management
- Weeks 6 and 7: Infrastructure & Configuration as Code
- Week 8: Exam review & exam
- Weeks 9: Integrating Databases in DevOps
- Weeks 10 and 11: Continuous Testing
- Week 12: Security and Compliance
- Week 13: Application Monitoring
- Week 14: Deployment
- Week 15: Exam review & exam

Evaluation
- 5 assignments - 20%
- 3 projects - 60%
- 2 exams - 20%

Grading scale
90-100 A,   80-89.9 B,   70-79.9 C,   60-69.9 D,   <60 F

Institutional Policies
See the Common Language for Course Syllabi:
http://www.westga.edu/UWGSyllabusPolicies/

COMP - 4500 - Computer Forensics

2022-2023 Undergraduate 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 <u>here</u>.

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

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

Modifications (Check all that apply) *
- ☐ Course Title
- ☑ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☐ Catalog Description
- ☐ Credit Hours
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester * `Fall`

Desired Effective Year * `2022`

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.

Department/School *

> Department of Computing and Mathematics

Is this an XIDS course, School of Nursing, or School of Communication, Film and Media course? *
◯ Yes
⦿ No

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

Is this a Department of Mass Communications course? *
◯ Yes
⦿ No

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

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

List of Faculty Senate Action and Information Items

Course Information

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* COMP

Course Number* 4500

Course Title* Computer Forensics

Long Course Title

Course Type - DO NOT EDIT* Computing

Catalog Course Description* This course provides an overview of the principles and practices of computer security forensics. Topics may include memory, file system, operating system, and computer forensic investigative processes, and tools and methodologies for computer forensics investigation.

Prerequisites Prerequisites: COMP 2500 OR COMP 3400 or (CS 3110 and CS 3280)

Corequisites

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

Grading* Undergraduate Standard Letter

Status* ⦿ Active-Visible   ◯ Inactive-Hidden

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a

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 prposal may need to be submitted.

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing

Restrictions

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

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

Justification and Assessment

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

Rationale* The BS in Computer Science (CS) requires students to take two elective CS courses. The new BS in Computing (COMP) includes several courses that would serve as suitable electives for CS majors. Those COMP courses would allow CS majors to have a specialization, they would add flexibility to the course scheduling for CS students and make the BS in CS more attractive. To open COMP courses to CS students without requiring CS students to take several additional COMP courses that do not count towards the CS degree, we propose to add alternative pre-requisites to several COMP courses where suitable. The alternative prerequisites still ensure that students have the necessary qualification for the COMP courses. These changes do not affect the new BS in Computing.

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.

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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* 40

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes
         ☑ No

If yes, what will the fee be? If no, please list N/A.* N/A

Fee Justification* N/A

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Administrative Use Only – DO NOT EDIT

Course ID* 18

OLD SYLLABUS

Course Number: COMP 4500

Course Title: Computer Forensics

Credit Hours: 2/2/3

Requisites
- Prerequisites: COMP 2500 OR COMP 3400
- Corequisites: none

Course Description
This course provides an overview of the principles and practices of computer security forensics. Topics may include memory, file system, operating system, and computer forensic investigative processes, and tools and methodologies for computer forensics investigation.

Instructor Contact Information
TBD

Student Learning Outcomes
1. Discuss procedures as well as the legal and ethical responsibilities for evidence handling, documentation and reporting, and presentation in court.
2. Apply techniques for intrusion detection and demonstrate knowledge of procedures for incident response.
3. Apply knowledge of computer systems, networking, and standard application behaviors in the process of evidence gathering from a computer system.
4. Analyze file system images and system/network logs, for the purposes of evidence gathering, using current/commonly used software tools.
5. Demonstrate an ability to apply methodologies and tools to recover hidden, encrypted, and/or "deleted" data.
6. Identify common types of digital crime, profiles of computer criminals, and discuss non-technical aspects of cyber-crime, such as social engineering.

Materials
L. Reiber. *Mobile Forensic Investigations: A Guide to Evidence Collection, Analysis, and Presentation, Second Edition, 2nd Edition*. McGraw-Hill. December 2018.

Schedule
- Week 1: Introduction
- Week 2: Mobile forensics vs. desktop/server forensics
- Week 3: Issues specific to IoT, wearables, drones, etc.
- Week 4: Cloud storage
- Week 5: Data collection at the scene
- Week 6: Digital evidence handling
- Week 7: Exam review & exam

- Weeks 8-9: Collection & analysis tools
- Week 10: SIM card analysis
- Week 11: Windows phone analysis
- Week 12: iOS analysis
- Week 13: Android analysis
- Week 14: Expert Testimony
- Week 15: Exam review & exam

Evaluation
- 5 assignments - 40%
- 3 projects - 30%
- 2 exams - 30%

Grading scale
90-100 A, 80-89.9 B,   70-79.9 C,   60-69.9 D,   <60 F

Institutional Policies
See the Common Language for Course Syllabi:
http://www.westga.edu/UWGSyllabusPolicies/

NEW SYLLABUS

Course Number: COMP 4500

Course Title: Computer Forensics

Credit Hours: 2/2/3

Requisites
- Prerequisites: COMP 2500 OR COMP 3400 or (CS 3110 and CS 3280)
- Corequisites: none

Course Description
This course provides an overview of the principles and practices of computer security forensics. Topics may include memory, file system, operating system, and computer forensic investigative processes, and tools and methodologies for computer forensics investigation.

Instructor Contact Information
TBD

Student Learning Outcomes
7. Discuss procedures as well as the legal and ethical responsibilities for evidence handling, documentation and reporting, and presentation in court.
8. Apply techniques for intrusion detection and demonstrate knowledge of procedures for incident response.
9. Apply knowledge of computer systems, networking, and standard application behaviors in the process of evidence gathering from a computer system.
10. Analyze file system images and system/network logs, for the purposes of evidence gathering, using current/commonly used software tools.
11. Demonstrate an ability to apply methodologies and tools to recover hidden, encrypted, and/or "deleted" data.
12. Identify common types of digital crime, profiles of computer criminals, and discuss non-technical aspects of cyber-crime, such as social engineering.

Materials
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- Week 10: SIM card analysis
- Week 11: Windows phone analysis
- Week 12: iOS analysis
- Week 13: Android analysis
- Week 14: Expert Testimony
- Week 15: Exam review & exam

Evaluation
- 5 assignments - 40%
- 3 projects - 30%
- 2 exams - 30%

Grading scale
90-100 A, 80-89.9 B,   70-79.9 C,   60-69.9 D,   <60 F

Institutional Policies
See the Common Language for Course Syllabi:
http://www.westga.edu/UWGSyllabusPolicies/

CS - 1300 - Introduction to Computing

2022-2023 Undergraduate Revise Course Request

General Information

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

Modifications (Check all that apply) *
- ☑ Course Title
- ☐ Prerequisites/Co-requisites
- ☐ Cross-listing
- ☐ Catalog Description
- ☐ Credit Hours
- ☑ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency of Course Offering
- ☐ Grading Structure
- ☐ Course Fee
- ☐ Repeat for Credit
- ☐ Other

If other, please identify.

Desired Effective Semester * [Fall]

Desired Effective Year * [2022]

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.

Department/School *   Department of Computing and Mathematics

Is this an XIDS course, School of Nursing, or School of Communication, Film and Media course? *
○ Yes
◉ No

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

Is this a Department of Mass Communications course? *
○ Yes
◉ No

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

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

List of Faculty Senate Action and Information Items

Course Information

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*   CS   **Course Number*** 1300

Course Title* Introduction to Computing

Long Course Title Introduction to Computing

Course Type - DO NOT EDIT*   Computer Science

Catalog Course Description* This course introduces two fundamental aspects of computer science--abstraction and design--as students learn to develop programs in a high-level programming language. Students will study and implement a variety of applications, including graphics and scientific simulations. The course assumes no prior background in programming or computer science.

Prerequisites

Corequisites

Frequency - How many semesters per year will this course be offered?   3   **Grading*** Undergraduate Standard Letter

Status* ⦿ Active-Visible   ◯ Inactive-Hidden

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

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program prposal may need to be submitted.

Lec Hrs* 2

Lab Hrs* 4

Credit Hrs* 4

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.*   N/A

Justification and Assessment

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

1. Trace a simple computation expressed as an algorithm or as a program.
2. Translate a simple algorithm into programming code.
3. Develop simple programs using functional abstraction.
4. Develop code that can make decisions.
5. Develop code that can iterate.
6. Compile, test, and debug simple programs.
7. Describe a variety of careers in computing.

Rationale*   CS1300 serves as a required introductory course of the new BS in Computing (COMP). We propose to add a small component to CS1300 in which students explore careers in computing. This will expand the currently programming-centric focus of the course to a wider range of computing-relating topics. In addition, we propose to change the name from "Introduction to Computer Science" to "Introduction to Computing" to better reflect its role

"Introduction to Computer Science" to "Introduction to Computing" to better reflect its role in the curriculum.

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* 80

Are you making changes to the special fees or tuition that is required for this course?* ☐ Yes ☑ No

If yes, what will the fee be? If no, please list N/A.* N/A

Fee Justification* N/A

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

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

Administrative Use Only - DO NOT EDIT

Course ID* 18

Old Syllabus

Course Number: CS 1300

Course Title: Introduction to Computer Science

Credit Hours: 2/4/4

Description
This course introduces two fundamental aspects of computer science--abstraction and design--as students learn to develop programs in a high-level programming language. Students will study and implement a variety of applications, including graphics and scientific simulations. The course assumes no prior background in programming or computer science.

Requisites
- Prerequisites: none
- Corequisites: none

Contact Information
TBD

Meeting Times
Location: TLC 1210
Class Times:
      Tuesday and Thursday: 8:00am - 9:15am
      Friday: 8:50am - 9:40am

Materials
How to Think Like a Computer Scientist - Interactive Edition -
https://runestone.academy/runestone/books/published/thinkcspy/index.html
- This book is a free online textbook.
- You will need to register to use the textbook for this course.

Outcomes
- Trace a simple computation expressed as an algorithm or as a program.
- Translate a simple algorithm into programming code.
- Develop simple programs using functional abstraction.
- Develop code that can make decisions.
- Develop code that can iterate.
- Compile, test, and debug simple programs.

Evaluation

Criteria
- Class Participation - 5%
- Quizzes - 5%
- Lab Exercises - 8%

- Homework Assignments - 16%
- Project 1 - 5%
- Project 2 – 7%
- Project 3 – 9%
- Exams (best 3 of 4, 15%) - 45%

Grading scale
90-100 A,   80-89.9 B,   70-79.9 C,   60-69.9 D,   <60 F

Assignments

Exams
There will be four exams given. Dates of the exams are given in CourseDen. The lowest exam score will be dropped. There will not be any makeup exams for any reason. If something comes up that you miss an exam then drop that one.

Exams cover the fundamentals of the material covered. They test your ability to:
- Define terms and describe concepts.
- Translate specifications into programming code.
- Interpret specifications and code.
- Extrapolate from specifications and code to program behavior

Projects
Three projects let you apply what you have learned in lecture, assigned readings and lab and homework exercises.

Projects must be done individually. Help is only available from the csX lab assistants and Instructor. You may not receive help from other students or other individuals outside of the class. Don't wait until the last minute.

Homework assignments
Homework assignments will allow you to apply and extend concepts and techniques covered in lecture, the assigned readings, and the lab exercise.

Help will be available from the instructor and csX lab assistants.

Lab exercises
Lab exercises allow you to learn concepts and techniques covered in lecture and the assigned readings by providing you a guided activity to work through and complete.

Lots of help will be available from the instructor and csX lab assistants.

Quizzes
Quizzes assess the basic comprehension of concepts covered in lecture and assigned readings.

Quizzes must be done individually with no help from any other individuals. You may take each quiz up to three (3) times, but the highest attempt will count.

Schedule
Schedule can be found on the course site on CourseDen via two ways. There is a link on the navigation bar and there is a link under introduction link under Content.

Course Policies and Resources

Class participation
Class participation will consist of responding to discussion during lectures / or online and actively participating in in-class activities.

Attendance policy
- I will be taking attendance with a seating chart on Tuesdays and Thursdays.
- There will not be any makeup projects or tests.
- I realize that you may have to miss a test because of an illness, a family problem, a religious holiday, an extracurricular event, a work conflict, or any number of other reasons. That's why I allow you to drop one test grade.
- If you must miss a test, no problem: just drop that one.
- You may drop only one test grade.
- There will be no dropped quizzes, labs, homework or project grades.

Late work
- All quizzes, labs, homework and projects are due at the scheduled time. I do NOT accept late work.
- It is the student's responsibility to make sure the correct file is submitted. It is suggested that you verify that you have submitted the correct file.
- Under no circumstance will any work be accepted via email.

Institutional Policies
See the Common Language for Course Syllabi:
http://www.westga.edu/UWGSyllabusPolicies/

New Syllabus

Course Number: CS 1300

Course Title: Introduction to Computing

Credit Hours: 2/4/4

Description
This course introduces two fundamental aspects of computer science--abstraction and design--as students learn to develop programs in a high-level programming language. Students will study and implement a variety of applications, including graphics and scientific simulations. The course assumes no prior background in programming or computer science.

Requisites
- Prerequisites: none
- Corequisites: none

Contact Information
TBD

Meeting Times
Location: TLC 1210
Class Times:
      Tuesday and Thursday: 8:00am - 9:15am
      Friday: 8:50am - 9:40am

Materials
How to Think Like a Computer Scientist - Interactive Edition -
https://runestone.academy/runestone/books/published/thinkcspy/index.html
- This book is a free online textbook.
- You will need to register to use the textbook for this course.

Free online resources such as https://www.computerscience.org/careers-overview/.

Outcomes
- Trace a simple computation expressed as an algorithm or as a program.
- Translate a simple algorithm into programming code.
- Develop simple programs using functional abstraction.
- Develop code that can make decisions.
- Develop code that can iterate.
- Compile, test, and debug simple programs.
- Describe a variety of careers in computing.

Evaluation

Criteria
- Class Participation - 5%

- Quizzes - 5%
- Lab Exercises - 8%
- Homework Assignments - 19%
- Project 1 - 5%
- Project 2 – 7%
- Project 3 – 9%
- 3 Exams - 42% (14% each)

Grading scale
90-100 A, 80-89.9 B,   70-79.9 C,   60-69.9 D,   <60 F

Assignments

Exams
There will be three exams given. Dates of the exams are given in CourseDen.

Exams cover the fundamentals of the material covered. They test your ability to:
- Define terms and describe concepts.
- Translate specifications into programming code.
- Interpret specifications and code.
- Extrapolate from specifications and code to program behavior

Projects
Three projects let you apply what you have learned in lecture, assigned readings and lab and homework exercises.

Projects must be done individually. Help is only available from the csX lab assistants and Instructor. You may not receive help from other students or other individuals outside of the class. Don't wait until the last minute.

Homework assignments
Homework assignments will allow you to apply and extend concepts and techniques covered in lecture, the assigned readings, and the lab exercise. In two homework assignments, you will explore careers in computing.

Help will be available from the instructor and csX lab assistants.

Lab exercises
Lab exercises allow you to learn concepts and techniques covered in lecture and the assigned readings by providing you a guided activity to work through and complete.

Lots of help will be available from the instructor and csX lab assistants.

Quizzes
Quizzes assess the basic comprehension of concepts covered in lecture and assigned readings.

Quizzes must be done individually with no help from any other individuals. You may take each quiz up to three (3) times, but the highest attempt will count.

Schedule
Schedule can be found on the course site on CourseDen via two ways. There is a link on the navigation bar and there is a link under introduction link under Content.

Course Policies and Resources

Class participation
Class participation will consist of responding to discussion during lectures / or online and actively participating in in-class activities.

Attendance policy
- I will be taking attendance with a seating chart on Tuesdays and Thursdays.
- There will not be any makeup projects or tests.
- There will be no dropped quizzes, labs, homework, project, or exam grades.

Late work
- All quizzes, labs, homework and projects are due at the scheduled time. I do NOT accept late work.
- It is the student's responsibility to make sure the correct file is submitted. It is suggested that you verify that you have submitted the correct file.
- Under no circumstance will any work be accepted via email.

Institutional Policies
See the Common Language for Course Syllabi:
http://www.westga.edu/UWGSyllabusPolicies/

Computer Science, B.S.

2022-2023 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 <u>here</u>.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit <u>UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs</u> 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 * [2022]

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 underlinerejected 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 Computing and Mathematics

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

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

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

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

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*   ⦿ Program
◯ Shared Core

If other, please identify.

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

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

Program Name
Program Description

Program Name* Computer Science, B.S.

Program ID - DO NOT EDIT* 18

Program Code - DO NOT EDIT 18

Program Type*
Bachelor

Degree Type*
Bachelor of Science

Program Description* Accredited by the Computing Accreditation Commission of ABET, http://www.abet.org.

Learning Outcomes:
Graduates of the program will have an ability to:

Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.

Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.

Communicate effectively in a variety of professional contexts.

Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.

Apply computer science theory and software development fundamentals to produce computing-based solutions.

Status* ⦿ Active-Visible   ◯ Inactive-Hidden

Program Location*
Carrollton

Curriculum Information

Prospective Curriculum*

Requirement

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

Core Curriculum

Core Area A:

MATH 1113 Precalculus
[Right] required (3 of 4)

Core Area D:

MATH 1634 Calculus I
[Right] (required)

Take any two from the following (with Lab Component):

BIOL 1107 Principles of Biology I
[After] (+)

BIOL 1107L Principles of Biology I Laboratory
BIOL 1108 Principles of Biology II
[After] (+)

BIOL 1108L Principles of Biology II Laboratory
CHEM 1211 Principles of Chemistry I
[After] (+)

CHEM 1211L Principles of Chemistry I Lab
CHEM 1212 Principles of Chemistry II
[After] (+)

CHEM 1212L Principles of Chemistry II Lab

PHYS 2211 Principles of Physics I
[After]

(+)

PHYS 2211L Principles of Physics I Laboratory
PHYS 2212 Principles of Physics II
[After] (+)

PHYS 2212L Principles of Physics II Laboratory

Core Area F - Major Specific Courses: 18 Hours

CS 1301 Computer Science I
CS 1302 Computer Science II
CS 2100 Introduction to Web Development
MATH 1113 Precalculus
[Right] (from Area A)

MATH 1634 Calculus I
[Right] (from Area D)

MATH 2853 Elementary Linear Algebra
MATH 1401 Elementary Statistics
[Right] (2 of 3)

Supporting courses: 7 Hours

ENGL 3405 Professional and Technical Writing
MATH 1401 Elementary Statistics
[Right] (1 of 3)

Select 1 course from the following:

MATH 3003 Transition to Advanced Mathematics
MATH 2644 Calculus II

Program body: 47 Hours

CS 3110 System Architecture
CS 3151 Data Structures and Discrete

CS 3151 Data Structures and Discrete
Mathematics I

CS 3152 Data Structures and Discrete
Mathematics II

CS 3201 Program Construction I

CS 3202 Program Construction II

CS 3211 Software Engineering I

CS 3212 Software Engineering II

CS 3230 Information Management

CS 3270 Intelligent Systems

CS 3280 Systems Programming

CS 4225 Distributed and Cloud Computing

CS 4982 Computing Capstone

CS 4986 Computing Internship

[After] 2 additional from the following: COMP 3310,
COMP 3350, COMP 3400, COMP 3500, COMP
3600, COMP 3800, COMP 4200, COMP 4350,
COMP 4400, COMP 4420, COMP 4500, COMP
4600, COMP 4985, any 4000-level CS class
(cannot count both COMP 3800 and CS 4275
towards major)

Electives: 4-6 Hours

Total: 120 Hours

Specific Requirements for a B.S. Degree in Computer Science

Students must sign the Program's "Student Program Notification" form in order to declare a major in Computer Science.

Students must obtain an academic advisor in the Computer Science Program during the semester when declaring a major in Computer Science.

Students are allowed only one "D" in the Computer Science courses used to satisfy the major.

The minimum cumulative grade point average required for graduation is 2.0.

Students must complete the science major option of Core Areas A & D

Students must take at least two 3000/4000 level DSW (Discipline Specific Writing)

courses for a total of 6 hours, with at least 3 hours in the major.

There is no physical education requirement. Physical education classes will not count as electives.

Students must complete other requirements for the major as listed by the Computer Science Program.

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.

Justification and Assessment

Rationale* The BS in Computer Science (CS) requires students currently to take two elective CS courses. The new BS in Computing introduces several new courses that would serve as suitable electives for CS majors. Those COMP courses would allow CS majors to have a specialization, they would add flexibility to the course scheduling for CS students, and make the BS in CS more attractive. Thus, we propose to include several COMP courses as electives for the BS in CS.

Current electives are not used to meet and assess program learning outcomes. Therefore, the proposed changes do not affect the program learning outcomes and program assessment.

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 rakins@westga.edu.

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsl by navigating to the Proposal Toolbox and clicking [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.

3.) Academic Assessment Plan/Reporting

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

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

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

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

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

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

Bachelor of Science in Computer Science
Program Sheet
2022-2023

Curriculum	Hours	Total Hours
Area A: (Take all of the following course)		
ENGL 1101	3	
ENGL 1102	3	9
MATH 1113 (Three hours count in Area A – One hour counts in Area F)	4*	
Area B: (Take one of the following courses)		
Oral Communications: ART 2000; COMM 1110; ENGL 2000, 2050; THEA 2050; PHIL 2020; XIDS 1004; Foreign Language 1001, 1002	3 or 4	4 or 5
Other: ANTH 1100; BUSA 1900; CS 1000, 1020; LIBR 2100; MUSC 1110; XIDS 2001, 2002	0 or 1	
Area C: (Take one of the following courses)		
XIDS 2100; ART 1201, 2201, 2202; ENGL 2060; FILM 2080; MUSC 1100, 1120; THEA 1100	3	
Take one (Must be different subject area from above): XIDS 2100; COMM 1154; ENGL 2110, 2120, 2130, 2180, 2190; FORL 1001, 1002, 2001, 2002, 2200, 2300; PHIL 2010, 2030	3	6
Area D: (Take one of the following course)		
MATH 1634: Calculus I (Three hours count in Area D – One hour counts in Area F)	4*	
Take any two from the following (with lab component): BIOL 1107+1107L, BIOL 1108+1108L, CHEM 1211+1211L, CHEM 1212+1212L, PHYS 2211+2211L, PHYS 2212+2212L	8	11
Area E: (Take one of the following course)		
HIST 1111 or HIST 1112	3	
HIST 2111 or HIST 2112	3	
The following is required: POLS 1101	3	12
One Required from the following: ANTH 1102; ECON 2100, 2105, 2106; GEOG 1013, 2503; PHIL 2130; POLS 2201; PSYC 1101; SOCI 1101, 1160; XIDS 2300, 2301	3	
Area F: (Take all of the following courses)		
CS 1301: Computer Science I	4	
CS 1302: Computer Science II	4	
CS 2100: Introduction to Web Development	3	
MATH 1113: Pre-calculus *(from Area A)*	1*	18
MATH 1634: Calculus I *(from Area D)*	1*	
MATH 2853: Elementary Linear Algebra	3	
MATH 1401: Elementary Statistics *(2 of 3)*	2	
SUPPORTING: (Take all of the following courses)		
ENGL 3405: Professional and Technical Writing	3	
MATH 1401: Elementary Statistics *(From Area F) (1 of 3)*	1	7-8
Select one from the following: MATH 3003 (Transition to Advanced Mathematics) or MATH 2644 (Calculus II)	3-4	
PROGRAM BODY: (Take all of the following courses)		
CS 3110: System Architecture	3	
CS 3151: Data Structures and Discrete Mathematics I	4	
CS 3152: Data Structures and Discrete Mathematics II	4	
CS 3201: Program Construction I	3	
CS 3202: Program Construction II	3	
CS 3211: Software Engineering I	3	
CS 3212: Software Engineering II	3	
CS 3230: Information Management	3	
CS 3270: Intelligent Systems	3	47
CS 3280: Systems Programming	3	
CS 4225: Distributed and Cloud Computing	3	
CS 4982: Computing Capstone	3	
CS 4986: Computing Internship	3	
~~2 Additional 4000 Level CS Classes~~ 2 Additional from the following: COMP 3310, COMP 3350, COMP 3400, COMP 3500, COMP 3600, COMP 3800, COMP 4200, COMP 4350, COMP 4400, COMP 4420, COMP 4500, COMP 4600, COMP 4985, any 4000-level CS class (cannot count both COMP 3800 and CS 4275 towards major)	6	

Requirements that must be fulfilled (Degree Requirements)   **1.** U.S. and GA History_____   U.S. and GA Constitution_____   Exit Interview_____
2. Electives: 4-6 hours
3. DSW (Discipline Specific Writing) Courses: A student must take at least two 3000/4000 level DSW course for a total of 6 hours. At least 3 hours must be in the major. These courses may come from courses you take to fulfill the requirements of the major, no additional courses).

2022-2023 Program Map – BS Computer Science Starting with Math 1111

YEAR 1

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
ENGL 1101: English Composition I	3	ENGL 1102: English Composition II	3
MATH 1111: College Algebra	3	MATH 1112 or MATH 1113: Trigonometry and Analytic Geometry or Precalculus	3/4
POLS 1101: American Government	3	HIST 1111 or 1112: World History I or World History II	3
Area E.4: Social Science Elective	3	Area B.1: Written and Oral Communication	3
Area B.2: Other Institutional Options	2	Area C.1: Fine Arts	3
Semester Total	14	SEMESTER TOTAL	15/16
Milestones		**Milestones**	
● Complete ENGL 1101 C or better ● Complete MATH 1111 C or better		● Complete ENGL 1102 C or better ● Complete MATH 1112 or MATH 1113 C or better	

YEAR 2

TERM 1		TERM 2	
Course	**Credits**	**Course**	**Credits**
CS 1301: Computer Science I	4	CS 1302: Computer Science II	4
MATH 1634: Calculus I	4	MATH 1401: Elementary Statistics	3
ENGL 3405: Professional and Technical Writing	3	Area C. 2: Humanities	3
AREA D.1 Science with Lab	4	Area D.1 Science with Lab	4
SEMESTER TOTAL	15	SEMESTER TOTAL	14
Milestones		**Milestones**	

● Complete CS 1301 B or better
● Complete MATH 1634 C or better
● One of the following lab sciences must be taken for Core Area D.1:
    ○ BIOL 1107+1107L Principles of Biology 1
    ○ BIOL 1108+1108L Principles of Biology II
    ○ CHEM 1211+1211L Principles of Chemistry I
    ○ CHEM 1212+1212L Principles of Chemistry II
    ○ PHYS 2211+2211L Principles of Physics I
    ○ PHYS 2212+2212L Principles of Physics II
		● Complete CS 1302 B or better
		● One of the following lab sciences must be taken for Core Area D.1:
		    ○ BIOL 1107+1107L Principles of Biology 1
		    ○ BIOL 1108+1108L Principles of Biology II
		    ○ CHEM 1211+1211L Principles of Chemistry I
		    ○ CHEM 1212+1212L Principles of Chemistry II
		    ○ PHYS 2211+2211L Principles of Physics I
		    ○ PHYS 2212+2212L Principles of Physics II	

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

Core Curriculum (A-E) can be viewed here: https://www.westga.edu/student-services/registrar/core-curriculum.php Student Online Resources:
- **www.westga.edu/advising (Learn about: The name of your assigned advisor, program maps for all programs at UWG, tutorials on how to register and your wolf watch evaluation).**
- **www.westga.edu/scoop (Learn about: Fee payment deadlines, withdrawal deadlines, final exam schedules).**
- **www.westga.edu/esc (Learn about: Requesting a transcript, financial aid information, requesting an enrollment verification, completing a FERPA form).**
- **www.westga.edu/careerservices (Learn about: On/Off campus job opportunities, major and career exploration, resumes & cover letters, interviewing tips).**
- **www.westga.edu/cas (Learn about: tutoring, academic coaching, supplemental instruction, success workshops).**

YEAR 3				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
CS 2100: Introduction to Web Development	3		CS 3202: Program Construction II	3
CS 3201: Program Construction I	3		CS 3212: Software Engineering II	3
CS 3211: Software Engineering I	3		CS 3151: Data Structures and Discrete Mathematics I	4
CS 3110: System Architecture	3		CS 3270: Intelligent Systems	3
MATH 2853: Elementary Linear Algebra	3		Math 3003: Transition to Advanced Mathematics	3
SEMESTER TOTAL	15		SEMESTER TOTAL	16
Milestones			**Milestones**	
● Complete MATH 2853 C or better				

YEAR 4				
TERM 1			**TERM 2**	
Course	**Credits**		**Course**	**Credits**
CS 3280: Systems Programming	3		CS 4986: Computing Internship	3
CS 3230: Information Management	3		CS 4982: Computing Capstone	3
CS 3152: Data Structures and Discrete Mathematics II	4		CS 4225: Distributed and Cloud Computing	3
CS/COMP Elective	3		CS/COMP Elective	3
HIST 2111 OR 2112: U.S. History 1 or U.S. History II	3		General Elective	3
SEMESTER TOTAL	16		SEMESTER TOTAL	15
Milestones			**Milestones**	

2022-2023 Program Map – BS Computer Science Starting with Math 1113

YEAR 1

TERM 1

Course	Credits
ENGL 1101: English Composition I	3
MATH 1113: Precalculus	4
POLS 1101: American Government	3
Area E.4: Social Science Elective	3
Area B.2: Other institutional options	2
Semester Total	15

Milestones

- Complete ENGL 1101 C or better
- Complete Math 1113 C or better

TERM 2

Course	Credits
ENGL 1102: English Composition II	3
MATH 1634: Calculus I	4
CS 1301: Computer Science I	4
Area B.1: Written and Oral Communication	3
SEMESTER TOTAL	14

Milestones

- Complete ENGL 1102 C or better
- Complete CS 1301 B or better
- Complete Math 1634 C or better

YEAR 2

TERM 1

Course	Credits
CS 1302: Computer Science II	4
CS 2100: Introduction to Web Development	3
MATH 1401: Elementary Statistics	3
ENGL 3405: Professional and Technical Writing	3
Area C.1: Fine Arts	3
SEMESTER TOTAL	16

Milestones

- Complete CS 1302 B or better

TERM 2

Course	Credits
CS 3151: Data Structures and Discrete Mathematics I	4
CS 3270: Intelligent Systems	3
Math 2853: Elementary Linear Algebra	3
HIST 1111 or 1112: World History 1 or World History II	3
Elective	3
SEMESTER TOTAL	16

Milestones

- Complete Math 2853 C or better

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Student Online Resources:

- **www.westga.edu/advising (Learn about: The name of your assigned advisor, program maps for all programs at UWG, tutorials on how to register and your wolf watch evaluation).**
- **www.westga.edu/scoop (Learn about: Fee payment deadlines, withdrawal deadlines, final exam schedules).**
- **www.westga.edu/esc (Learn about: Requesting a transcript, financial aid information, requesting an enrollment verification, completing a FERPA form).**
- **www.westga.edu/careerservices (Learn about: On/Off campus job opportunities, major and career exploration, resumes & cover letters, interviewing tips).**
- **www.westga.edu/cas (Learn about: tutoring, academic coaching, supplemental instruction, success workshops).**

YEAR 3			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
CS 3201: Program Construction I	3	CS 3202: Program Construction II	3
CS 3211: Software Engineering I	3	CS 3212: Software Engineering II	3
CS 3152: Data Structures and Discrete Mathematics II	4	CS/COMP Elective	3
Area D.1: Lab Science with Lab	4	Area D.1: Lab Science with Lab	4
Math 3003: Transition to Advanced Mathematics	3		
SEMESTER TOTAL	17	SEMESTER TOTAL	13
Milestones		**Milestones**	

- One of the following lab sciences must be taken for Core Area D.1:
  - BIOL 1107+1107L Principles of Biology 1
  - BIOL 1108+1108L Principles of Biology II
  - CHEM 1211+1211L Principles of Chemistry I
  - CHEM 1212+1212L Principles of Chemistry II
  - PHYS 2211+2211L Principles of Physics I
  - PHYS 2212+2212L Principles of Physics II

- One of the following lab sciences must be taken for Core Area D.1:
  - BIOL 1107+1107L Principles of Biology 1
  - BIOL 1108+1108L Principles of Biology II
  - CHEM 1211+1211L Principles of Chemistry I
  - CHEM 1212+1212L Principles of Chemistry II
  - PHYS 2211+2211L Principles of Physics I
  - PHYS 2212+2212L Principles of Physics II

YEAR 4			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
CS 3110: System Architecture	3	CS 4225: Distributed and Cloud Computing	3
CS 3230: Information Management	3	CS 4982: Computing Capstone	3
CS 4986: Computing Internship	3	CS/COMP Elective	3
CS 3280: Systems Programming	3	Area C.2: Humanities	3
HIST 2111 or 2112: U.S. History I or U.S. History II	3	Elective	2
SEMESTER TOTAL	15	SEMESTER TOTAL	14
Milestones		**Milestones**	

SABH - 4000 - Research Methodology

2022-2023 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**.

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

Desired Effective Semester* `Fall`

Desired Effective Year* `2022`

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 Anthropology, Psychology, and Sociology`

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

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

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

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

Course Information

Course Prefix * SABH

Course Number * 4000

Course Title * Research Methodology

Long Course Title

Course Type * Social & Behavioral Health

Catalog Course Description * An introduction to the logic and procedures of quantitative and qualitative research methods. Focuses on research design, use of computer and statistical packages, data interpretation, the relation of research and theory, and the writing of scientific research reports. Restricted to Social & Behavioral Health majors only.

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	SOCI 1101 or SABH 1101
Concurrent Prerequisites	
Corequisites	
Cross-listing	SOCI 4000
Restrictions	Social & Behavioral Health majors only

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? [3]

Grading* [Undergraduate Standard Letter]

Justification and Assessment

Rationale* Social & Behavioral Health majors often need to enroll in SOCI 4000 and/or SOCI 4003 in order to fulfill requirements of two courses in Area 2A of the major. Although there are several options in this area, these two courses are routinely the only two available in a given semester. Creating this course (we are also proposing, in a separate proposal, to create SABH 4003) would not only provide majors with more ownership over the title of the course they take (being an SABH course designations rather than one that begins with "SOCI"), it would also alleviate the need to override multiple SBH majors into the SOCI major-restricted courses SOCI 4000 and SOCI 4003 each semester.

We are crosslisting with SOCI 4000. In the beginning at least, we intend to provide about 10 seats with the SABH 4000 designation under the SOCI 4000 course.

NOTE: about the pre-reqs: SABH 1101 is a newly created course. It was approved through all channels and will in effect Fall 2022.

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

At the end of this course:

1. Students will demonstrate the ability to develop hypotheses.

2. Students will demonstrate the ability to conduct a literature review for a scholarly sociological study.

3. Students will demonstrate an understanding of and be able to compare various sociological research methods.

4. Students will demonstrate an understanding of proper sociological research designs.

5. Students will demonstrate an understanding of research ethics as used in Sociology

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 * 40

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

Fee Justification n/a

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

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

Proposal Toolbox to make your decision.

Syllabus
SABH 4000 Research Methodology
(to be crosslisted with SOCI 4000)

	College of Arts, Culture, & Scientific Inquiry Department of Anthropology, Psychology, & Sociology Dr. Pam Kirk Professor

1. COURSE OBJECTIVES

At the end of this course:

1. Students will demonstrate the ability to develop hypotheses.
2. Students will demonstrate the ability to conduct a literature review for a scholarly sociological study.
3. Students will demonstrate an understanding of and be able to compare various sociological research methods.
4. Students will demonstrate an understanding of proper sociological research designs.
5. Students will demonstrate an understanding of research ethics as used in Sociology

Sociology Program Learning Outcomes satisfied in this course are:
- Communicate in writing how sociology contributes to an understanding of social reality
- Understand basic concepts, perspectives, and their interpretive applications.
- Demonstrate an understanding of sociological theories
- Demonstrate an understanding of methodological approaches within sociology
- Demonstrate an understanding of the diversity in society.

2. COURSE DESCRIPTION

Catalog description
An introduction to the logic and procedures of quantitative and qualitative research methods. Focuses on research design, use of computer and statistical packages, data interpretation, the relation of research and theory, and the writing of scientific research reports.

UNIVERSITY POLICIES
Common Language for course syllabi:
https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php

3. TEXTBOOK AND COURSE MATERIALS

Texts:
The Art and Science of Social Research

1

Authors: Deborah Carr, Elizabeth Boyle, Ben Cornwell, Shelley Correll, Robert Crosnoe, Jeremy Freese, and Mary Waters
Publisher: Norton
Edition: 2nd
ISBN: E-book ISBN: 978-0-393-53749-9

Technology:

- Computer or laptop: reliable, updated, properly working, compatible with CourseDen, and capable of streaming movies
- Internet: reliable, updated, properly working, compatible with CourseDen, and at a speed capable of streaming movies

4. COURSE INFORMATION

1.1. Credit Hours 3
1.2. Semester and Year Fall 2022
1.3. Course Prerequisites SOCI 1101 or SABH 1101
1.4. Location of Class **XXX**
1.5. Class Time **XXX**

5. TEACHING, LEARNING METHODS, & COURSE STRUCTURE

Delivery Method

The course will be delivered in technology enhanced, face-to-face, hybrid, and online formats. The course will be a combination of instructor lecture, class-wide discussion, small group discussion, as well as active learning exercises.

Instructional Approach

The instructor will serve as a guide to facilitate student learning. Instruction will be delivered in a variety of formats including lecture, video, discussion, and learning exercises.

Course Structure

The course is composed in a learning module each week of the semester.

6. COURSE SCHEDULE

This schedule is tentative and might change during the semester depending on how the course evolves. The content is subject to change depending on students' interest and progress. Students will be notified of the changes through announcements either in the class or at the Blackboard course site. If time is mentioned in the course, it refers to the Eastern Time Zone.

A sample table showing units, lessons, topics, instructional content, assignments, or quizzes and

2

due dates is provided below as a reference.

Course Schedule SABH 4000 Research Methodology, Fall 2022 (SUBJECT TO CHANGE)					
We ek	**Dates**	**Topic**	**Reading**	**Narrated Lectures to Review**	**Assignments Due (by 11:59pm)**
Intr o Wk	8/11-8/14	Introduction to the Course	Syllabus; Start Here Module on CourseDen	Introduction to the Dr. Kirk's Methods Course	Chapter 1 Activity (Discussion), 8/14
			BLOG FOR CH. 1 ACTIVITY: "Research Methods as a Skill-Building Course"		
1	8/15-8/21	The Art & Science of Social Research	Chapters 1 & 2	1.1 Introduction to Sociological Research	*There is no Ch. 2 Activity*
			"Distinguishing Between Theories and Hypotheses"	1.2 Approaches to and Methods of Sociological Research	
				1.3 Steps, Process, Types of Questions in Sociological Research	
		Research Foundations		2.1 The Role of Theory in Sociological Research	
				2.2 Theoretical Paradigms	
				2.3 Elements of Theory	
				2.4 Steps Testing Theory Through Research	
2	8/22-8/28	Ethical Issues in Social Science Research	Chapter 3; Appendix B	3.1 and 3.2 Basic Elements of Ethical Research	*There is no Ch. 3 Activity*
				3.3 History of Ethical Issues in Research	
			BLOG POST: "ASA Code of Ethics and On the Run"	3.4 Institutional Review Boards	

			SLATE ARTICLE: "The Ethics of Ethnography"	3.5 Privacy and Confidentiality	
				3.6 Deception and Misconduct	
3	8/29 - 9/4	From Concepts to Models	Chapter 4	4.1 and 4.2 Conceptualization and Levels of Measurement	**Ch. 4 Activity (Discussion), 9/4**
			LISTEN: "Using Smartphones for Research"	4.3 and 4.4 Operationalization and Completing the Research Process	
			NY Times Article: "Transformation of the American Dream"		
4	9/5 - 9/11	Evaluating Research	Chapter 5; "Methods, Stats, Video Games"	5.1 Thinking About Reliability and Validity: Measuring and Tracking Poverty	**Ch. 5 Activity (Discussion), 9/11**
			Appendix E	5.2 Reliability	
			GSS Hope & Optimism Module	5.3 Validity	
5	9/12 - 9/18	Sampling Strategies	Chapter 6	6.1 Using Samples to Describe Populations	**Ch. 6 SL ACT (assignment), 9/18**
			Appendix F	6.2 Probability Sampling in Practice	**IRA: Formulating a Research Question**
			BLOG POST FOR CH 6 ACTIVITY: "Understanding the Challenges of Sampling"	6.3 and 6.4 Nonrepresentative Samples & Using Big Data	
			LISTEN: Deborah Carr on Longitudinal Studies	6.5 Sampling in Case-Oriented Research	

4

6	9/19 - 9/25	Surveys	Ch. 7	TBA	*There is no Ch. 7 Activity*
			Appendix C		
			The Art & Science of Survey Writing		
7	9/26-10/2	Experiments	Ch. 8	TBA	**Chapter 8 Activity (Quiz over Milgram)**
			BLOG POST: "Field Experiments and Racism"		**IRA: Developing a Hypothesis**
			WATCH: Khan Academy Summary of Milgram Experiment		
			WATCH: Short Clip Summary of Milgram Experiment		
8	10/3-10/9	Interviewing	Chapter 11	TBA	*There is no Ch. 11 Activity*
					IRA: Conceptualization / Operationalizatio n, 10/9
9	10/10 - 10/16	Writing	Chapter 14	TBA	*There is no Ch. 14 Activity*
			BLOG POST: "Deconstructing Lit Reviews"		**IRA: Choose Three Sources, 10/16**
			Appendices D & J		
10		Analyzing Quantitative Data	Chapter 13	TBA	*There is no Ch. 13 Activity*

	10/17 - 10/23		Appendix A	**IRA: Choose Research Method, 10/23**
			BLOG POST: "Interpreting Numbers"	
11	10/24 - 10/30	Interpreting Qualitative Data	Chapter 17	**Ch. 17 Activity (Quiz over Sample Lit Review), 10/30**
			READ: Sample Literature Review	
12	10/31 -11/6	Review Other Methods in Text Work on Proposal Components	Skim/review Chs. 9, 10, & 12	**RPS: Methods Section, 11/6**
13	11/7- 11/13	Review Other Methods in Text Work on Proposal Components		**RPS: Literature Review, 11/13**
14	11/14 - 11/20	Review Other Methods in Text Work on Proposal Components		**RPS: Introduction Section, 11/20**
	11/21 - 11/27		**Thanksgiving Break**	
15	11/28 -12/4		Complete and submit Final Research Proposal	**Final Research Proposal, 12/4**

7. ASSESSMENT METHODS AND GRADING SCALE

Readings and Lectures

You must complete the assigned readings and watch/listen to the corresponding narrated powerpoint presentations. This will allow for a better understanding of the lecture and give you the opportunity to ask questions.

Chapter Activities

For several chapters, you will apply your knowledge by reading extra material and answering a few questions, typically related to the most important concepts in each respective chapter. Some activities are timed quizzes (set at 30 minutes for each), while others are discussion threads, and yet others are individual work that you will put in the respective assignment dropbox. You'll want to be sure to have read the chapter at least once before beginning each activity.

Independent Research Assignments

You will submit the following short assignments designed to help strengthen your understanding of each step of developing a research proposal. You will essentially be creating your Final Research Proposal step-by-step: formulate a research question, develop a hypothesis, conceptualize the concepts in your hypothesis, operationalize your variables, choose your first three sources, and choose the method you propose will work best for your research question. These are found under "Assessments --> Assignments" in CourseDen.

Research Proposal Components

In addition to the Independent Research Assignments, the Research Proposal Components will help you get a head-start on your Final Research Proposal. Additionally, these assignments will give you the opportunity to get feedback from the instructor on your ideas and writing style. The RPCs include submitting an outline of your proposal, as well as a complete first draft of the introduction section, literature review, and methods section of the research proposal.

Final Research Proposal

The major project of the course is the final draft of your research proposal. You will act as a social science researcher throughout the semester, proposing in writing a research project. The final proposal will have the following sections: introduction, literature review, methods, and conclusion.

Criteria
You will be evaluated based on the scores you earn on all required course assessments.

COURSE ASSESSMENTS

Chapter Activities	5 @ 10 points; 1 @ 15 points	65 points
Independent Research Assignments	5 @ various points	80 points

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Research Proposal Sections

Literature Review   25 points

Methods Section   30 points

Introduction to Proposal   10 points

Final Research Proposal   60 points

Total Points Available in Course   270 points

Grading Scale and Policy

270 - 243   A

242 - 216   B

215 - 189   C

188 - 162   D

161 and below   F

8. COURSE POLICIES

Class Attendance
> Attendance Verification is required by the due date. Failure to complete attendance verification by the due date may result in the student being withdrawn from the course. I will take weekly attendance (for both face-to-face and online formats), however, students do not earn credit for attending class.

Class Participation
> Students are expected to actively participate in the class, and student participation is graded. Students are required to participate in the class with utmost respect for other students and the instructor. This includes but is not limited to using respectful language and tone of voice (both audible voice and the written voice) as well as demonstrating academic integrity and honesty. An incident of disrespectful behavior in the course may result in an academic withdrawal.

Academic Integrity & Honesty
> Students read and agree to the UWG Honor Code, which includes academic honesty and integrity, when they apply to UWG. Students are responsible for knowing and understanding this policy. Students will be held to this standard.

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A copy of the Academic Honor Code Pledge Statement that each student has signed is available for review in the [student handbook](#) For more information and definitions on cheating, plagiarism, and academic honesty and integrity, click the Honor Code and Appendix A.

Any incident of academic dishonesty, intended or unintended, whether the assignment is worth 1% or 75%, will be reported to the appropriate university offices and result in an F for the course. If this a student already has a violation reported, I will seek her/his expulsion from the University.

Late/Make Up Assignments:

Under most circumstances, I will not accept late work and do not give make up work. In face-to-face classes, I will allow students who miss unannounced, in-class exercises due to severe/contagious illness or UWG sponsored event to make up the exercises during my next office hours.

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SABH - 4003 - Applied Statistics for Sociology

2022-2023 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* 2022

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 Anthropology, Psychology, and Sociology

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

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

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

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

Course Information

Course Prefix* SABH

Course Number* 4003

Course Title* Applied Statistics for Sociology

Long Course Title

Course Type* Social & Behavioral Health

Catalog Course Description* Introduction to statistical methods used in the analysis of quantitative social science data. This course focuses on applying common statistical techniques to real-world problems. Students will also gain experience explaining statistical analysis to both technical and non-technical audiences.

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	SOCI 1101 or SABH 1101
Concurrent Prerequisites	
Corequisites	
Cross-listing	SOCI 4003
Restrictions	Social & Behavioral Health majors only

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? `3`

Grading * `Undergraduate Standard Letter`

Justification and Assessment

Rationale * Social & Behavioral Health majors often need to enroll in SOCI 4000 and/or SOCI 4003 in order to fulfill requirements of two courses in Area 2A of the major. Although there are several options in this area, these two courses are routinely the only two available in a given semester. Creating this course (we are also proposing, in a separate proposal, to create SABH 4000) would not only provide majors with more ownership over the title of the course they take (being an SABH course designations rather than one that begins with "SOCI"), it would also alleviate the need to override multiple SBH majors into the SOCI major-restricted courses SOCI 4000 and SOCI 4003 each semester.

We are crosslisting with SOCI 4003. In the beginning at least, we intend to provide about 10 seats with the SABH 4003 designation under the SOCI 4003 course.

NOTE: about the pre-reqs: SABH 1101 is a newly created course. It was approved through all channels and will in effect Fall 2022.

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

By the end of the course, the student will be able to accurately and effectively achieve the following:

- Correctly select the level of measurement of a variable and justify this decision.
- Be able to compute measures of central tendency and dispersion for variables at a variety of levels of measurement.
- Be able to explain the difference between descriptive and inferential statistics.
- Demonstrate through assignments and quizzes competence in calculating and interpreting different statistical concepts at the introductory statistics level.
- Be able to apply knowledge of statistical methods on different areas of social problems

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* 40

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

If yes, what will the fee be?* n/a

Fee Justification n/a

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

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

Proposal Toolbox to make your decision.

Syllabus
SABH 4003 Applied Statistics for Sociology
(to be crosslisted with SOCI 4003)

UNIVERSITY of West Georgia.	College of Arts, Culture, & Scientific Inquiry Department of Anthropology, Psychology, & Sociology Dr. Pam Kirk Professor

1. COURSE OBJECTIVES

By the end of the course, the student will be able to accurately and effectively achieve the following:
- Correctly select the level of measurement of a variable and justify this decision.
- Be able to compute measures of central tendency and dispersion for variables at a variety of levels of measurement.
- Be able to explain the difference between descriptive and inferential statistics.
- Demonstrate through assignments and quizzes competence in calculating and interpreting different statistical concepts at the introductory statistics level.
- Be able to apply knowledge of statistical methods on different areas of social
- problems

Sociology Program Learning Outcomes satisfied in this course are:
- Communicate in writing how sociology contributes to an understanding of social reality
- Understand basic concepts, perspectives, and their interpretive applications.
- Demonstrate an understanding of methodological approaches within sociology

2. COURSE DESCRIPTION

Catalog description
Introduction to statistical methods used in the analysis of quantitative social science data. This course focuses on applying common statistical techniques to real-world problems. Students will also gain experience explaining statistical analysis to both technical and non-technical audiences.

UNIVERSITY POLICIES
Common Language for course syllabi:
https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php

3. TEXTBOOK AND COURSE MATERIALS

Texts:

Statistics: A Tool for Social Research and Data Analysis (11th Edition) by Joseph F. Healey

1

and Christopher Donoghue.

Technology:
- Computer or laptop: reliable, updated, properly working, compatible with CourseDen, and capable of streaming movies
- Internet: reliable, updated, properly working, compatible with CourseDen, and at a speed capable of streaming movies

4. COURSE INFORMATION

1.1. Credit Hours 3
1.2. Semester and Year Spring 2021
1.3. Course Prerequisites SOCI 1101 or SABH 1101
1.4. Location of Class **XXX**
1.5. Class Time **XXX**

5. TEACHING, LEARNING METHODS, & COURSE STRUCTURE

Delivery Method

The course will be delivered in technology enhanced, face-to-face, hybrid, and online formats. The course will be a combination of instructor lecture, class-wide discussion, small group discussion, as well as active learning exercises.

Instructional Approach

The instructor will serve as a guide to facilitate student learning. Instruction will be delivered in a variety of formats including lecture, video, discussion, and learning exercises.

Course Structure

The course is composed in a learning module each week of the semester.

6. COURSE SCHEDULE

This schedule is tentative and might change during the semester depending on how the course evolves. The content is subject to change depending on students' interest and progress. Students will be notified of the changes through announcements either in the class or at the Blackboard course site. If time is mentioned in the course, it refers to the Eastern Time Zone.

A sample table showing units, lessons, topics, instructional content, assignments, or quizzes and due dates is provided below as a reference.

2

Course Schedule SABH 4003 Applied Stats for Sociology, Spring 2021					
Week	Date	Topic	Reading	Assignments Due (always by 11:59pm)	Notes
Part 1: Descriptive Statistics					
1	11-Jan	Introduction to the Course	Intro, Syllabus		
1	13-Jan	Basics & Frequency Tables	Ch. 1 p. 1-10	Orientation Homework, 1/16	Note: Add/Drop ends 1/15
2	**18-Jan**	Dr. Martin Luther King Jr. Day, No Classes			
2	20-Jan	Distribution Graphs	Ch. 1 p. 11-18	Ch. 1 Homework, 1/23	
3	25-Jan	The Mean	Ch. 2 p. 27-37		NOTE: Roster Verification January 25
3	27-Jan	Variance & Std. Deviation	Ch. 2 p. 37-41	Ch. 2 HW, Part 1, 1/30	
4	1-Feb	Z Scores	Ch. 2 p. 42-48	Ch. 2 HW, Part 2, 2/6	
5	8-Feb	*learning from home*			
5	10-Feb	*learning from home*			
6	**15-Feb**	Scatter Diagram	Ch. 3 p. 59-63		
6	**17-Feb**	Correlation Coefficient	Ch. 3 p. 64-78	Ch. 3 HW, 2/20	
7	**22-Feb**	**REVIEW for Exam 1**			
7	**24-Feb**	**Time at home to cpmplete Exam 1**		**Exam 1 DUE 2/27 by 11:59pm**	
Part 2: Basics of Inferential Statistics					
8	1-Mar	Normal Curve	Ch. 4 p. 102-113		
8	3-Mar	Probability ; Sample & Population	Ch. 4 p. 114-124	Ch. 4 Homework, 3/6	Note: 3/4 is last day to withdraw with a W
9	8-Mar				
9	10-Mar	Hyothesis Testing Logic I	Ch. 5 p. 128-137		

	3/15-3/19	Spring Break Week - No Classes			
10	22-Mar	Hyothesis Testing Logic II	Ch. 5 p. 137-146		Note: Summer/Fall 2021 Registration begins
10	24-Mar	Distribution of Means	Ch. 6 (p. 153-161)	Ch. 5 HW, 3/27	
11	29-Mar	Hypo Testing with N > 1 & Confidence Intervals	Ch. 6 (p.162-174)		
11	31-Mar	Effect Size, Power I	Ch. 7 (p. 182-192)	Ch. 6 HW, 4/3	
12	5-Apr	Effect Size, Power II	Ch. 7 (p.193-205)	Ch. 7 HW, 4/8 THIS HOMEWORK IS DUE ON A THURSDAY	
12	**7-Apr**	**Review**	**Review**	**Exam 2 DUE by 4/10 at 11:59pm**	
Part 3: t Test & Analysis of Variance					
13	12-Apr	One-Sample t Test	Ch. 8		
13	14-Apr	Dependent Means t Test	Ch. 8		
14	19-Apr	Independent Means t Test I	Ch. 9	Ch. 8 HW, 4/17	
14	21-Apr	Independent Means t Test II	Ch. 9		
15	26-Apr	One-Way Analysis of Variance	Ch. 10	Ch. 9 HW, 4/24	
15	**28-Apr**	**Review for Final Exam**	**Review**	Ch. 10 HW, 5/1	
Finals	**5/5-5/11**	**Final Exam: Wednesday May 5 from 11am to 1pm**			Note: Spring 2021 Graduation is May 12

7. ASSESSMENT METHODS AND GRADING SCALE

Complete in-class quizzes – 11 total, lowest score dropped (10 quizzes X 5 pts each). In-class quizzes presume your presence at all class periods. Missing a class period in which a quiz is administered will result in your failure of that quiz. Given that you may miss one quiz (the lowest score of all quizzes will be dropped), no make-up quizzes will be administered. (4) Complete homework assignments – 11 total, lowest score dropped (10 homeworks X 10 pts each) These assignments are provided in the Dropbox portion of CourseDen. They are due as

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indicated on the course schedule. Most of them include an assignment from the Salkind Excel book in addition to some stats problems you learn in the Healey chapters. Given that you may miss one homework assignment (the lowest score of all homework assignments will be dropped), no make-up homework assignments will be administered. (5) Complete in-class exams – 4 exams X 50 pts each

Grading Breakdown & Scale
In-class quizzes: 10 X 5pts each (~1.4% each) = 50 points (~14% all)
Homework: 10 X 10 pts each (~2.8% each) = 100 points (~28.6% all)
Exams: 4 X 50 pts each (~14%% each) = 200 points (~57% all)
Total Points Available in Course 350

350-315 = A; 314-280 = B; 279-245 = C; 244-210 = D; 209 and below = F

8. COURSE POLICIES

Class Attendance
> Attendance Verification is required by the due date. Failure to complete attendance verification by the due date may result in the student being withdrawn from the course. I will take weekly attendance (for both face-to-face and online formats), however, students do not earn credit for attending class.

Class Participation
> Students are expected to actively participate in the class, and student participation is graded. Students are required to participate in the class with utmost respect for other students and the instructor. This includes but is not limited to using respectful language and tone of voice (both audible voice and the written voice) as well as demonstrating academic integrity and honesty. An incident of disrespectful behavior in the course may result in an academic withdrawal.

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> Students read and agree to the UWG Honor Code, which includes academic honesty and integrity, when they apply to UWG. Students are responsible for knowing and understanding this policy. Students will be held to this standard.
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> Any incident of academic dishonesty, intended or unintended, whether the assignment is worth 1% or 75%, will be reported to the appropriate university offices and result in an F for the course. If this a student already has a violation reported, I will seek her/his expulsion from the University.

Late/Make Up Assignments:
> Under most circumstances, I will not accept late work and do not give make up work. In

5

face-to-face classes, I will allow students who miss unannounced, in-class exercises due to severe/contagious illness or UWG sponsored event to make up the exercises during my next office hours.

6

Addendum II

Sociology, M.A.

2022-2023 Graduate Revise Program Request

Introduction

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

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

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

If other, please identify.

Desired Effective Semester* `Fall`

Desired Effective Year* `2022`

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 ***** | Department of Anthropology, Psychology, and Sociology

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

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

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below.* ◉ Yes ○ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program* ◉ Program
○ Shared Core

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 * Sociology, M.A.

Program ID - DO NOT EDIT * 19

Program Code - DO NOT EDIT 19

Program Type * Master's

Degree Type * Master of Arts

Program Description* The Master of Arts degree in Sociology prepares students for advanced graduate studies in the social sciences and for professional careers in a variety of settings including federal, state, and local government agencies; not-for-profit organizations, community service groups; market research firms; and social service organizations. Coursework incorporates classical and contemporary theoretical perspectives, analysis of cutting edge empirical research, and training in quantitative and qualitative research methodologies. Students can take coursework and specialize in the following areas: community development, social inequality, social psychology, health, urban sociology, environment, comparative sociology, sociology of family, sociology of religion, and social movements.

Admission
The Sociology Program considers the quality of an application to the M.A. program in its entirety. Applicants will be considered on a competitive basis and thus simply completing an application does not guarantee admission to the program. To apply to the program, a student is ordinarily expected to have a bachelors degree in sociology or a related discipline from an accredited academic institution. Applicants to the Sociology M.A. program must have:

- A minimum undergraduate GPA of 3.0

- A 750-word personal statement, which includes the applicant's relevant academic and/or professional background and reasons for seeking the degree

- Three letters of recommendation

- A current resume or curriculum vitae

Applicants may be admitted provisionally and considered for regular admission.

To apply or to learn additional information about the application process, please contact the Sociology Program: http://www.westga.edu/sociology.

Program Requirements
The core courses for the Master's program consist of nine hours in theory, research methodology, and statistics. To satisfy the theory requirement, students must take SOCI 6305 or another 6000-level theory course approved by the program's Head of Graduate Studies. To satisfy the research methodology requirement, students must take SOCI 6013 or SOCI 6613. To satisfy the statistics requirement, students must take SOCI 6003 or another graduate level statistics course approved by the program's Head of Graduate Studies. Students who have not taken an undergraduate theory course in sociology must enroll in SOCI 5053 prior to enrolling in SOCI 6305.

Students accepted into the program may choose between 3 tracks: Thesis, Applied, and Mid-Career.
Under the Thesis Track, students must complete 21 hours of elective course work beyond the core requirements. Under Plan I students must also take three hours of Thesis Preparation (SOCI 6882), and three hours of thesis work (SOCI 6999). A thesis is required under this track.

Under the Applied Track, students must register for 3 credit hours of additional research methods coursework, 3 credit hours of Internship (SOCI 6286), and 3 credit hours of Applied Project (SOCI 6986). Courses that will satisfy the methods requirement include: SOCI 6660, SOCI 6613, SOCI 6275, and SOCI 5015. Graduate research methods courses in other departments can be taken to fulfill this requirement with approval from the Head of Graduate Studies. Students under the Applied Track must complete 18 credit hours of elective course work. Students opting for the Applied Track must constitute a three-member committee to approve and oversee the completion of a major initiative associated with their internship.

The Mid-Career Track is available to students who are employed in a setting comparable to where a Sociology MA student would do an internship. Students should consult with the Head of Graduate Studies to determine if they are eligible. Under the Mid-Career Track, students must register for 3 credit hours of additional research methods coursework and 3
credit hours of Applied Project (SOCI 6986). Courses that will satisfy the methods

credit hours of Applied Project (SOCI 6986). Courses that will satisfy the methods requirement include: SOCI 6660, SOCI 6613, SOCI 6275, and SOCI 5015. Graduate research methods courses in other departments can be taken to fulfill this requirement with

approval from the Head of Graduate studies. Students under this track must complete 21 hours of elective course work. Students opting for the Mid-Career track must constitute a three-member committee to approve and oversee the completion of a major initiative associated with their employment site.

Under either plan, students must complete a minimum of 36 hours, one-half of which must be at the 6000-level. A total of six hours may be selected from courses outside the Master's program in Sociology.

Requirements	Thesis	Applied	Mid-Career
Core Courses	9 hours	9 hours	9 hours
Elective Courses	21 hours	18 hours	21 hours
Thesis Preparation	3 hours	N/A	NA
Thesis	3 hours	N/A	NA
Internship	N/A	3 hours	NA
Additional Research Methods	N/A	3 hours	3 hours
Applied Project	NA	3 hours	3 hours
Total Hours	36 hours	36 hours	36 hours
Final Project	Thesis	Internship Project	Applied Project

Learning Outcomes
Upon completion of this degree program, students will be able to:

Demonstrate a mastery of communicating in writing how sociology contributes to an understanding of social reality

Demonstrate a mastery of sociological theories

Demonstrate a mastery of methodological approaches within sociology

Demonstrate a mastery of the diversity in society

Status* ● Active-Visible ○ Inactive-Hidden

Program Location* [Carrollton]

Curriculum Information

Prospective Curriculum*

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.

Justification and Assessment

Rationale* The Sociology faculty passed a policy (In October 2020) to waive the internship requirement for the applied track for students employed in a setting comparable to where some might do an internship. We have since implemented this for two students – one working at the Department of Juvenile Justice and one working at the Juvenile Court/Carroll County Board of Commissions.

We would now like to make this option into a separate track for students in the MA program. Creating a separate track (rather than a modification of the current Applied Track) will enhance our ability to advertise this option to potential MA students. We anticipate that this will assist us in attracting MA students who are already employed in relevant careers.

The catalog language describing this new track is included as an attachment.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format. No changes are being made to the program learning outcomes.

SACSCOC Substantive Change

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

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

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

SACSCOC Comments

REQUIRED ATTACHMENTS

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

1.) Program Map and/or Program Sheet

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

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as <u>one </u>document.

3.) Academic Assessment Plan/Reporting

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

Please download the **Academic Assessment Plan/Reporting template** and attach to this proposal.

4.) Curriculum Map Assessment

Please download the **Curriculum and Assessment Map template** and attach to this proposal.

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

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

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

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

Program Requirements

The core courses for the Master's program consist of nine hours in theory, research methodology, and statistics. To satisfy the theory requirement, students must take SOCI 6305 or another 6000-level theory course approved by the program's Head of Graduate Studies. To satisfy the research methodology requirement, students must take SOCI 6013 or SOCI 6613. To satisfy the statistics requirement, students must take SOCI 6003 or another graduate level statistics course approved by the program's Head of Graduate Studies. Students who have not taken an undergraduate theory course in sociology must enroll in SOCI 5053 prior to enrolling in SOCI 6305.

Students accepted into the program may choose between 3 tracks: Thesis, Applied, and Mid-Career.

Under the Thesis Track, students must complete 21 hours of elective course work beyond the core requirements. Under this track, students must also take three hours of Thesis Preparation (SOCI 6882), and three hours of thesis work (SOCI 6999). A thesis is required under this track.

Under the Applied Track, students must register for 3 credit hours of additional research methods coursework, 3 credit hours of Internship (SOCI 6286), and 3 credit hours of Applied Project (SOCI 6986). Courses that will satisfy the methods requirement include: SOCI 6660, SOCI 6613, SOCI 6275, and SOCI 5015. Graduate research methods courses in other departments can be taken to fulfill this requirement with approval from the Head of Graduate Studies. Students under this track must complete 18 credit hours of elective course work. Students opting for the Applied Track must constitute a three-member committee to approve and oversee the completion of a major initiative associated with their internship.

The Mid-Career Track is available to students who are employed in a setting comparable to where a Sociology MA student would do an internship. Students should consult with the Head of Graduate Studies to determine if they are eligible. Under the Mid-Career Track, students must register for 3 credit hours of additional research methods coursework and 3 credit hours of Applied Project (SOCI 6986). Courses that will satisfy the methods requirement include: SOCI 6660, SOCI 6613, SOCI 6275, and SOCI 5015. Graduate research methods courses in other departments can be taken to fulfill this requirement with approval from the Head of Graduate studies. Students under this track must complete 21 hours of elective course work. Students opting for the Mid-Career track must constitute a three-member committee to approve and oversee the completion of a major initiative associated with their employment site.

Under either plan, students must complete a minimum of 36 hours, one-half of which must be at the 6000-level. A total of six hours may be selected from courses outside the Master's program in Sociology.

Requirements	Thesis	Applied	Mid-Career
Core Courses	9 hours	9 hours	9 hours
Elective Courses	21 hours	18 hours	21 hours
Thesis Preparation	3 hours	N/A	NA
Thesis	3 hours	N/A	MA
Internship	N/A	3 hours	NA
Additional Research Methods	N/A	3 hours	3 hours
Applied Project	NA	3 hours	3 hours
Total Hours	36 hours	36 hours	36 hours
Final Project	Thesis	Internship Project	Applied Project

Academic Year **Program Map** **MA in Sociology** **Concentration: Thesis Track**			
YEAR 1			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
SOCI 6013 – Social Research	3	SOCI 6003 – Advanced Statistics for Sociology	3
Elective	3	SOCI 6305 – Advanced Sociological Theory	3
Elective	3	Elective	3
SEMESTER TOTAL	9	SEMESTER TOTAL	9
Milestones		**Milestones**	
		• Decide between tracks. • Find a faculty member to serve as chair. • Submit Track and Chair Declaration Form to DGS.	
YEAR 2			
TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
SOCI 6882 – Thesis Preparation	3	SOCI 6999 – Thesis	3
Elective	3	Elective	3
Elective	3	Elective	3
SEMESTER TOTAL	9	SEMESTER TOTAL	9
Milestones		**Milestones**	
		• Defend thesis and submit to ProQuest before ProQuest deadline.	

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 Graduate Catalog, which is the official guide for completing degree requirements.

Academic Year
Program Map
MA in Sociology
Concentration: Applied Track

YEAR 1					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
SOCI 6013 – Social Research	3		SOCI 6003 – Advanced Statistics for Sociology	3	
Elective	3		SOCI 6305 – Advanced Sociological Theory	3	
Elective	3		Elective	3	
SEMESTER TOTAL	9		SEMESTER TOTAL	9	
Milestones			**Milestones**		
			- Decide between tracks. - Find a faculty member to serve as chair. - Submit Track and Chair Declaration Form to DGS.		

YEAR 2					
TERM 1			**TERM 2**		
Course	**Credits**		**Course**	**Credits**	
SOCI 6286 - Internship	3		SOCI 6986 – Applied Project	3	
Additional Methods Course or Elective	3		Additional Methods Course or Elective	3	
Elective	3		Elective	3	
SEMESTER TOTAL	9		SEMESTER TOTAL	9	
Milestones			**Milestones**		
			Complete Applied 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 Graduate Catalog, which is the official guide for completing degree requirements.

Academic Year **Program Map** **MA in Sociology** **Concentration: Mid-Career Track**	

YEAR 1	

TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
SOCI 6013 – Social Research	3	SOCI 6003 – Advanced Statistics for Sociology	3
Elective	3	SOCI 6305 – Advanced Sociological Theory	3
Elective	3	Elective	3
SEMESTER TOTAL	9	SEMESTER TOTAL	9
Milestones		**Milestones**	
		• Decide between tracks. • Find a faculty member to serve as chair. • Submit Track and Chair Declaration Form to DGS.	

YEAR 2	

TERM 1		**TERM 2**	
Course	**Credits**	**Course**	**Credits**
Additional Methods Course or Elective	3	SOCI 6986 – Applied Project	3
Elective	3	Additional Methods Course or Elective	3
Elective	3	Elective	3
SEMESTER TOTAL	9	SEMESTER TOTAL	9
Milestones		**Milestones**	
		• Complete Applied 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 Graduate Catalog, which is the official guide for completing degree requirements.

Student Learning Outcome	Strategic Plan Connection	Measure/Method	Success Criterion	AY XXXX	Interpretation & Use of Results
Demonstrate a mastery of communicating in writing how sociology contributes to an understanding of social reality		This learning outcome will be assessed using the students' final product for the MA. For students on this track, this will be produced in SOCI 6986: Applied Project	Average rubric score of 3		
Demonstrate a mastery of sociological theories	2D.1, 4C.2	This learning outcome will be assessed using an assignment from SOCI 6305: Advanced Sociological Theory	Average rubric score of 3		
Demonstrate a mastery of methodological approaches within sociology	2D.1, 4C.2	This learning outcome will be assessed using the students' final product for the MA. For students on this track, this will be produced in SOCI 6986: Applied Project	Average rubric score of 3		
Demonstrate a mastery of the diversity in society	2D.1, 4C.2	This learning outcome will be assessed using an assignment in a sociology graduate course in which diversity is a central component	Average rubric score of 3		

**Improvement
Plan**

Psychology, M.A.

2022-2023 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 ℹ **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 <u>here</u>.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit <u>UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs</u> 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. Admissions Requirements

Desired Effective Semester* `Fall`

Desired Effective Year* `2022`

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 *
`Department of Anthropology, Psychology, and Sociology`

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

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

Is this change a Senate ACTION and/or INFORMATION item? Please refer to the link below.*   ⦿ Yes   ◯ No

List of Faculty Senate Action and Information Items

Program Information

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

Type of Program*   ⦿ Program
⦿ Shared Core

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, M.A.

Program ID - DO NOT EDIT* 19

Program Code - DO NOT EDIT 19

Program Type* Master's

Degree Type* Master of Arts

Program Description*

Program Description
The Master of Arts degree in Psychology offered by the Psychology Department is accredited by the Council for Humanistic and Transpersonal Psychologies. It is a unique psychology program in that it has a broadly humanistic orientation, with roots in phenomenological and existential thought, but is closely related to transpersonal approaches. This leads to a holistic view on human beingness, which acknowledges particularly subjective and spiritual experiences. Our students will develop self-awareness, critical and creative thinking, and sensitivities to cultural, interpersonal, and dialogical processes as well as social injustices. Graduates have found these capacities valuable in a variety of contexts, including further graduate study, teaching, social service, public and private sector organizations, and community intervention. We value self-inquiry and academic rigor, thus we urge self-reflection and radical personal exploration as well as sustained research and scholarship.

There is no provision for independent practice of psychology at the Masters level, as regulated by state licensing boards. There are, however, other options for Masters-level practice of mental health in related fields such as Licensed Clinical Social Work, Licensed Marriage and Family Therapy, and Licensed Professional Counseling. Although we offer coursework corresponding to some content areas similar to those required for some of these mental health related fields, we are not accredited by CACREP or any other professional practice body, and our departmental curriculum is not organized around those licensure requirements. Matters related to licensure in any professional field are between an applicant and a licensing board, and we encourage you to investigate thoroughly your areas of interest.

Students wishing solely to receive training as Licensed Professional Counselors, for example, will be better served pursuing specific training in that field, for example in the Department of Communication and Professional Counseling on campus.

Admission
Along with the general requirements found in the application process from the Graduate School, the Master's Program in Psychology requires a minimum GPA of 2.7 and a personal statement explicating the reasons for applying to our program. The personal statement should take into account the humanistic orientation of our program, self-awareness, exploratory research, and general knowledge of the humanistic tradition in psychology. Following an initial screening of applications, we invite selected applicants to interview with our faculty as part of the admissions process.

Status* ● Active-Visible   ○ Inactive-Hidden

Program Location* Carrollton

Curriculum Information

Prospective Curriculum*

Program Requirements

There are two options to complete requirements toward graduation:

Under Option I, students must complete a minimum of 33 hours of course work plus an acceptable original thesis. Thesis will result in a minimum of 3 additional hours for a total of at least 36 credit hours. Up to 6 hours of course work can be taken in graduate courses in departments other than psychology without special permission.

Under Option II, students must complete a total of 36 hours of course work. Up to 6 hours can be taken in graduate courses in departments other than psychology without special permission.

Under both options, students may accumulate six hours of credit for Independent Study, available in areas for which there is no existing coursework and following the Graduate School guidelines for Independent Study.

Under both options, students must pass an oral comprehensive exam based on course work and individual research or projects developed over the student's course of study. This requirement is fulfilled under Option I through the student's oral defense of their thesis. Under Option II, students must submit a written document as directed by their committee.

Thesis Proposal

The nature of the thesis proposal will reflect the type of thesis undertaken by the student as approved by the thesis Chair. Please refer to the program website for additional thesis guidelines.

Thesis Defense

Following approval of the masters thesis by the thesis committee, the student will give an oral presentation followed by a question-and-answer period led by the student's advisor. The thesis defense is open to the public.

Required Courses

There are two required courses: PSYC 6000 - Foundations of Humanistic Psychology, and PSYC 6021 - Psychology as Human Science. All other courses are elective, giving students the freedom and responsibility to develop their own plans of study. Ideally, a student's individualized plan is developed in collaboration with a faculty mentor. We assign incoming students to a program faculty mentor at admission based on apparent compatibility of interests and approach, and we also encourage students to invite faculty members to serve in that capacity.

Within the broad generalist frame, some students may choose an informal area of emphasis, concentration, or focus. We offer the following as examples of areas of interest pursued by students in our program. Descriptions are available on our program website. Note that many of these areas of focus are overlapping and are NOT intended to suggest exclusivity of emphasis: Applied Humanistic Psychology (Humanism and Praxis) Critical Psychology Consciousness Studies Dialogical Psychology Feminist Psychology Historical and Theoretical Foundations of Psychology Parapsychology Psychology of Mind and Body Community Psychology, Social, and Cultural Approaches to Social Justice Spirituality and Transpersonal Psychology Please refer to our program website for detailed examples of coursework corresponding to each area of emphasis.

PSYC 6000 Foundations of Humanistic Psychology
PSYC 6021 Psychology as Human Science

M.A. Psychology Electives

In addition to the eight credit hours of the two required courses, the M.A. degree requires 28 additional credit hours. Twenty-two of these credit hours must be from Psychology coursework at the 5000, 6000, or 7000 level; six credit hours from outside the Psychology Department at the 5000, 6000, or 7000 level may be applied to the degree.

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.

Justification and Assessment

Rationale* The Master's Program in Psychology is updating the admissions requirements to broaden the pool of applicants to consider for admission. We are removing the GRE requirement and raising the required GPA to 2.7 as research suggests that a higher GPA is a better predictor of graduate success than GRE scores.

Our previous requirements were:
2.5 GPA
Personal Statement

Along with general Graduate School requirements, we require a minimum GPA of 2.5, and GRE Quantitative score of 140, and a Verbal score of 146. Following an initial screening, we invite selected applicants for graduate study in psychology to have an interview as part of the admission process. Considering the humanistic orientation of this program, the potential for self-awareness, exploratory research, and some knowledge of the humanistic tradition in psychology is given considerable weight in the selection of applicants and program planning.

The new admission requirements should include:
Minimum of a 2.7 undergraduate GPA
A written personal statement explicating the reasons for applying to the program.
Interview with faculty.

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 [rakins@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 <u>here</u>, 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 <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

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.**

Addendum III

Proposed Modifications to the 2022-2023 Graduate Catalog
International Admissions (p. 27)

PROPOSED REVISED VERSION

International Admissions

International students must submit a complete application packet to the office of International Student Admissions and Programs (ISAP) prior to the deadline of the desired program*. If the application is incomplete after the deadline has passed for the semester in which admission is sought, the application may be considered for the following semester pending receipt of all necessary materials to complete the application packet.

*Applicants are strongly encouraged to apply four (4) to six (6) months prior to program deadline. Due to the need to complete the application for a student visa, programs that have a late deadline may not allow for sufficient time to obtain the necessary travel authorizations.

Admission Requirements

Admission of international students is based on academic admissibility, and English proficiency. International students must also provide proof of financial means to study in the United States, as per the requirements for a U.S. student visa. Applicants wanting to apply for admission to the Graduate School at the University of West Georgia must comply with all requirements listed by the program, as well as the below general requirements that apply to all international applicants:

1. ~~Previous Education: Submit official transcripts from each college or university you have attended. Foreign Credential Evaluation for all course work that is not awarded by a recognized institution holding United States regional accreditation. The evaluation service utilized must belong to the Association of International Credential Evaluators Inc. (AICE) or the National Association of Credential Evaluation Services (NACES), such as the World Education Service (WES) or Josef Silny and Associates. All evaluations must be course-by-course, with a GPA conversion.~~

1. Previous Education: Submit official transcripts from each college or university you have attended. If this institution is based internationally and does not currently hold United States regional accreditation, an internal academic credential evaluation will be performed to determine the American equivalent of the courses/degrees earned. The University of West Georgia reserves the right to request a formal Academic Credential Evaluation of transcripts/documents submitted to the University as part of the student's application. If requested, the student must provide a course-by-course evaluation, with a GPA conversion, of all post-secondary coursework from a service belonging to either the National Association of Credential Evaluation Services (NACES), or the Association of International Credential Evaluators (AICE).

Students applying to the College of Education must have their evaluation completed by Josef Silny & Associates, Inc. or Educational Credential Evaluators, Inc. Failing to have an evaluation from one of these two agencies will result in the applicant being denied admission to the College of Education.

2. Proof of English: All students must prove their English language proficiency. Waivers for formal ESL examination are available to those who have completed an approved educational program from one of the following countries: Antigua and Barbuda, Australia, the Bahamas, Barbados, Belize, Canada (except Quebec), Ireland, Jamaica, New Zealand, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Trinidad and Tobago, United Kingdom, and the United States. Exemptions from other countries are possible and will be evaluated on a case-by-case basis. These requests will be reviewed and approved by the office of International Student Admissions and Programs (ISAP).

For students who require external verification of their English proficiency, one of the below must be submitted in support of their application:

Official Scores from an approved test of English:

Test of English as a Foreign Language (TOEFL), International English Language Testing Systems (IELTS) "Academic," Pearson Test of English (PTE) "Academic," Cambridge tests of Advanced English (CAE) or Proficiency in English (CPE), ~~Michigan English Language Assessment Battery (MELAB),~~ or the EIKAN Test in Practical English Proficiency (EIKAN).

Please see the policy at https://www.usg.edu/international_education/international_students/general_admision_requirements for the minimum score requirements for these exams.

3. Financial Certification: All international applicants, which require sponsorship for an F-1 or J-1 visa, must submit financial documentation indicating evidence of sufficient funds available for study at UWG. These documents are not required to receive a decision on an application but are required prior to the release of any documents needed for the visa application process.

In order to attract international students, the University may waive all or a part of the nonresident portion of tuition for select graduate international applicants who meet certain academic criteria. Upon acceptance, an international student may apply for this waiver with the office of International Student Admissions and Programs (ISAP).

A limited number of waivers are available, and not all eligible international applicants will receive a waiver. Students awarded a waiver must maintain minimum requirements, including GPA, and apply for a renewal of the waiver for each academic year of their study. ==These awards can be included in the Financial Certification as part of the I-20 creation process. Receipt of all official documents and confirmed offer of admission is required for the release of the I-20.==

PROPOSED MODIFIED VERSION

International Admissions

International students must submit a complete application packet to the office of International Student Admissions and Programs (ISAP) prior to the deadline of the desired program*. If the application is incomplete after the deadline has passed for the semester in which admission is sought, the application may be considered for the following semester pending receipt of all necessary materials to complete the application packet.

*Applicants are strongly encouraged to apply four (4) to six (6) months prior to program deadline. Due to the need to complete the application for a student visa, programs that have a late deadline may not allow for sufficient time to obtain the necessary travel authorizations.

Admission Requirements

Admission of international students is based on academic admissibility, and English proficiency. International students must also provide proof of financial means to study in the United States, as per the requirements for a U.S. student visa. Applicants wanting to apply for admission to the Graduate School at the University of West Georgia must comply with all requirements listed by the program, as well as the below general requirements that apply to all international applicants:

1. Previous Education: Submit official transcripts from each college or university you have attended. If this institution is based internationally and does not currently hold United States regional accreditation, an internal academic credential evaluation will be performed to determine the American equivalent of the courses/degrees earned. The University of West Georgia reserves the right to request a formal Academic Credential Evaluation of transcripts/documents submitted to the University as part of the student's application. If requested, the student must provide a course-by-course evaluation, with a GPA conversion, of all post-secondary coursework from a service belonging to either the National Association of Credential Evaluation Services (NACES), or the Association of International Credential Evaluators (AICE).

Students applying to the College of Education must have their evaluation completed by Josef Silny & Associates, Inc. or Educational Credential Evaluators, Inc. Failing to have an evaluation from one of these two agencies will result in the applicant being denied admission to the College of Education.

2. Proof of English: All students must prove their English language proficiency. Waivers for formal ESL examination are available to those who have completed an approved educational program from one of the following countries: Antigua and Barbuda, Australia, the Bahamas, Barbados, Belize, Canada (except Quebec), Ireland, Jamaica, New Zealand, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Trinidad and Tobago, United Kingdom, and the United States. Exemptions from other countries are possible and will be evaluated on a case-by-case basis. These requests will be reviewed and approved by the office of International Student Admissions and Programs (ISAP).

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Please see the policy at https://www.usg.edu/international_education/international_students/general_admision_requirements for the minimum score requirements for these exams.

3. Financial Certification: All international applicants, which require sponsorship for an F-1 or J-1 visa, must submit financial documentation indicating evidence of sufficient funds available for study at UWG. These documents are not required to receive a decision on an application but are required prior to the release of any documents needed for the visa application process.

In order to attract international students, the University may waive all or a part of the nonresident portion of tuition for select graduate international applicants who meet certain academic criteria. Upon acceptance, an international student may apply for this waiver with the office of International Student Admissions and Programs (ISAP).

A limited number of waivers are available, and not all eligible international applicants will receive a waiver. Students awarded a waiver must maintain minimum requirements, including GPA, and apply for a renewal of the waiver for each academic year of their study. These awards can be included in the Financial Certification as part of the I-20 creation process. Receipt of all official documents and confirmed offer of admission is required for the release of the I-20.

Addendum IV

Course Attributes for High Impact Practices (HIPs)

Service-Learning Attributes

November 2021

HIPs Attributes Process

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

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

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

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

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

How Course Attributes Benefit Students, Faculty, and Academic Programs

Service-Learning (SL) is an important High Impact Practice that the USG has identified for inclusion in Banner. The University of West Georgia aspires for every student to have the opportunity to engage in service-learning. The SL course designation would allow students to identify courses in the schedule of classes in Banweb that include an undergraduate research component. The attributes would also enable faculty to list courses that have received a SL or other HIPs designation as an evidentiary source in their teaching portfolios. Once attributes are assigned to courses, academic units could also establish program or degree requirements aligned to Service-Learning or other HIPs that meet their specific educational goals. Assigning attributes to courses in Banner does not capture all HIPs occurring on campus, since some student involvement in HIPs takes place in co-curricular or extra-curricular settings. How UWG captures these experiences will be addressed in the next stages of this work.

Institutional History of Service-Learning at the University of West Georgia

Service-Learning was the first High Impact Practice to be officially recognized by the University of West Georgia and the first to have attributes assigned to courses in Banner. The Service-Learning Campus Committee, chaired by Dr. Tami Ogletree, drafted a formal definition and criteria for Service-Learning that was submitted to the Strategic Planning Committee and approved by the Faculty Senate on 12/4/2015 (See Appendix C). The definition and criteria approved by the Faculty Senate in 2015 are included below:

> Service Learning is a structured teaching and learning strategy within a course that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and address community priorities.
>
> The Instructor is equipped with knowledge and resources to ensure that:
>
> The need is identified by the community being served.
>
> Students engage in critical reflection.
>
> The service is aligned with student learning outcomes for which the student receives academic credit.
>
> It is a mutually beneficial partnership that balances student learning with service to the community.

With this approved definition and criteria in place, UWG implemented a process (beginning in 2016) through which faculty could submit a course to receive a Service-Learning attribute in Banner.

In meeting the new USG guidelines for assigning HIPs attributes in Banner, UWG retains and affirms the essential elements of the original definition and criteria approved in 2015. The only significant difference involves a secondary attribute which will be assigned to all approved SL courses to identify the range of contact hours that students will be engaged in Service-Learning (see Appendix B). UWG will require all courses that receive the SL attribute to engage students in a minimum of eleven (11) service-learning contact hours.

Courses that already have been through the approval process and that have received the SL attribute will not have to go through the approval process again. However, they will be asked to submit an updated syllabus and indicate the number or range of required service-learning so that the appropriate USG SL attribute can be assigned.

Service-Learning Definition

Service-learning can be defined as "a course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility" (Bringle, Hatcher, & McIntosh, 2006, p.12). The University of West Georgia defines service-learning as a structured teaching and learning strategy within a course that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and address community priorities. In addition, the Instructor is equipped with knowledge and resources to ensure the following:

· The need is identified by the community being served.

· Students engage in critical reflection.

· The service is aligned with student learning outcomes for which the student receives academic credit.

· It is a mutually beneficial partnership that balances student learning with service to the community, with community partners and faculty collaboratively planning service-learning projects.

Criteria for Service-Learning

The University System of Georgia has established codes in Banner for institutions to assign to courses that meet the institution's criteria for Service-Learning and has provided guidelines for institutions in designating a course as a High-Impact Practice (See Appendix B).

1. Identification of service-learning site(s) for student participation that aligns with course content, learning outcomes, and material in a co-curricular fashion, intentionally designed by the faculty.

2. A minimum of 10 hours of service-learning participation required in community required by the course, at the sponsored site, outside of the classroom. These hours of service completed by students qualify as the "contact hours" identified by USG.

3. An integration of student service-learning experiences within course content (i.e., students share experiences and/or progress within service-learning sites as the semester progresses).

4. A culminating course-required activity (e.g., paper, presentation) whereby students are expected to combine course content and material with their service-learning experience in a critically reflective manner.

Process for Having a Course Designated as a SL Level course

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

Examples of Learning Outcomes for Courses Designated as Service-Learning Courses

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

SL Learning Outcome Example 1: Students will engage in at least 10-15 hours of co-curricular service-learning within their instructor-approved service-learning site related to child and adolescent development.

SL Learning Outcome Example 2: Students will engage in dialogue with faculty and peers evidencing an integration of course content with their service-learning experiences.

Appendix A

Course Approval for Service-Learning Designation

Name of person responsible for this submission:

Program (e.g. Chemistry):

Program Director:

Department:

Department Chair:

Course Number (e.g. ENGL 1101):

Course Title:

Brief Course Description:

Learning Outcomes for the Course:

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

Community Partner:

Is approval being sought for all sections or specific sections?

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

Investment of Time in the Field: Fewer than 10 hours   11-20 hours   21-50 hours   51 or more hours

(Investment of time refers to the amount of time the student is expected to put into the service-learning component of this course. This does not include in-class time, but includes time the student might spend outside of class participating in service-learning).

Dissemination of resulting reflection project: shared with a small group

                                                                          Shared in class

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

                                                                          Publicly shared (publication)

Is student reflection upon the project required? Yes   No

Faculty Feedback: None

General and Limited

Specific to course project but not iterative

Specific to course project and iterative

Extensive, specific, and iterative

The student is required to engage in a literature review and/or combine course material with their service-learning project: Not at all

limitedly

moderately

extensively

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

Not at all

Limitedly

Moderately

Extensively

The student will provide explanation of service-learning experience and integration of course content:

Not at all

Limitedly

Moderately

Extensively

What is the service-learning outcome associated with the course?

Appendix B

University System of Georgia

Service-Learning Criteria and Coding Guidelines

Identifying Service-Learning Courses as a High Impact Practice for Inclusion in Banner

What is a High Impact Practice?

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

Guidelines for Qualifying a Service-Learning Course as a High Impact Practice

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

1. Identification of service-learning site(s) for student participation that aligns with course content and material in a co-curricular fashion, intentionally designed by the faculty.
2. A minimum of 10 hours of service-learning participation required in community required by the course, at the sponsored site, outside of the classroom. These hours of service completed by students qualify as the "contact hours" identified by USG.
3. An integration of student service-learning experiences within course content (i.e., students share experiences and/or progress within service-learning sites as the semester progresses).
4. A culminating course-required activity (e.g., paper, presentation) whereby students are expected to combine course content and material with their service-learning experience in a critically reflective manner.

Characteristics of Service-Learning Courses as a High Impact Practice

- Field-based "experiential learning" with community partners.
- Direct experience with issues students are studying in the curriculum
- Ongoing efforts to analyze and solve problems in the community.
- Performance expectations set at appropriately high levels
- A significant investment of time and effort over an extended period of time.
- Interactions with faculty and peers about substantive matters
- Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar

- Feedback is frequent, timely and constructive
- Periodic and structured opportunities for students to reflect on and integrate learning
- Opportunities to discover the relevance of learning through real-world applications
- Public demonstration of competence

Identifying Service-Learning Courses for Inclusion in Banner

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

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

Banner Code Categories

The Banner Codes for qualified Service-Learning Courses will include the following categories

Primary Codes: Must have one primary code

Code	Description
ZSLP	Service-learning course meets institution's criteria as a High Impact Practice for Service-Learning

Contact Hour Codes: Include code indicating number of hours student is engaged in Service-Learning, if applicable

Code	Description
ZSL1	Service-learning courses that require 10 or less hours of service
ZSL2	Service-learning courses that require 11-20 hours of service
ZSL3	Service-learning courses that require 21-50 hours of service
ZSL4	Service-learning courses that require 51 or more hours of service

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

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

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

- Each course section must have one primary code.
- Each course section must have one contact hour code, where applicable. If not applicable, leave blank.
- Each course section must include a code to indicate it is a required course by the institution, if applicable. If not, leave blank.
- Each course section must use all required course codes if the course meets the criteria associated with the code.
- Campuses have the option to develop additional institution-based codes and establish criteria for using the codes for their Service-Learning experience courses.

Primary Code

Service-Learning course meets institution's criteria as a High Impact Practice for Service-Learning

Contact Hour Code

Number of hours a student is engaged in Service-Learning activities as defined by the institution.

Required Course Code

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

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

The USG may add additional codes, as necessary.

Appendix C

Service-Learning Definition and Criteria

Approved by the Faculty Senate, 12/4/2015

Committee VI: Strategic Planning Committee (Heather Mbaye, Chair)

Action Item:

A) The Strategic Planning Committee recommends the adoption of the following definition, created by a committee under the guidance of Tami Ogletree and Melanie McClellan.

Service Learning

Service Learning is a structured teaching and learning strategy within a course that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and address community priorities.

The Instructor is equipped with knowledge and resources to ensure that:

The need is identified by the community being served.

Students engage in critical reflection.

The service is aligned with student learning outcomes for which the student receives academic credit.

It is a mutually beneficial partnership that balances student learning with service to the community.

In the discussion on this item, Dr. Ogletree explained that having a University definition of service learning is a necessary first step before applying to be a Service Learning institution (Community Engagement Classification, administered by Carnegie). After this, they will plug courses in, have a database, etc. Students get certification if they take enough courses. It was noted that service learning is tied to a course, not a program. This initiative is intended to help with RPG (retention, progression, graduation).

Item approved unanimously by voice vote.

Addendum V

Academic Affairs Handbook

The following represents the new language in the Academic Affairs Handbook that is reflective of the new policy language related to post-tenure review and annual evaluations. These modifications will require some renumbering of existing handbook sections.

4.4 Faculty Evaluation Systems

BOR Policies:

3.2.1	Faculty Membership
3.2.1.1	Corps of Instruction
3.2.1.2	Administrative Officers
8.3.5.1	Annual Evaluation
8.3.5.1	Pre-tenure Evaluation
8.3.7	Tenure Evaluation
8.3.6	Promotion Evaluation
8.3.5.4	Post-Tenure Evaluation
8.3.8	Non-Tenure Track Personnel

The USG faculty evaluation system is comprised of annual evaluation, three-year pre-tenure evaluation, tenure evaluation, promotion evaluation and post-tenure evaluation. For faculty hired as a lecturer, senior lecturer, principal lecturer, instructor, or as an academic professional, the evaluation system is comprised of annual evaluations and promotion evaluation.

Each institution is responsible for establishing definitive policies, processes, and stated criteria for faculty evaluation that are aligned with the mission, statutes, and academic organization of the institution and are consistent with Regents' policies. These policies, processes, and stated criteria must incorporate appropriate due process mechanisms and support the principles of academic freedom. Institutional performance criteria must be identified and defined at each level of evaluation and must be stated in writing and available in the institution's faculty handbook posted on an institution's website. All changes to performance criteria must be updated in the faculty handbook in a timely fashion. These updates must be done in advance of the next review cycle and allow time for faculty to incorporate those expectations into the preparation of their review documents (e.g. pre-tenure, tenure, promotion, and post-tenure).

Policies, Processes, and Reporting

Each institution must have written and published faculty evaluation review policies, processes, and criteria for faculty that are consistent with Board of Regents policy and USG guidelines and approved by the USG Chief Academic Officer. Each institution should develop templates for annual review, pre-tenure, tenure, promotion, and post-tenure applications. These templates should provide clear guidance to what the faculty members need to submit. Tenure-track faculty, tenured faculty, and faculty outside of the tenure process should be evaluated based upon their academic discipline-specific criteria, and the institutional evaluation rubric, consistent with the system level review policies and guidelines detailed in this handbook. All USG annual faculty evaluations must utilize the following Likert scale:

1 – Does Not Meet Expectations
2 – Needs Improvement
3 – Meets Expectations
4 – Exceeds Expectations
5 – Exemplary

1

Noteworthy achievement as referenced in BOR Policy 8.3.7.3 is reflective of a 4 or 5 on the above Likert Scale. Deficient and unsatisfactory as referenced throughout this document is reflective of a 1 or a 2 on the above Likert Scale. Annually, each institution must submit information regarding faculty annual reviews and PTR review outcomes to the Board of Regents. The reporting guidelines, structure, and timelines will be disseminated by the USG Academic Chief Officer.

Training

The USG will develop and deliver system-wide professional development trainings and resources for academic administrators who supervise faculty. Professional development training sessions and resources will be posted on MomentumU@USG, the USG virtual professional development platform. Each institution is responsible for ensuring that academic administrators are properly trained for all levels of evaluation as outlined in the Board of Regents Policy Manual and procedures disseminated by the USG Chief Academic Officer. Each institution must develop a robust annual professional development plan for academic administrators and faculty to ensure adherence to Board Policy procedures outlined in this handbook. In addition, the institution is responsible to provide professional development to faculty who serve on tenure and post tenure review committees.

Auditing Institutional Plans and Processes

Periodically, the USG Division of Internal Audits will perform institutional audits of annual, pre-tenure, tenure, promotional and post tenure (PTR) policies and procedures, for compliance with Board of Regents policies. The institutional audit reports and identified issues will be shared with the Chancellor, the Executive Vice Chancellor for Academic Affairs and Chief Academic Officer, and the Board of Regents Committees on Internal Audit, Risk, and Compliance, and Academic Affairs.

While the Board of Regents has delegated authority for tenure decisions to institution presidents, if an institution is adjudged to be carrying out its faculty review process in an insufficiently rigorous manner the Board of Regents may move the authority to award tenure to the Board level until institutional processes have been remediated. (BOR 8.3.7.1 Faculty)

Review Principles and Guidelines

Each institution should use the following Review Principles and Guidelines to develop their institution-specific evaluation systems. The institutional evaluation system must be approved by the USG Chief Academic Officer.

- Campuses will create clear and transparent assessment criteria and rubrics for faculty performance in each assessed campus category. Evaluation and assessment criteria must align to the mission and values of the institution. Departments may further develop institutional assessment criteria and rubrics specific to their discipline.
- Criteria should be developed for each stage of a faculty member's career from untenured Assistant Professor, through various levels of promotion, to stages of tenured Full Professor. Analogous criteria should also be developed for faculty who serve outside the tenure structure. These criteria will provide sufficient guidance to assess whether a faculty member's performance is appropriate to their stage of professional career development at their institution, college/school, and in their department.
- The development of these criteria should reflect the involvement of the institution through its academic affairs organization, colleges, departments, faculties, and should be approved through the institution's faculty governance processes and procedures.
- Both qualitative and quantitative assessments are acceptable; however, all methods of evaluation should strive for objectivity and reduce subjectivity as much as possible.
- The measure of "Effectiveness in Academic Assigned Duties" should include assessments of both instructional quality and quality learning. Criteria should include measures such as an assessment of student perception, evidence of effective student learning, the use of continuous improvement methodologies, peer assessment of pedagogy, an evaluation of curricular design, quality of assessment and course construction, and the use of established learning science methodologies.

2

- Evaluation of the Student Success component will involve an assessment of the faculty member's involvement in activities inside and outside the classroom that deepen student learning and engagement for all learners. These aspects may include effective advising and mentoring; undergraduate and graduate research; other forms of experiential learning; engagement in other high impact practices; the development of student success tools and curricular materials; strategies to improve student career success; involvement in faculty development activities; and other activities identified by the institution to deepen student learning. Examples include, but are not limited to, Centers for Teaching and Learning, Chancellor's Learning Scholars, Faculty Learning Communities and MomentumU@USG.
- Evaluation of Research and Scholarship will take place within the context and mission of their department at that institution, whether within the faculty member's discipline area, or as part of their scholarship of teaching and learning.
- The institution will adjudge the Professional Service component by considering activities that include Institutional Service – such as various forms of active engagement, committee work, faculty senate activities, and major institution and/or system initiatives; Service to the Discipline – discipline-related service in local, regional, national, and international organizations; and community involvement.

Annual Evaluation

Faculty are evaluated annually by their appropriate supervisor as defined by the institution against the minimum criteria listed in the BOR Policy 8.3.5.1 and BOR Policy 8.3.7.3. The annual evaluation will encompass teaching; undergraduate/graduate student success activities; research/scholarship/creative activity or academic achievement; professional service to the institution or community; and continuous professional growth appropriate to the institution's sector and mission, college or school and department. Institutions must ensure that workload percentages for faculty roles and responsibilities are factored into the performance evaluation model in a consistent manner. The overall evaluation must indicate whether the faculty member is making satisfactory progress toward the next level of review appropriate to their rank, tenure status, and career stage as noted in the abovementioned Likert scale.

- The faculty member is responsible for providing documentation and materials for the annual evaluation. The appropriate supervisor will discuss with the faculty member in a scheduled conference the content of that faculty member's annual written evaluation and his/her progression towards achieving future milestones.
- The faculty member will sign a statement to the effect that he/she has been apprised of the content of the annual written evaluation.
- The faculty member will be given a specific period (e.g., 10 working days) to respond in writing to the annual written evaluation, with this response to be attached to the evaluation.
- The appropriate supervisor will acknowledge in writing the receipt of the response, noting changes, if any, in the annual written evaluation made as a result of either the conference or the faculty member's written response. The specific time period for this response is 10 working days from the faculty member's rebuttal/response. This acknowledgement will also become a part of the official personnel records. Annual reviews are not subject to discretionary review.
- If the performance in any of the categories is judged to be a 1 – Does Not Meet Expectations or a 2 – Needs Improvement, the faculty member must be provided with a Performance Remediation Plan (PRP) to remediate their performance during the next year. The appropriate supervisor will develop the PRP in consultation with the faculty member. This will become part of the official personnel records.

Third Year Pre-Tenure Review (On Track Not Tenured)

Faculty who are employed on an annual tenure track contract will undergo a third-year pre-tenure review. Individual institutions will choose whether this review will serve in lieu of the annual evaluation or will be in addition to the annual evaluation. The purpose of the third-year pre-tenure review is to provide a rigorous analysis and detailed feedback of the faculty member's body of work in the areas of teaching, student success activities, research/scholarship, and service towards tenure. The institution is responsible for clearly identifying the policies and procedures for third year pre-tenure reviews. This process should at least include a review from the department chair, peers, college/school wide tenure committee (if used) and the Dean. The previous annual evaluations must be part of the review. The overall

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evaluation must indicate whether the faculty member is making satisfactory progress toward tenure and promotion (BOR 8.3.5.1).

- The faculty member is responsible for providing documentation and materials for the third-year pre-tenure review, as outline in the institutional guidelines.
- The appropriate supervisor will discuss with the faculty member in a scheduled conference the content of that faculty member's third year pre-tenure review. A written report of the faculty member's progression towards achieving future milestones of tenure will be provided to the faculty member after the conference.
- The faculty member will sign a statement to the effect that he/she has been apprised of the content of the third-year pre-tenure evaluation.
- The faculty member will be given a specific period (e.g., 10 working days) to respond in writing to the third year written evaluation, with this response to be attached to the evaluation.
- The appropriate supervisor will acknowledge in writing receipt of the response, noting changes, if any, in the annual written evaluation made because of either the conference or the faculty member's written response. The specific time period for this response is 10 working days from the faculty member's rebuttal/response. This acknowledgement will become a part of the official records and is not subject to discretionary review.
- If the performance in any of the categories is judged to be not successful/not satisfactory the faculty member must be provided with a Performance Remediation Plan (PRP). The appropriate supervisor will develop the PRP in consultation with the faculty member with feedback from any committee that participated in the third-year review. The PRP must be approved by the Dean of the academic unit. The faculty member will have one year to accomplish the goals/outcomes of the PRP. This will become part of the official personnel records.

Renumber **Award of Tenure** as 4.5 (Keep Current Language)

Renumber **Award of Promotion** as 4.6 (Keep Current Language)

4.7 Post-Tenure Review
Post-Tenure Review
The post-tenure review process shall support the further career development of tenured faculty members as well as ensure accountability and continued strong performance from faculty members after they have achieved tenure. The primary purpose of the post-tenure review process is to assist faculty members with identifying opportunities that will enable them to reach their full potential for contribution to the academic discipline, institution, and the institution's mission. Post-tenure review is intended to provide a longer-term and broader perspective than is usually provided by an annual review. The review should be both retrospective and prospective, encouraging a careful look at possibilities for different emphases at different points of a faculty member's career.

Timeline: All tenured faculty who have rank and tenure with an academic unit must undergo post-tenure review five years after the award of tenure and subsequently every five years unless it is interrupted by a further review for promotion to a higher academic rank (Associate/Full Professor) or academic leadership promotion (e.g. department chair, Dean, Associate Provost).

A tenured faculty member may voluntarily elect to go up for a post-tenure review before the five-year time limit. This enables a faculty member to take full advantage of the feedback and insight provided by their colleagues at a strategic moment in their career, rather than having to wait for the usual 5-year cycle. Early post-tenure reviews should include a review of the faculty member's accomplishments since they were last evaluated for tenure or a previous post-tenure review, whichever was most recent. If the faculty member has a successful review, the next post-tenure review will be five years from the voluntary PTR post-tenure review date. If the faculty member is unsuccessful, the 5-year PTR review date remains in place.

4

Areas of Evaluation: The evaluation must address the faculty's accomplishments related to teaching, student success activities, research/scholarship, and service. Annual reviews encompassing the previous five years for the 5-year span must be incorporated in the post-tenure review processes. Tenured faculty members are expected to document successive contributions to furthering the mission of the institution through their teaching, student success activities, scholarship/research, and service. Contributions should be dated from previous tenure and promotion milestones and encompass the previous 5-year period.

Outcomes & Consequences of Post Tenure Review
The results of a positive post-tenure review should be linked to recognition or reward. Faculty members who are performing at noteworthy levels should receive recognition for their achievements. Each institution will prescribe how the review results will be related to possible rewards such as formal recognition, merit pay, promotion, educational leave, etc.

In the event of a post-tenure review that does not meet expectations or needs improvement, the faculty member's appropriate supervisor(s) and faculty member will work together to develop a formal Performance Improvement Plan (PIP) in consultation with the PTR committee based around the deficiencies found by the committee. Consistent with the developmental intent of the PTR, the PIP must be designed to assist the faculty member in achieving progress towards remedying the deficiencies identified in the post-tenure review. The PIP must contain clearly defined goals or outcomes, an outline of activities to be undertaken, a timetable, available resources and supports, and an agreed-upon monitoring strategy. The PIP's goals or outcomes must be reasonable, achievable with the timeframe, and reflect the essential duties of the faculty member. The PIP must be approved by the Dean and submitted to the institution's Office of Academic Affairs. Formal meetings for assessing progress on the PIP should be scheduled no less than twice per semester during the fall and spring semesters. The institution should create appropriate due process mechanisms for a faculty member to appeal an unfavorable post-tenure review as outlined below.

The assessment of the PIP will take the place of that year's annual review. Failure to successfully remediate the identified deficiencies, or demonstrate substantive progress towards remediation, within one year subjects the faculty member to disciplinary actions up to and including, but not limited to, reallocation of effort, salary reduction, and tenure revocation and dismissal. The institution will follow appropriate due process mechanisms for a faculty member to appeal the final assessment of their PIP and the resulting remedial actions as outlined below.

The appropriate supervisor must meet with each faculty member to discuss the results of PTR. Each faculty member must receive a letter documenting the summary of the findings of the PTR. In the event of an unsuccessful PTR the letter must also include next steps, due process rights, and the potential ramifications if the faculty member does not remediate or demonstrate substantive progress towards remediation in the areas identified as unsatisfactory. The faculty member can provide a written rebuttal that will be attached to the final document however no action is required by the appropriate supervisor.

Corrective Post Tenure Review
A faculty member evaluated as deficient in any one of the elements of teaching, student success activities, research/scholarship, and/or service for two consecutive annual evaluations will participate in a corrective post-tenure review. Note that the deficiency does not have to be in the same area; but could be a different area from one year to the next. This review will be initiated prior to the normally scheduled five-year review. The faculty member will follow the institution's guidelines and procedures for post tenure review. If the outcome of the Corrective Post-Tenure Review is successful, the faculty member will reset the post-tenure review clock. If the outcome of a corrective post tenure review does not meet expectations or needs improvement, the same process for an unsuccessful PTR will be followed. The institution should follow appropriate due-process mechanisms for a faculty member to appeal a corrective post-tenure review as outlined below.

Due Process Following an Unsuccessful Post-Tenure Review or an Unsuccessful Corrective Post-Tenure Review
If, after conducting a final review of appropriate materials and allowing the faculty member an opportunity to be heard at the conclusion of the performance improvement plan, th₅e department chair and dean determine that the faculty

member has failed to make sufficient progress in performance as outlined in the performance improvement plan (or has refused to engage reasonably in the process), the department chair and dean will propose appropriate remedial action corresponding to the seriousness and nature of the faculty member's deficiencies. Upon request by the faculty member, the PTR committee will review the materials that attest to performance improvement plan progress and the proposed remedial action and make their recommendation.

The faculty member has 10 business days from receiving the recommendation of the dean/dept. chair to request the PTR committee review. Upon request to review the recommended action by the faculty member, further due process will include the following:

1. The PTR committee will review the recommendation of the department chair and dean. The PTR committee may exercise its judgment as to whether an in-person hearing is necessary. The recommendation of the PTR committee may be based solely on a review of the record. The PTR committee will issue its recommendation to the Provost and the faculty member within 20 business days of the request for review by the faculty member.

2. Within 5 business days of receiving the recommendation(s) from the PTR committee, the Provost shall send an official letter to the faculty member notifying him or her of the decision.

3. The faculty member may appeal to the President of the institution within 5 business days of receiving the decision from the Provost. The President's final decision shall be made within 10 business days and should notify the faculty member of his or her decision and the process for discretionary review application as provided for in Board of Regents' Policy.

4. If the remedial action taken is dismissal by the President, the faculty member may complete their faculty assignment for the current semester at the discretion of the institution; however, the semester during which a final decision is issued will be the last semester of employment in their current role.

5. An aggrieved faculty member may seek discretionary review of the institution's final decision pursuant to Board policy on Applications for Discretionary Review (6.26).

Academic Administrators
Academic administrators who hold faculty rank and are tenured at the institution aligned with an academic unit will receive an annual review by their appropriate supervisor and will undergo a comprehensive evaluation, including a 360° feedback assessment every five years. Each institution should specify the process and procedures for a comprehensive evaluation of academic administrators. It is intended that an academic administrator's annual and comprehensive evaluation include a review of traditional faculty activities (teaching, research, student success, and service) that align with the responsibilities of the administrator.

Elements of the Performance Remediation Plan (PRP) and the Performance Improvement Plan (PIP)
There are two different plans for addressing faculty performance: a ***performance remediation plan*** and a ***performance improvement plan***. For faculty who do not meet annual performance expectations a *performance remediation plan* is put in place. The purpose of this plan is to scaffold faculty growth and development, strengthen tenure and promotion possibilities. The second, a *performance improvement plan,* is developed subsequent to an unfavorable PTR or corrective PTR. The components of the PIP and the PRP plans must include the following:

1. Clearly defined goals or outcomes,
2. An outline of activities to be undertaken,
3. A timetable,
4. Available resources and supports,
5. Expectations for improvement

6

6. Monitoring strategy

Performance Remediation Plan (PRP)
The Performance Remediation Plan is used to document faculty deficiencies based on the outcomes from the annual review. The purpose of the PRP is designed to enable the faculty member to correct unsatisfactory performance in some aspect of their role or responsibilities. The plan must be approved by the Dean and submitted to the institution's Office of Academic Affairs or Human Resources wherever the permanent faculty files are housed. Two meetings during the fall and during the spring must be held to review progress, document additional needs/resources, planned accomplishments for the upcoming quarter. After each meeting, the academic administrator should summarize the meeting and indicate if the faculty member is on track to complete the PRP. Consequences for failure to meet the expectations of the PRP must be stated at the conclusion of each meeting. Each institution should standardize their processes, procedures and forms across all academic units and provide professional development for appropriate personnel.

Performance Improvement Plan (PIP)
The Performance Improvement Plan is used to document deficiencies based on an unfavorable Post Tenure Review. The plan must be approved by the Dean and submitted to the institution's Office of Academic Affairs or Human Resources wherever the permanent faculty files are housed. Two meetings during the fall and during the spring must be held to review progress, document additional needs/resources, planned accomplishments for the upcoming time period. After each meeting, the academic administrator should summarize the meeting and indicate whether the faculty member is on track to complete the PIP. At the conclusion of the academic year the faculty member's progress will be determined by the department chair and dean after taking into account feedback from a committee of faculty colleagues. Each institution should standardize their processes, procedures and forms across all academic units and provide professional development for appropriate personnel.

If the faculty member successfully completes the performance improvement plan, then the faculty member's next post-tenure review will take place on the regular five-year schedule.

If the faculty member fails to make sufficient progress in performance, then the institution shall take appropriate remedial action corresponding to the seriousness and nature of the faculty member's deficiencies. The President will make the final determination on behalf of the institution regarding appropriate remedial action. An aggrieved faculty member may seek discretionary review of the institution's final decision pursuant to the Board Policy on Applications for Discretionary Review.

Interruptions to the Post-Tenure Review Timeline
Institutions should follow existing processes to allow faculty the opportunity to pause the post-tenure review timeline as are already in place at the institution.

Implementation Process and Timeline

Institutions are approaching the process to make changes to their institutional policies in a variety of ways. In order to support the various processes, the USG will have one submission deadline for all revisions with two status updates in April and in September:

Submission Deadlines	Dates
Status Report on Changes to PTR and Annual Review Policies	April 1, 2022
Status Report on Changes to PTR and Annual Review Policies	September 1, 2022
Institutions submit updated PTR and Annual Review policies to USG Chief Academic Officer for approval	No later than October 17, 2022*
USO staff review institutional submissions and provide feedback	No later than November 18, 2022
Institutions take final PTR policies through the formal shared governance process	November and December 2022
Institutional Policy Implementation	
Annual Reviews	The new annual review should be utilized during the first full cycle following its adoption. For example if an institution evaluates on a calendar year cycle, 2023 will be the first year the faculty member will be evaluated on the new standards. If the institution evaluates on the academic calendar, the next cycle will be AY2023-2024.
Post-Tenure Review	No later than AY 2023-2024*
Reporting to the Board of Regents	
Preliminary Report	August 2022
Annual Review	August 2023
PTR	August 2024
Training and Development	
Opportunities for institution collaboration/Q & A	January 2022
Department Chairs, Deans, Academic leadership - Using the new annual evaluation process for development - Recognizing and eliminating bias in the annual review process	February and March 2022 January every year following
*We encourage institutions to send forward annual review and PTR plans as they are ready for USG review.	
Note: Faculty who go up for post-tenure review during the first two years of implementation should be given flexibility based on the adoption of new expectations.	

Addendum VI

Report of the Joint Parking Subcommittee
2021-2022
February 9, 2022

Heather A. D. Mbaye, Chair, FITC
John Haven, CBO (before his departure)
Mark Reeves, Interim Chief Business Officer
Philip Grant, FITC
Gavin Lee, Budget
David Nickell, Budget

The Committee met beginning in the Fall of 2021.

We did so as a response to a fee increase that was "rolled back" last fiscal year.
To be clear and open with everyone, we found out that the fee increase was "rolled back"
last year only in the sense that it was not charged to faculty and staff. It is still technically
on the books and the money was generated instead with CARES funds by Mr. Haven.

Our Operation:

First, we carefully reviewed all aspects of the budget of Parking and Transportation (PT).
PT budgets, like all Auxiliary budgets, must zero out: that is, they must pay for themselves.
We cannot use state or tuition money to augment parking and transportation. It was
therefore of critical importance to review the budget of PT to ensure that it was paying for
only those things which are actually PT items (parking lot acquisition and creation, buses,
parking enforcement, etc). This process took several hours over the course of several
months. Mark Reeves and John Haven researched several specific aspects of the budget
which were carefully questioned by members of the committee.

In the end, the committee was satisfied that the budget was as lean and correct as it could
be (given that budgets occasionally shift based on bus breakdowns, hires, etc.).

Second, we reviewed the revenue side of PT. All students who have on campus classes now
pay a $90 per semester (up to $270 per year) PT fee. It is not within the purview of the
committee to raise that fee, nor would that be allowed by the board.

The Faculty and Staff parking fee is $15 per year currently. That has not changed since at
least 2004. This is primarily due to prior Execution Administration opposing any change to
that fee. At this point, a large deficit has been accrued, in large part due primarily to the
failure of fee-paying enrollment growth to materialize to pay the debt accrued on new
parking lot acquisition and construction. UWG Parking and Transportation struggles to pay
the escalating debt service for parking lots, and has very little reserve to replace the aging
bus fleet. The committee came to realize there was no other place to increase revenue to
balance the budget.

We also reviewed peer institution policies and costs. Most of them are much more expensive, but some institutions allow faculty and staff to park free. Nonetheless, we felt that since we must balance, we needed to increase the fee.

Then we discussed how to increase it. Some of the questions we discussed are:
- Should faculty and staff pay different rates?
- Should we pay different rates based on salary?
- Should we all pay the same rate?
- Should we have lot-based or zone-based rate differences (for example, inner ring of campus and outer ring of campus differing rates)?
- Should we be allowed to buy a second hang tag?
- Should we make a one-time increase to the full amount we need for the budget deficit, or should we graduate the fee so sticker shock is lessened?

The committee agreed to the following, though each was not without dissenting opinions:

- Faculty and staff should not pay different rates based on classification. There are many staff on campus who make more than, for example, a part time faculty instructor teaching one or two classes. 3 faculty agreed; one advocated for this division because there is precedence at other universities.
- Rates will be based on salary. This will protect our lowest paid colleagues, whether part time faculty or staff. It's not pleasant being in the upper ranges, but it is more palatable to those of us making more money to pay more money. The dissenting opinion was that this was unfair since this was the only service UWG provides that is based on salary; we don't charge a variable rate for coffee, for example. However, other members pointed out that parking is the only item employees are required to buy. No one is required to visit Starbucks.
- We concluded that it is more equitable for rates to be differential based on salary. The dissenting opinion was that equitable isn't desirable, but that a flat rate would be more equal for all.
- Lot based and zone-based parking rates would provide a value that we should exploit; however, the committee concluded that they could be very complex to enforce. In addition, faculty and staff who buy a certain zone or lot would expect to be able to park at any time day or night. Some employee lots would be underutilized, and lowest compensated employees could be relegated to the least desirable lots. It could create situations where employees who come in at 3am and go home at noon could be parked at the stadium, and how will they get to their building? It's a logistics issue, and running buses all night would not help the PT budget on the outlays side.
- Employees are welcome to buy a second tag. However, second tags will not be issued for free. Partly this is because tags are movable - you can use it with any car. It's issued to the person, not the vehicle. In addition, we have been burned on free second tags - that is, faculty and staff allowing their student to use the second tag and both using it daily. We know the staff council has a concern about being allowed to get a second tag because it's inconvenient to move it from car to car. However, we

are allowed to buy a second tag to avoid that inconvenience for ourselves if we so choose.
- The committee was concerned with sticker shock, so wanted to try to reduce the categories and to keep the price lower for more faculty and staff.

Our Recommendation:

In the end the committee recommends this fee schedule, with a vote of 4-1 (John Haven having left the university).

Parking fee schedule	#F/S	2023	2024	2025	2026	2027
24,999 or less	100	15	15	15	15	15
$25,000 to $49,999	582	40	40	40	40	40
$50,000-99,999	609	60	60	60	60	60
$100,000 -149,000	90	100	100	100	100	100
$150,000 -199,999	9	140	140	140	140	140
$200,000 +	8	180	180	180	180	180
	1398					

The chair of the committee would like to point out that the highest tier (involving 8 current administration, faculty, or staff) will still be paying less than a student who attends on campus classes Fall, Spring, and Summer in a single year.

We would also like to address the fact that before we were able to conclude our committee work on February 1, the Budget committee met on January 28 and voted to postpone our work until a new VP and Director of PT could be hired. FITC did not know about this nor did we vote to delay action. Only one member of our subcommittee was present at that meeting. The argument made was that we should wait until we have a new permanent Director of Parking and Transportation and Vice President for Business and Finance.

The rest of the subcommittee would like to point out that the University budget, including PT, goes to the BOR on February 14 no matter what we decide or do not decide. This is not ideal, since it would have been best if this went to the Senate before the 14th.

The replacement for Mark Reeves, AVP Auxiliary Services, has been chosen from within the university. While Liz Smith has "vast Auxiliary experience", she is not an "expert" in Parking & Transportation. It also took nearly 6 months to hire Mr. Haven - we may be well into next fiscal year when that process is completed in hiring our new CBO; meanwhile, tags must be ordered and a fee structure set within a matter of weeks.

Therefore, while we cannot govern what the Budget or FITC committees - or indeed, the full Senate - do with this report, in order to maintain faculty input into the process, we decided 3 to 1 to go forward and complete our work.

After a conference committee with the FITC chair and the Senate Chair and Chair elect (the chair of budget was unable to attend), we decided to strongly recommend that we as a faculty continue to work on this issue. After the subcommittee met February 1, other faculty input pointed out several places where it might be possible to reduce spending, rather than only the revenue. We examined briefly, for example, whether the apartment shuttle be eliminated given that housing on campus is not full; however, given that we are in a pandemic and enrollment crunch right now, it may be premature to do that. However, the subcommittee does think that the faculty need to be involved in this going forward, to include reviewing the outlays (including continuing to review the need for buses and routes) and incomes (for example, student parking fees from increased enrollment could remove the need for the faculty/staff fee at all). This would also give a new CBO the opportunity to review this with us. This person may perhaps have another viewpoint or idea we have missed. Others around the university with interest, expertise, and ideas could also be included in the discussion.

The admin and faculty worked really well together on this proposal. While we may not all agree on the outcome, and no one likes an increase in the fee, we felt for a number of reasons including respecting the process of faculty input and maintaining that input going forward that we wanted to bring this to FITC and, if it passes, to Senate.

Addendum VII
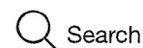
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Addendum VIII

Senate Bill 377

By: Senators Hatchett of the 50th, Dugan of the 30th, Mullis of the 53rd, Miller of the 49th, Gooch of the 51st and others

A BILL TO BE ENTITLED

AN ACT

1 To amend Titles 20 and 50 of the Official Code of Georgia Annotated, relating to education
2 and state government, respectively, so as to require state agencies, the Board of Regents of
3 the University System of Georgia, the State Board of the Technical College System of
4 Georgia, units of the University System of Georgia, units of the Technical College System
5 of Georgia, local boards of education, and local school systems to take measures to prevent
6 the use of curricula or training programs which act upon, promote, or encourage certain
7 concepts, with exceptions; to provide for such exceptions; to provide for construction; to
8 require such entities to prohibit discrimination on the basis of race, skin color, or ethnicity;
9 to require that diversity and inclusion training programs and similar efforts directed to the
10 employees or students of such entities shall encourage such employees or students not to
11 judge others based on skin color, or ethnicity; to provide for a complaint resolution policy,
12 process, and appeals for local school systems; to provide for promulgation of model policy
13 and guidance by the State Board of Education; to require the board of regents and the State
14 Board of the Technical College System of Georgia to adopt complaint resolution policies;
15 to provide for penalties; to provide for remedies; to provide for certain responsibilities of
16 state agency heads; to provide for definitions; to provide for related matters; to repeal
17 conflicting laws; and for other purposes.

18   BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

19   **SECTION 1.**

20 Title 20 of the Official Code of Georgia Annotated, relating to education, is amended in

21 Chapter 2, relating to elementary and secondary education, by adding a new Code section to

22 read as follows:

23 "20-2-243.1.

24 (a) As used in this Code section, the term:

25 (1) 'Divisive concepts' means any of the following concepts, including views espousing

26   such concepts:

27   (A) One race or ethnicity is inherently superior to another race or ethnicity;

28   (B) The United States of America and the State of Georgia are fundamentally or

29   systemically racist;

30   (C) An individual, solely because of his or her race, skin color, or ethnicity, is

31   inherently racist or oppressive, whether consciously or subconsciously;

32   (D) An individual should be discriminated against or receive adverse treatment solely

33   or partly because of his or her race, skin color, or ethnicity;

34   (E) An individual's moral character is inherently determined by his or her race, skin

35   color, or ethnicity;

36   (F) An individual, because of his or her race, skin color, or ethnicity, bears

37   responsibility for actions committed by other individuals of the same race, skin color,

38   or ethnicity, whether past or present;

39   (G) An individual should feel discomfort, guilt, anguish, or any other form of

40   psychological distress because of his or her race, skin color, or ethnicity;

41   (H) Meritocracy or traits such as a hard work ethic are racist or were created by

42   individuals of a particular race to oppress individuals of another race; or

43   (I) Any form of race or ethnic scapegoating or race or ethnic stereotyping.

44   (2) 'Race or ethnic scapegoating' means assigning fault, blame, or bias to a race or

45   ethnicity or to an individual of a particular race or ethnicity because of his or her race or

46   ethnicity. Such term includes, but is not limited to, any claim that an individual of a

47   particular race or ethnicity, consciously or subconsciously, and by virtue of his or her race

48   or ethnicity, is inherently racist or is inherently inclined to oppress others.

49   (3) 'Race or ethnic stereotyping' means ascribing character traits, values, moral and

50   ethical codes, privileges, status, or beliefs to a race or ethnicity, or to an individual

51   because of his or her race or ethnicity.

52   (b) Each local board of education and local school superintendent shall prohibit employees

53   from discriminating against students and other employees based on race, skin color, or

54   ethnicity.

55   (c)(1) Each local board of education and local school superintendent shall ensure that all

56   diversity and inclusion efforts directed to the employees of their respective school

57   systems shall encourage such employees not to judge students, other employees, or other

58   individuals based on race, skin color, or ethnicity.

59   (2) Each local board of education and local school superintendent may provide for

60   curricula and training programs that foster learning and workplace environments where

61   all students, employees, and school community members are respected and that promote

62   diversity and inclusiveness; provided, however, that any curriculum or mandatory

63   training program, whether taught or facilitated by school personnel or a third party

64   engaged by a local board of education or a local school system, may not teach, act upon,

65   promote, or encourage divisive concepts; and provided, further, that this subsection shall

66   not be construed to prohibit a school administrator, teacher, other school personnel, or an

67   individual facilitating a training program from responding in an objective manner and

68   without endorsement to questions regarding specific divisive concepts raised by students,

69   school community members, or participants in a training program.

70   (d) Nothing in this Code section shall be construed to do any of the following:

71   (1) Inhibit or violate the rights protected by the Constitutions of the United States of

72   America and Georgia or undermine intellectual freedom and free expression;

73   (2) Infringe upon the intellectual vitality of students and employees of local boards of

74   education and local school systems;

75   (3) Prevent a local board of education or local school system from promoting diversity

76   or inclusiveness; provided, however, that such efforts do not conflict with the

77   requirements of this Code section and other applicable laws;

78   (4) Prohibit the discussion of divisive concepts, as part of a larger course of instruction,

79   in an objective manner and without endorsement;

80   (5) Prohibit the use of curriculum that addresses topics of slavery, racial or ethnic

81   oppression, racial or ethnic segregation, or racial or ethnic discrimination, including

82   topics relating to the enactment and enforcement of laws resulting in such oppression,

83   segregation, and discrimination;

84   (6) Create any right or benefit, substantive or procedural, enforceable at law or in equity

85   by any party against a local board of education or a local school system, or its

86   departments, agencies, or entities, its officers, employees, or agents, or any other person;

87   or

88   (7) Prohibit a state or federal court or agency of competent jurisdiction from ordering

89   training or other remedial action that discusses divisive concepts due to a finding of

90   discrimination, including discrimination based on race, skin color, or ethnicity.

91   (e)(1)   No later than August 1, 2022, each local board of education shall adopt a

92   complaint resolution policy for its local school system to address complaints alleging

93   violations of any provision of subsections (b) through (d) of this Code section at a school

94   in such school system. The complaint resolution policy shall provide that:

95   (A) A school or local school system shall not be required to respond to a complaint

96   made pursuant to this subsection unless it is made by:

97   (i)   The parent of a student enrolled at the school where the alleged violation

98   occurred;

99   (ii) A student who has reached the age of majority or is a lawfully emancipated minor

100   and who is enrolled at the school where the alleged violation occurred;

101   (iii) An individual employed as a school administrator, teacher, or other school

102   personnel at the school where the alleged violation occurred;

103   (iv) The district attorney for the county where the alleged violation occurred;

104   (v) The Attorney General;

105   (vi) The House Education Committee; or

106   (vii) The Senate Committee on Education and Youth.

107 (B)   The complaint shall first be submitted in writing to the principal of the school

108   where the alleged violation occurred;

109 (C)   The complaint shall provide a reasonably detailed description of the alleged

110   violation;

111 (D) Within three school days of receiving such written complaint, the school principal

112   or his or her designee shall review the complaint and take reasonable steps to

113   investigate the allegations in the complaint;

114 (E)   The school principal shall determine whether the alleged violation occurred, in

115   whole or in part;

116 (F)   Within five school days of receiving the complaint, unless another schedule is

117   mutually agreed to by the complainant and the school principal, the school principal

118   shall confer with the complainant and inform the complainant whether a violation

119   occurred, in whole or in part, and, if such a violation was found to have occurred, what

120   remedial steps will be taken; provided, however, that the confidentiality of student or

121   personnel information will not be violated;

122 (G) The school principal's determinations provided for in subparagraphs (E) and (F)

123   of this paragraph shall be subject to timely administrative review by the local school

124   superintendent or his or her designee upon a written request by the complainant to the

125   local school superintendent; and

126   (H) The local school superintendent's decision following the administrative review

127   provided for in subparagraph (G) of this paragraph shall be subject to review by the

128   local board of education pursuant to Code Section 20-2-1160.

129   (2) Following a decision by a local board of education regarding a complaint made

130   pursuant to paragraph (1) of this subsection, any party aggrieved by the decision of the

131   local board of education shall have the right to appeal such decision to the State Board

132   of Education pursuant to subsection (b) of Code Section 20-2-1160.

133   (3) The State Board of Education may, after hearing an appeal brought pursuant to

134   paragraph (2) of this subsection, withhold up to 10 percent of the state contributed

135   Quality Basic Education Program funds allotted to the local school system or public

136   elementary or secondary school in accordance with the provisions of Code

137   Section 20-2-243; provided, however, that upon such withholding, the Department of

138   Education shall develop and provide a corrective action plan to the local school system

139   or public elementary or secondary school to remediate each violation found to have

140   occurred by the State Board of Education; and provided, further, that a local school

141   system or public elementary or secondary school whose allotment of state contributed

142   Quality Basic Education Program funds has been withheld pursuant to this paragraph

143   shall have such allotment restored within 45 days of demonstrating to the satisfaction of

144   the State School Superintendent substantial compliance with the corrective action plan

145   provided for in this paragraph.

146   (4) No later than July 1, 2022, the Department of Education shall promulgate a model

147   policy for a complaint resolution process that meets the requirements of paragraph (1) of

148   this subsection. The Department of Education shall develop and provide guidance for

149   local school systems for use when determining whether violations of subsections (b)

150   through (d) of this Code section have occurred. The Department of Education shall be

151   authorized to revise such model policy and guidance from time to time and shall post

152   such policy and guidance on its website in order to assist local school systems."

153   **SECTION 2.**

154 Said title is further amended in Chapter 3, relating to postsecondary education, by adding a

155 new Code section to read as follows:

156   "20-3-65.1.

157   (a) As used in this Code section, the term:

158   (1) 'Divisive concepts' means any of the following concepts, including views espousing

159   such concepts:

160   (A) One race or ethnicity is inherently superior to another race or ethnicity;

161   (B) The United States of America and the State of Georgia are fundamentally or

162   systemically racist;

163   (C) An individual, solely because of his or her race, skin color, or ethnicity, is

164   inherently racist or oppressive, whether consciously or subconsciously;

165   (D) An individual should be discriminated against or receive adverse treatment solely

166   or partly because of his or her race, skin color, or ethnicity;

167   (E) An individual's moral character is inherently determined by his or her race, skin

168   color, or ethnicity;

169   (F) An individual, because of his or her race, skin color, or ethnicity, bears

170   responsibility for actions committed by other individuals of the same race, skin color,

171   or ethnicity, whether past or present;

172   (G) An individual should feel discomfort, guilt, anguish, or any other form of

173   psychological distress because of his or her race, skin color, or ethnicity;

174   (H) Meritocracy or traits such as a hard work ethic are racist or were created by

175   individuals of a particular race to oppress individuals of another race; or

176   (I) Any form of race or ethnic scapegoating or race or ethnic stereotyping.

177   (2) 'Race or ethnic scapegoating' means assigning fault, blame, or bias to a race or

178   ethnicity or to an individual of a particular race or ethnicity because of his or her race or

179   ethnicity. Such term includes, but is not limited to, any claim that an individual of a

180   particular race or ethnicity, consciously or subconsciously, and by virtue of his or her race

181   or ethnicity, is inherently racist or is inherently inclined to oppress others.

182   (3) 'Race or ethnic stereotyping' means ascribing character traits, values, moral and

183   ethical codes, privileges, status, or beliefs to a race or ethnicity, or to an individual

184   because of his or her race or ethnicity.

185   (b) The Board of Regents of the University System of Georgia shall prohibit employees

186   from discriminating against students and other employees based on race, skin color, or

187   ethnicity.

188   (c)(1) The Board of Regents of the University System of Georgia shall ensure that all

189   diversity and inclusion efforts directed to the employees of the board of regents or of any

190   unit of the University System of Georgia shall encourage such employees not to judge

191   students, other employees, or other individuals based on race, skin color, or ethnicity.

192   (2) The Board of Regents of the University System of Georgia may provide for curricula

193   and training programs that foster learning and workplace environments where all

194   students, employees, and school community members are respected and that promote

195   diversity and inclusiveness; provided, however, that any curriculum or mandatory

196   training program, whether taught or facilitated by school personnel or a third party

197   engaged by the board or a unit of the University System of Georgia may not teach, act

198   upon, promote, or encourage divisive concepts; and provided, further, that this subsection

199   shall not be construed to prohibit administrators, faculty members, instructors, or other

200   individuals facilitating a training program from responding in an objective manner and

201   without endorsement to questions regarding specific divisive concepts raised by students,

202   school community members, or participants in a training program.

203   (d) Nothing in this Code section shall be construed to do any of the following:

204   (1) Inhibit or violate the rights protected by the Constitutions of the United States of

205   America and Georgia or undermine intellectual freedom and free expression;

206   (2) Infringe upon the intellectual vitality of students and employees of the board of

207   regents or any unit of the University System of Georgia;

208   (3) Prevent the board of regents or any unit of the University System of Georgia from

209   promoting diversity or inclusiveness; provided, however, that such efforts do not conflict

210   with the requirements of this Code section and other applicable laws;

211   (4) Prohibit the discussion of divisive concepts, as part of a larger course of instruction,

212   in an objective manner and without endorsement;

213   (5) Prohibit the use of curriculum that addresses topics of slavery, racial or ethnic

214   oppression, racial or ethnic segregation, or racial or ethnic discrimination, including

215   topics relating to the enactment and enforcement of laws resulting in such oppression,

216   segregation, and discrimination;

217   (6) Create any right or benefit, substantive or procedural, enforceable at law or in equity

218   by any party against the board of regents or any unit of the University System of Georgia,

219   or their respective departments, agencies, or entities, officers, employees, or agents, or

220   any other person; or

221   (7) Prohibit a state or federal court or agency of competent jurisdiction from ordering

222   training or other remedial action that discusses divisive concepts due to a finding of

223   discrimination, including discrimination based on race, skin color, or ethnicity.

224   (e)(1) No later than August 1, 2022, the board of regents shall adopt a complaint

225   resolution policy to address complaints alleging violations of any provision of

226   subsections (b) through (d) of this Code section at a unit of the University System of

227   Georgia.

228   (f) Any entity, organization, or postsecondary institution that violates any provision of

229   subsections (b) through (e) of this Code section shall be subject to the withholding of

230   state funding or state administered federal funding. Such withholding of state funding

231   may include funds provided to one or more postsecondary institutions directly, as well

232   as funding for scholarships, loans, and grants pursuant to this chapter for students of such

233   postsecondary institutions."

234   **SECTION 3.**

235 Said title is further amended in Chapter 4, relating to vocational, technical, and adult

236 education, by adding a new Code section to read as follows:

237   "20-4-16.1.

238   (a) As used in this Code section, the term:

239   (1) 'Divisive concepts' means any of the following concepts, including views espousing

240   such concepts:

241   (A) One race or ethnicity is inherently superior to another race or ethnicity;

242   (B) The United States of America and the State of Georgia are fundamentally or

243   systemically racist;

244   (C) An individual, solely because of his or her race, skin color, or ethnicity, is

245   inherently racist, or oppressive, whether consciously or subconsciously;

246   (D) An individual should be discriminated against or receive adverse treatment solely

247   or partly because of his or her race, skin color, or ethnicity;

248   (E) An individual's moral character is inherently determined by his or her race, skin

249   color, or ethnicity;

250   (F) An individual, because of his or her race, skin color, or ethnicity, bears

251   responsibility for actions committed by other individuals of the same race, skin color,

252   or ethnicity, whether past or present;

253   (G) An individual should feel discomfort, guilt, anguish, or any other form of

254   psychological distress because of his or her race, skin color, or ethnicity;

255   (H) Meritocracy or traits such as a hard work ethic are racist or were created by

256   individuals of a particular race to oppress individuals of another race; or

257   (I) Any form of race or ethnic scapegoating or race or ethnic stereotyping.

258   (2) 'Race or ethnic scapegoating' means assigning fault, blame, or bias to a race or

259   ethnicity or to an individual of a particular race or ethnicity because of his or her race or

260   ethnicity. Such term includes, but is not limited to, any claim that an individual of a

261   particular race or ethnicity, consciously or subconsciously, and by virtue of his or her race

262   or ethnicity, is inherently racist or is inherently inclined to oppress others.

263   (3) 'Race or ethnic stereotyping' means ascribing character traits, values, moral and

264   ethical codes, privileges, status, or beliefs to a race or ethnicity, or to an individual

265   because of his or her race or ethnicity.

266   (b) The State Board of the Technical College System of Georgia shall prohibit employees

267   from discriminating against students and other employees based on race, skin color, or

268   ethnicity.

269   (c)(1) The State Board of the Technical College System of Georgia shall ensure that all

270   diversity and inclusion efforts directed to the employees of the state board or of any unit

271   of the Technical College System of Georgia shall encourage such employees not to judge

272   students, other employees, or other individuals based on race, skin color, or ethnicity.

273   (2) The State Board of the Technical College System of Georgia may provide for

274   curricula and training programs that foster learning and workplace environments where

275   all students, employees, and school community members are respected and that promote

276   diversity and inclusiveness; provided, however, that any curriculum or mandatory

277   training program, whether taught or facilitated by school personnel or a third party

278   engaged by the state board or a unit of the Technical College System of Georgia may not

279   teach, act upon, promote, or encourage divisive concepts; and provided, further, that this

280   subsection shall not be construed to prohibit administrators, faculty members, instructors,

281   or other individuals facilitating a training program from responding in an objective

282   manner and without endorsement to questions regarding specific divisive concepts raised

283   by students, school community members, or participants in a training program.

284   (d) Nothing in this Code section shall be construed to do any of the following:

285   (1) Inhibit or violate the rights protected by the Constitutions of the United States of

286   America and Georgia or undermine intellectual freedom and free expression;

287   (2) Infringe upon the intellectual vitality of students and employees of the State Board

288   of the Technical College System of Georgia or any unit of the Technical College System

289   of Georgia;

290   (3) Prevent the State Board of the Technical College System of Georgia or any unit of

291   the Technical College System of Georgia from promoting diversity or inclusiveness;

292   provided, however, that such efforts do not conflict with the requirements of this Code

293   section and other applicable laws;

294   (4) Prohibit the discussion of divisive concepts, as part of a larger course of instruction,

295   in an objective manner and without endorsement;

296   (5) Prohibit the use of curriculum that addresses topics of slavery, racial or ethnic

297   oppression, racial or ethnic segregation, or racial or ethnic discrimination, including

298   topics relating to the enactment and enforcement of laws resulting in such oppression,

299   segregation, and discrimination;

300   (6) Create any right or benefit, substantive or procedural, enforceable at law or in equity

301   by any party against the State Board of the Technical College System of Georgia or any

302   unit of the Technical College System of Georgia, or their respective departments,

303   agencies, or entities, officers, employees, or agents, or any other person; or

304   (7) Prohibit a state or federal court or agency of competent jurisdiction from ordering

305   training or other remedial action that discusses divisive concepts due to a finding of

306   discrimination, including discrimination based on race, skin color, or ethnicity.

307   (e)(1) No later than August 1, 2022, the State Board of the Technical College System of

308   Georgia shall adopt a complaint resolution policy to address complaints alleging

309   violations of any provision of subsections (b) through (d) of this Code section at a unit

310   of the Technical College System of Georgia.

311   (f) Any entity, organization, or postsecondary institution that violates any provision of

312   subsections (b) through (e) of this Code section shall be subject to the withholding of

313   state funding or state administered federal funding. Such withholding of state funding

314   may include funds provided to one or more postsecondary institutions directly, as well

315   as funding for scholarships, loans, and grants pursuant to this chapter for students of such

316   postsecondary institutions."

317   **SECTION 4.**

318 Title 50 of the Official Code of Georgia Annotated, relating to state government, is amended

319 by adding a new Code section to read as follows:

320   "50-1-11.

321   (a) As used in this Code section, the term:

322   (1) 'Divisive concepts' means any of the following concepts, including views espousing

323   such concepts:

324   (A) One race or ethnicity is inherently superior to another race or ethnicity;

325   (B)   The United States of America and the State of Georgia are fundamentally or

326   systemically racist;

327   (C)   An individual, solely because of his or her race, skin color, or ethnicity, is

328   inherently racist or oppressive, whether consciously or subconsciously;

329   (D) An individual should be discriminated against or receive adverse treatment solely

330   or partly because of his or her race, skin color, or ethnicity;

331   (E) An individual's moral character is inherently determined by his or her race, skin

332   color, or ethnicity;

333   (F)   An individual, because of his or her race, skin color, or ethnicity, bears

334   responsibility for actions committed by other individuals of the same race, skin color,

335   or ethnicity, whether past or present;

336   (G)   An individual should feel discomfort, guilt, anguish, or any other form of

337   psychological distress because of his or her race, skin color, or ethnicity;

338   (H)   Meritocracy or traits such as a hard work ethic are racist or were created by

339   individuals of a particular race to oppress individuals of another race; or

340   (I)   Any form of race or ethnic scapegoating or race or ethnic stereotyping.

341   (2)   'Race or ethnic scapegoating' means assigning fault, blame, or bias to a race or

342   ethnicity or to an individual of a particular race or ethnicity because of his or her race,

343   skin color, or ethnicity.   Such term includes, but is not limited to, any claim that an

344   individual of a particular race or ethnicity, consciously or subconsciously, and by virtue

345   of his or her race or ethnicity, is inherently racist or is inherently inclined to oppress

346   others.

347   (3)   'Race or ethnic stereotyping' means ascribing character traits, values, moral and

348   ethical codes, privileges, status, or beliefs to a race or ethnicity, or to an individual

349   because of his or her race or ethnicity.

350   (4)   'State agency' or 'agency' means any department, division, board, bureau,

351   commission, or other agency of the state government or any state authority.

352   (b)   Each state agency shall prohibit its employees from discriminating against other

353   employees based on race, skin color, or ethnicity.

354   (c)   The head of each state agency shall:

355   (1)   Ensure that his or her respective agency, agency employees while acting within the

356   scope of their employment, and any contractors engaged by the agency to provide

357   training programs to agency employees do not act upon, promote, or encourage divisive

358   concepts in any training program for agency employees; provided, however, that this

359   paragraph shall not be construed to prohibit an individual who facilitates an employee

360   training program from responding in an objective manner and without endorsement to

361   questions regarding specific divisive concepts raised by participants in a training

362   program;

363   (2) Ensure that all agency diversity and inclusion training, workshops, programs, and

364   other efforts encourage agency employees not to judge each other based on race, skin

365   color, or ethnicity; and

366   (3) Take appropriate disciplinary action against any agency employee or contractor

367   engaged by the agency who authorizes or approves a training program that acts upon,

368   promotes, or encourages divisive concepts.

369   (d)(1) This Code section shall not be construed to prohibit any state agency from

370   promoting diversity or inclusiveness, so long as such efforts do not conflict with the

371   requirements of this Code section.

372   (2) This Code section shall not be construed to prohibit the discussion of divisive

373   concepts, as part of a larger discussion related to workplace policies or training programs,

374   in an objective manner and without endorsement."

375   **SECTION 5.**

376 All laws and parts of laws in conflict with this Act are repealed.

Addendum IX

**Resolution on the Administration's Communication
with the Faculty Senate about Government Activities**

Whereas "the General Faculty has primary authority and responsibility in formulating policy and rules and regulations in all matters concerning curriculum (including, but not limited to, programs and courses of study, major field requirements, core curriculum, and individual courses), to conduct and schedule classes and final examinations, to set requirements for graduation, and to specify the educational standards of the University" (UWG Policies and Procedures, rev. 2021, p. 18),

And, Whereas the exercise of this authority and responsibility is "subject to approval by the President, the Chancellor and the Board of Regents" (ibid),

Be it resolved that the faculty senate, acting as the representative body of the general faculty, and the President and the President's office must have a clear structure and means of communication on all matters of significance that can and will impact the authority and responsibility of the faculty in the fulfillment of these designated duties, including the impact of state and federal legislative, executive, and judicial activities.

The Faculty Senate, in its role of advising the President and making policy and procedure recommendations to the President, recommends the following procedure of communication with regard to public affairs:

- The Office of the President (e.g., the office of Public Service and Outreach) will engage in regular and timely communication with the Faculty Senate regarding government activities (e.g., proposed legislative bills) that have the potential to impact the authority and responsibility of the general faculty as described in UWG Policies and Procedures documents and will share relevant available materials (e.g., proposed bills) and any proposed administrative plans or strategies for responding to such activities.
- Prior to responding to the government activity or enacting any plans or strategies, the Office of the President will, whenever time permits, give the Faculty Senate the opportunity to identify and consult with faculty who have relevant expertise and who can work with a standing senate committee, subcommittee, or ad hoc task force to compose advice and/or recommendations for the President to assist the President in effectively representing and advocating for the curriculum and educational standards of the University.
- Recognizing that the Faculty Senate's advisory recommendations may differ from the Administration's position on how to best represent and advocate for the university's curriculum and educational standards of the university, the Senate reserves the right to express the reasons for its dissenting opinion with appropriate campus stakeholders and continue its advocacy with Administration.